

**Funtime Pre-school Ltd**

**Policies and Guidelines**



This information contained in this document is the property of Funtime Pre-school Ltd.  
Please return to pre-school when finished.

Last updated: NOVEMBER 2011

## Funtime Pre-school Ltd

### Information, Guidelines and Policies

All policies and procedures are in accordance with the Statutory Framework for the Early Years Foundation - a copy is available upon request.

<u>Contents</u>	<u>Page</u>
Introduction and Guidelines	3
Admissions Policy	5
Behaviour Management Policy	6
Physical Handling Policy	7
Safeguarding Children Policy	10
Complaints Procedure Policy	13
Confidentiality Policy	15
Equality and Diversity Policy	16
Food and Drink Policy	18
Health and Safety Policy	19
Parental Involvement Policy	23
Settling In Policy	24
Special Educational Needs/Disability Policy	25
Student Placement Policy	26
Procedure for Lost Child Policy	27
The Non Collection of Children Policy	28
Ofsted Guidelines	29
Recruitment and Selection Policy	30
Curriculum Policy	31
Equipment Policy	33
Overdue Fees Procedure	34
Fees Policy	35
Payments into Pre-school Policy	37
Late Collection of Children Policy	38
Data Protection Policy	39
Emergency Closure Procedure	40
Appendix 1 - Common Assessment Framework	41
Mobile Phone and Photographic Images Policy	42
Conflict of Interest Policy	44
Whistle Blowing Policy	45
Managing Allegations made against a member/s of staff or volunteer/s Policy	47

# Funtime Pre-school Ltd

## GUIDELINES, INFORMATION AND POLICIES

### INTRODUCTION:

Welcome to Funtime Pre-School. The Information and Policies written below convey to you as parents/guardians the main features of our way of life at pre-school.

### Our Group Aims:

- To provide a smooth link between home, pre-school and main school, whilst having a “fun time”.
- To create a partnership with parents/guardians to support and enhance the development of the children.
- To provide a safe and friendly environment for the children, where they will be able to “learn through play”.
- To ensure the children have positive experiences of success at their own levels now, in order to give them confidence and motivation for learning in the future.
- To provide a curriculum that promotes the ‘Early Learning Goal’, providing equal learning and development opportunities for all the children within the Pre-school. This is achieved through a curriculum covering:
  - Problem solving, reasoning and numeracy
  - Knowledge and Understanding of the World
  - Language and Literacy
  - Physical development
  - Creative development
  - Personal and social and emotional development.

## GUIDELINES AND INFORMATION

### Committee

Funtime Pre-School is non profit making and is managed by a Parent Management Committee. The Committee is composed entirely of volunteer parents/carers who are elected at an annual general meeting. They are responsible for employing Early Years Practitioners, fund raising and other administrative duties. Unfortunately, without a committee the pre-school will close. The committee is made up of the following positions:

Chairperson	Vice Chairperson
Company Secretary	Communications Secretary
Treasurer	Health and Safety Officer
Fundraising Officer	Additional members

### Early Years Practitioners

There are 8 Early Years Practitioners employed by the committee, consisting of Supervisor/Manager, a Deputy Supervisor and seven Early Years Practitioners. This provides a staff/child ratio of 1:6. A part time administrator is also employed.

Supervisor	Angie O’Driscoll
Senior Early Years Practitioners	Karen Halbauer (SENCO) Frances Magnus
Early Years Practitioner	Caroline Moseley Katherine Hanson Chloe Channon (maternity leave)
Administrator	Marisa Reynolds

All the Early Years Practitioners are trained and have various qualifications. These include: Degree in Education and Training, Foundation Degree in Early Years, NVQ level 3, BTEC National Diploma in Early Years, Diploma in Pre-school Practice, Child Development, Curriculum Planning and First Aid Courses. In addition, the Supervisor has achieved Early Years Professional status. All Early Years Practitioners keep updated with new thinking in the field of Child Education and Care and have access to a range of professionally produced publications, which are also available for parents/carers to borrow. Ongoing training is available through Hampshire County Council and the Pre-School Learning Alliance, which are available for both Early Years Practitioners and parents/carers. Informal training is also available through local meetings, conferences and workshops; parents/carers will be informed about these via the notice board in the lobby.

### Session Times

	Morning	Afternoon
Monday	09.00 - 12.00	12.30 - 3.30*
Tuesday	09.00 - 12.00	No session
Wednesday	09.00 - 12.00	12.30 - 3.30
Thursday	09.00 - 12.00	12.30 - 3.30
Friday	09.00 - 12.00	12.30 - 3.30
Breakfast Club	08:30 - 09:00 Daily	
Lunch Club		12:00 - 12:30 Daily

\* This session **DOES NOT RUN** on the first Monday of each month as the hall is used by another party.

Children may also be dropped at 9:30am in the morning and collected at 3:00pm in the afternoon.

All children are welcome to attend pre-school for the whole day on Monday, Wednesday, Thursday and Friday. From January up to the end of the Summer Term the curriculum for the Thursday afternoon sessions is mainly aimed at the children who are leaving for main school the following September. These sessions give the children some experience of going to 'Big School' and further develop their basic skills. We liaise with the local primary school teachers with regard to these sessions. Younger children attending these sessions may join in with these specific activities or be given other activities more appropriate to their learning.

### Fees

The fees per session at present are £12.00 (£4.00 per hour) and these are payable half termly, monthly or weekly in advance. Parents receive an invoice from the pre-school administrator stating the amount due. Payment is made by cash or cheque in a sealed named envelope and posted in the Fees Box in the lobby or made electronically by bank transfer. No money is handed to staff. Fees continue to be paid in the case of absence due to holiday or sickness. Each child's attendance at the group is conditional upon continued payment of any necessary fees, which include the Early Years Education (EYE) scheme. The government currently fund 38 weeks per year. Should you have any difficulties with regard to payment of fees, please speak to the Committee Treasurer, Pre-school Administrator or your child's key person. All matters will be treated in the strictest confidence.

Breakfast and Lunch Clubs cost £2 each and are payable in arrears. Both clubs can be used as part of the 15 free hours per week. Parents receive an invoice from the pre-school administrator at the end of each half term. Children arriving for breakfast club before 8:45am are given a healthy breakfast. Children attending lunch club provide their own lunch which is kept refrigerated if necessary.

### Early Years Education (EYE) Scheme

The Early Years Education Scheme offers funding for 3 and 4 year olds. All pre-school children are entitled to funding from the term after their third birthday. Parents are given a Parent Declaration Form to complete shortly before their child becomes eligible, which must be returned to pre-school to claim for funding. All children are entitled to 15 free hours per week which must be taken over at least 3 days. The entitlement may be spread across 2 early years settings.

### Contact Numbers:

Pre-school Mobile Telephone: 07751 578252  
Pre-school web address: [www.funtimepreschool.org](http://www.funtimepreschool.org)  
Pre-school email address: [administrator@funtimepreschool.org](mailto:administrator@funtimepreschool.org)

The hall is rented from the Church and as well as pre-school, the hall is hired for Parent and Toddler Group, Brownies, Polling and meetings to name but a few.

### Curriculum

Our curriculum embraces the care and education of all our children. Through play based activities we offer to provide a high quality early years experience to support your child to build upon their academic, social and emotional success. Children are valued as unique individuals and inclusive practice is ensured.

Updated: October 2009  
Revised: September 2011

# Funtime Pre-school Ltd

## ADMISSION POLICY

### Statement of Intent:

It is our intention to make our pre-school accessible to all children and families living in the community.

### Aim:

To ensure that all sections of our community have access to the pre-school through open, fair and clearly communicated procedures.

### Methods:

We will place notices advertising pre-school in places where all sections of the community can see them and in more than one language if appropriate. We have a waiting list and children are placed on this as soon as they are registered with us. The children are then accepted into pre-school in order of date of birth and can attend pre-school the term or half term nearest to them reaching the age of 2 years and 6 months - providing we do not exceed the ratio that no more than 4 of the children attending each session are under the age of 3 years.

We have places for 26 children in each session, these are utilized by:

- Children staying on from the previous year.
- Children reaching the minimum required age.
- Children from families who have moved into the local area.

Opening times are agreed and formally voted in at the Annual General Meeting by the parents and we are flexible about attendance patterns, so as to accommodate the needs of the individual child(ren) and their families. We operate as fair a system as we can with regards to equal opportunities.

Policy Updated: July 2009

Revised: March 2011

# Funtime Pre-school Ltd

## BEHAVIOUR MANAGEMENT POLICY

### Statement of intent

Our pre-school believes that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else.

### Aim

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

### Methods

In order to achieve this, rules governing the conduct of the group and the behaviour of the children will be discussed and agreed within the pre-school and explained to all Early Years Practitioners and volunteers.

We have a named person Angie O'Driscoll who is required to

- Keep herself up-to-date with legislation and research and thinking on handling children's behaviour.
- Access relevant sources of expertise on handling children's behaviour and
- Check that all Early Years Practitioners have relevant in service training on handling children's behaviour. We keep a record of Early Years Practitioners attendance at this training.

We require Early Years Practitioners, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy. Adults in pre-school will praise and endorse desirable behaviour such as kindness and willingness to share. We familiarise new Early Years Practitioners and volunteers with the pre-school's behaviour policy and its rules for behaviour.

We expect all members of the pre-school - children, parents, Early Years Practitioners volunteers and students to keep to the rules, requiring these to be applied consistently.

We avoid creating situations in which children receive adult attention only in return for undesirable behaviour. When children behave in unacceptable ways, physical punishment such as smacking or shaking will be neither used nor threatened. Children will never be sent out of the room by themselves.

We do not use techniques intended to single out and humiliate individual children.

We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our pre-school supervisor and are recorded in our incident book. A parent is informed on the same day and signs the incident book to indicate that he/she has been informed.

In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame. We do not shout or raise voices in a threatening way to respond to children's behaviour. We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development - e.g. by distraction, discussion or by withdrawing the child from the situation. Recurring problems will be tackled by the whole pre-school, in partnership with the child's parents, using objective observation records to establish an understanding of the cause. Parents are regularly informed about their child's behaviour by their Key Person. Adults will be aware that some kinds of behaviour may arise from a child's special needs.

### Bullying

Bullying involves the persistent physical or verbal abuse of another child or children. We take bullying very seriously. If a child bullies another child or children:

- we intervene to stop the child harming the other child(ren)
- We explain to the child doing the bullying why her/his behaviour is inappropriate;
- We give reassurance to the child(ren) who have been bullied
- We help the child who has done the bullying to say sorry for his/her actions;
- We do not label children who bully
- When children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour; and
- When children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Reviewed: March 2011

# Funtime Pre-school Ltd

## PHYSICAL HANDLING POLICY

### Statement of Intent

All Early Years Practitioners aim to help children take responsibility for their own behaviour. However, there are occasions when a child's behaviour can be more challenging and may require the use of physical intervention.

### Aim

Physical intervention is when a practitioner uses physical force intentionally to restrict a child's movement against his or her will. The aim of using restrictive physical intervention is to restore safety, both for the child and those around him/her.

### Definitions

What is meant by Physical Handling - there are three types of Physical Handling

1) **Physical Handling:** the positive use of touch is a normal part of human interaction. Touch might be appropriate in a range of situations i.e.

- Giving guidance to children (how to hold a paint brush or when climbing)
- Providing emotional support (such as placing an arm around a distressed child)
- Physical care (such as first aid or toileting)

2) **Physical Intervention** - can include mechanical and environmental means such as high chairs, stair gates or locked doors. These may be appropriate ways of ensuring a child's safety.

3) **Restrictive physical intervention** - Early Years Practitioners uses physical force intentionally to restrict a child's movement against his or her will.

**Principles** - the pre-school Early Years Practitioners will only use restrictive physical intervention in extreme circumstances to manage a child's behaviour. It is our policy to adhere to:

**Positive Behaviour Management** - promoting the use of positive behaviour management, our aim is to do all we can to avoid using restrictive physical intervention.

**Paramount** - restrictive physical handling will only be used when the Early Years Practitioners believe its use is in the child's best interest; their need is paramount.

**Duty of care** - all Early Years Practitioners have a duty of care towards the children in pre-school. When children are in danger of hurting themselves, others or of causing damage to property, Early Years Practitioners have a duty to intervene. This may involve an attempt to divert the child to another activity or a simple instruction to 'stop'. However, if it is judged as necessary, Early Years Practitioners may use restrictive physical intervention.

**Reasonable minimal force** - when physical intervention is used, it is used within the principal of reasonable minimal force i.e. Early Years Practitioners should use as little force as is necessary in order to maintain safety. Early Years Practitioners should use this for as short a period of time as possible.

### **When can restrictive physical intervention be used?**

- When someone is injuring themselves or others.
- When someone is damaging property
- Where there is suspicion that although injury, damage or other crime has not yet happened, it is about to happen.

### **It cannot be used**

- When it may make a situation worse
- In anger or as a punishment
- When an alternative less intrusive measure could be used and be more effective.

### **Who can use restrictive physical intervention?**

- A member of Early Years Practitioners team who knows the child well i.e. Key Person
- Identified Early Years Practitioners who are most appropriate to be involved
- In an emergency. Anyone can use restrictive physical intervention so long as it is consistent with the pre-school's policy.

### **What type of physical intervention can and cannot be used**

- Aim: for side by side contact with the child. Early Years Practitioners should avoid positioning themselves in front (to reduce the risk of being kicked) or behind (to reduce the risk of allegations of sexual misconduct).
- Aim: for no gap between the Early Years Practitioners and child's body when they are side by side. This minimizes the risk of impact and damage.
- Aim: to keep the adult's back as straight as possible.
- Be aware in particular of head positioning, to avoid head butts from the child.
- Hold children by 'long' bones i.e. avoid grasping at joints where pain and damage are most likely.
- Ensure that there is no restriction to the child's ability to breathe. In particular, this means avoiding holding a child round the chest cavity or stomach.
- Avoid lifting children and do not hold them in time out.
- Don't use seclusion (where a child is left alone)

#### **Who is best to deal with the situation?**

- Early Years Practitioners known to child (Key Person)
- Parent/carer (working in partnership)
- Whole staff approach (all Early Years Practitioners working consistently to help the child and support each other)
- Area Inclusion Officer (INCO)

#### **Planning** - when planning risk assessment, consider:

- What are the risks?
- Who is at risk and how?
- What can we do to manage the risk?  
Ensure Early Years Practitioners have specific training in the use of restrictive physical intervention and appropriate refresher training.

#### **Individual behaviour plan** - pre-school Early Years Practitioners will draw from as many different viewpoints as possible when it is known that an individual child's behaviour is likely to require some form of restrictive intervention, taking into consideration:

- **Ecological change** - changes at home or pre-school that maybe a trigger point. Look at how the child's environment could be adapted to meet the child's needs.
- **Communicative function** - difficulties in expressing their needs verbally. Use a feeling picture or nursery narrative to aid child's communication skills.
- **Teaching new skills** - how the child can be taught and encouraged to use new, more appropriate behaviours. Encourage responsibility for their own actions
- **Reinforcement** - praise good behaviour
- **Responsive strategies**- use humour, distraction, relocation and offering alternative choices to help support child (no more than two choices so not to confuse the child).
- **Outside support**- Early Years Practitioners will be involved alongside parents/carers, area Inclusion Officer (INCO), Educational Psychologists, Portage Plus Workers, Behaviour Support Team, Speech and Language Therapists and Social Workers.

#### **Supporting and reviewing**

- **Distress** - can be upsetting for the child and any Early Years Practitioners involved, support for the child and for the Early Years Practitioners is paramount.
- **Repair relationships** - between child and peer, child and Early Years Practitioners to harbour no permanent ill feeling towards the child
- **Review behaviour plan** - involve all Early Years Practitioners and parents to ensure child's needs are supported. The outcome from planning meetings will be recorded and a signature will be sought from the parent/carer to confirm their knowledge and acceptance of the planned approach.
- **Monitoring** (ongoing basis) by:
  - Named person(s) - **Karen Halbauer and Angie O'Driscoll**
  - Support from area inclusion officer
  - Identifying trends - note recurring causes to effect behaviour problems
  - Reviewing plans at least every four to six months or more frequently if there are major changes to the child's circumstances.

#### **Recording and reporting**

- Involve Early Years Practitioners and parents/carers
- Record any use of restrictive physical intervention
- This must be done within 24 hours of the incident
- Use the Hampshire physical intervention form
- Early Years Practitioners must inform the child's parent/carer
- Parents/carers will be given a copy of the record form

- Area INCO to inform local authority (OFSTED)

**Complaints**

Should there be a need for complaint, refer to the Complaints Policy (page 13)

**Reviewing the policy**

This policy will be reviewed annually from the date of adoption and updated as required.

Date Policy Adopted: 30<sup>th</sup> October 2006

Updated: 8<sup>th</sup> July 2008

Reviewed: July 2009

Reviewed: March 2011

# Funtime Pre-school Ltd

## CHILD PROTECTION/SAFEGUARDING CHILDREN POLICY

### Policy Statement

Our setting will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life.

### Procedures

#### STAFFING AND VOLUNTEERS

- Our designated person is Angela O'Driscoll who co-ordinates child protection.
- Our designated committee officer who oversees this work is: Chairperson.
- We ensure all staff and parents are made aware of our safeguarding policies and procedures.
- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Criminal Records Bureau before posts can be confirmed.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect of references and Criminal Records Bureau checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Volunteers do not work unsupervised.
- We abide by the Protection of Vulnerable Groups Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concerns.
- We have procedures for recording the details of visitors to the setting.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.

#### RESPONDING TO SUSPICIONS OF ABUSE

- We acknowledge that abuse of children can take different forms - physical, emotional, sexual as well as neglect.
- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.
- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the setting leader, who is acting as the 'designated person'. The information is stored on the child's personal file.
- We refer to the local authority children's social care department and co-operate fully in any subsequent investigation. In some cases this may mean the police or other agency identified by the Local Safeguarding Children's Board.
- We take care not to influence the outcome either through the way we speak to children or by asking questions of children.

#### RECORDING SUSPICIONS OF ABUSE AND DISCLOSURES

Where a child makes comments to a member of staff that gives cause for concern (disclosure), observes signs or signals that gives cause for concern, such as significant changes in behaviour, deterioration in general well being; unexplained bruising, marks or signs of possible abuse or neglect the member of staff:

- Listens to the child, offers reassurance and gives assurance that she or he will take action;
- Does not question the child;
- Makes a written record that forms an objective record of the observation or disclosure that includes:
  - The date and time of the observation or the disclosure;
  - The exact words spoken by the child as far as possible;

- The name of the person to whom the concern was reported, with date and time; and
- The names of any other person present at the time.

These records are signed and dated and kept in the child's personal file which is kept securely and confidentially.

#### MAKING A REFERRAL TO THE LOCAL AUTHORITY SOCIAL CARE TEAM

- The pre-school will telephone their concerns to the local authority children's social care unit, following up this conversation in writing within 48 hours.

#### INFORMING PARENTS

- Parents are normally the first point of contact.
- If a suspicion of abuse is recorded, parents are informed at the same time as this report is made, except where the guidance of the Local Safeguarding Children's Board does not allow this.
- This will usually be the case where the parent is the likely abuser. In these cases the investigating officers will inform the parents.

#### LIAISON WITH OTHER AGENCIES

- We work within the Local Safeguarding Children's Board guidelines.
- We have a copy of 'What to do if you're worried a child is being abused' for parents and staff and all staff are familiar with what to do if they have concerns.
- We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and social services to work well together.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the wellbeing of children.
- Contact details of the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.
- If a referral is to be made to the local authority social care department, we act within the area's Safeguarding Children and Child Protection guidance in deciding whether we must inform the child's parents at the same time.

#### ALLEGATIONS AGAINST STAFF

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- We follow guidance of the Local Safeguarding Children's Board when responding to any complaint that a member of staff, or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child.
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to the local authority's social care department to investigate. We also report any such alleged incident to Ofsted and what measures we have taken. We are aware that it is an offence not to do this.
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the management committee and children's social care agree it is appropriate in the circumstances, the chairperson will suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.

#### DISCIPLINARY ACTION

- Where a member of staff or a volunteer is dismissed from the setting because of misconduct relating to a child, we notify the Independent Barring Board administrators so that the name may be included on the Protection of Children and Vulnerable Adults Barred list.

### TRAINING

- We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.
- We ensure that all staff know the procedures for reporting and recording their concerns in the setting.

### PLANNING

- The layout of the room allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being visible to others.

### CURRICULUM

- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and that they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, language spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

### CONFIDENTIALITY

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board.

### SUPPORT TO FAMILIES

- We believe in building trusting and supportive relationships with families, staff and volunteers in the group.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social care worker in relation to the settings designated role and tasks in supporting that child and their family, subsequent to any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality policy and only if appropriate under the guidance of the Local Safeguarding Children Board.

### Social Care Service's Departments and other agencies

Social Care Services Department Fareham/Gosport:  
133 Stoke Road, Gosport, PO12 1SD  
Tel: 0845 600 45 55

Out of normal working hours (Hampshire & Portsmouth) 0845 600 45 55

OFSTED - Piccadilly Gate, Store Street, Manchester M1 2WD  
Tel: 0300 123 3153

NSPCC - South & East Divisional Office, 3<sup>rd</sup> Floor, Arnold House, 36-41 Holywell Lane, London EC2A  
Tel: 020 7596 3700  
Help line: 0808 800 5000

Child Protection - contact for professionals only: 01329 225379

Local Safeguarding Children Board: 01962 876230

Policy Revised: March 2011

# Funtime Pre-school Ltd

## COMPLAINTS PROCEDURE

### Statement of intent

Our pre-school believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our pre-school and will give prompt and serious attention to any concerns about the running of the pre-school. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate Early Years Practitioner. If this does not achieve the desired result, we have a set of procedures for dealing with concerns.

### Aim

We aim to bring all concerns about the running of our pre-school to a satisfactory conclusion for all the parties involved.

### Methods

To achieve this, we operate the following complaints procedure. All settings are required to keep a Complaints Log of all complaints. This is to be made available to parents as well as to Ofsted inspectors.

### Stage 1

- Any parent who is uneasy about an aspect of the pre-school's provision talks over, first of all, his/her worries and anxieties with the pre-school leader.

### Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to stage 2 of the procedure by putting the concerns or complaint in writing to the pre-school leader and the owner/chair of the management committee.
- The setting stores written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, the setting leader may wish to store all information relating to the investigation in a separate file designated for this complaint.
- When the investigation into the complaint is completed, the setting leader or manager meets with the parent to discuss the outcome; this should be done within 28 days of receiving the complaint.

Most complaints should be able to be resolved informally at Stage 1 or at Stage 2.

### Stage 3

- The parent requests a meeting with the pre-school leader and the Chair of the management committee. Both the parents and the leader should have a friend or partner present if required. An agreed written record of the discussion is made. All of the parties present at the meeting sign the record and receive a copy of it.

This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaints Log.

### Stage 4

- If at the stage 3 meeting the parent and pre-school cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.
- Early Years Practitioners or volunteers within the Pre-School Learning Alliance are appropriate persons to be invited to act as mediators.
- The mediator keeps all discussion confidential. S/he can hold separate meetings with the pre-school personnel (pre-school leader and Chair of the management committee) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice w/he gives.

### Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent, the pre-school leader and the Chair of the management committee is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
- A record of this meeting including the decision on the action to be taken is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

**The role of the Office for Standards in Education, Early Years Directorate (Ofsted) and the Local Safeguarding Children Board.**

Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of our registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the National Standards for Day Care are adhered to.

Ofsted's contact details are displayed on our pre-school's notice board. They can also be found at:

<http://www.ofsted.gov.uk/Ofsted-home/About-us/Contact-us>

If a child appears to be at risk, our pre-school follows the procedures of the Local Safeguarding Children Board.

**Local Authority.**

In these cases, both the parent and the setting are informed and the pre-school leader works with Ofsted or the Local Safeguarding Board, to ensure a proper investigation of the complaint followed by appropriate action.

**Records:**

A record of complaints against our setting and/or the children and/or the adults working in our setting is kept, including the date, the circumstances of the complaint and how the complaint was managed.

The outcome of all complaints is recorded in the Complaints Log which is available for parents and Ofsted inspectors on request.

Statutory Framework for the Early Years Foundation Stage pg 23

Policy reviewed: July 2009

Revised: March 2011

# Funtime Pre-school Ltd

## CONFIDENTIALITY POLICY

### Statement of Intent

It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality pre-school care and education.

### Aim

We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children.

### Methods

To ensure that all those using - and working in- the pre-school can do so with confidence, we respect confidentiality in the following ways:

- Parents have ready access to the files and records of their own children but do not have access to information about any other child.
- Early Years Practitioners will not discuss personal information given by parents with other Early Years Practitioner, except where it affects planning for the child's needs. Early Years Practitioners induction includes an awareness of the importance of confidentiality in the role of the key person.
- Any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a 'need to know' basis.
- Personal information about children, families and staff is kept securely in a lockable file whilst remaining as accessible as possible.
- Issues to do with employment of staff whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- Students on Pre-school Learning Alliance or other recognised qualifications and training when they are observing in the pre-school, are advised of our confidentiality policy and required to respect it and sign pre-school's confidentiality form.
- Each committee member elected at the AGM each June must read and sign the confidentiality policy.

All the undertakings above are subject to the paramount commitment of the pre-school, which is to the safety and well-being of the child. Please see also our policy on child protection.

Statutory Framework for the Early Years Foundation pg 23 and 40.

Policy reviewed: July 2009

Policy reviewed: March 2011

# Funtime Pre-school Ltd

## EQUALITY AND DIVERSITY POLICY

### Statement of Intent.

Our pre-school is committed to providing equality of opportunity and anti-discriminatory practice for all our children and families.

### Aim

We aim to:

- Provide a secure environment in which all our children can flourish and in which all contributions are valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non stereotyping information about different ethnic groups and people with disabilities.
- Improve our knowledge and understanding of issues of equality and diversity
- Make inclusion a thread which runs through all of the activities of the pre-school.

The legal framework for this policy is:

- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1986
- Children Act 1989 and 2004
- Special Educational Needs and Disability Act 2001
- Statutory Framework for the Early Years Foundation Stage 2007

### Methods

#### Admissions

Our pre-school is open to all members of the community

- We advertise our services widely
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible as required.
- We base our admissions policy on a fair system.
- We do not discriminate against a child with a disability or refuse a child entry to our pre-school because of any disability.
- We ensure that all parents are made aware of our equal opportunities policy.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the pre-school and in the curriculum offered

#### Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- The applicant who best meets the criteria is offered the post, subject to references and checks made by the Criminal Records Bureau. This ensures fairness in the selection process. All job descriptions include a commitment to equality and diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

### Training

- We seek our training opportunities for Early Years Practitioners and volunteers to enable them to develop practices which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for equality and diversity.

### Curriculum

The curriculum offered in the pre-school encourages children to develop positive attitudes to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- Making children feel valued and good about themselves
- Ensuring that children have equality of access to learning
- Reflecting the widest possible range of communities in the choice of resources.
- Avoiding stereotypes or derogatory images in the selection of material.
- Celebrating a wide range of festivals
- Creating an environment of mutual respect and tolerance.
- Helping children to understand that discriminatory behaviour and remarks are unacceptable.
- Ensuring that the curriculum offered is inclusive of children with special educational needs and the children with disabilities.
- Ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning.

### Valuing Diversity in Families

- We welcome the diversity of family life and work with all families.
- We encourage children to contribute stories of their everyday life into the pre-school.
- We encourage parents/carers to take part in the life of the pre-school and to contribute fully.
- For families who have a first language other than English, we value the contribution their culture and language offer.
- We offer a flexible payment system for families of differing means.

### Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, cultural approaches to snack times and eating and to respect the differences among them

### Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of pre-school
- Information about meetings is communicated in a variety of ways - written, verbally and electronically - to ensure that all parents have information about access to the meetings.

Statutory Framework for the Early Years Foundation pg 25 & 27

Policy reviewed: July 2009  
Policy reviewed: March 2011

# Funtime Pre-school Ltd

## FOOD AND DRINK POLICY

### Statement of intent

The pre-school regards snack time as an important part of the pre-school's session. Eating represents a social time for the children and adults and helps children to learn about healthy eating.

### Aim

At snack times we aim to provide nutritious food, which meets the children's individual dietary needs. We aim to meet requirements of the Statutory Framework for the Early Years Foundation (pg 27)

### Methods

- Before a child starts to attend the pre-school, we find out from parent's their children's dietary needs, including any allergies.
- We record information about each child's dietary needs in her/his confidential record and parents sign the record to signify that this is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs - including any allergies - are up to date. Parents sign the up-dated record to signify that this is correct.
- We display current information about individual children's dietary needs so that all Early Years Practitioners and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink which is consistent with their dietary needs and their parents' wishes.
- We provide nutritional food at snack time, avoiding large quantities of fat, sugar and salt and artificial additives, preservatives and colourings.
- We include the following elements in the snacks which are offered: protein for growth and essential minerals and vitamins in raw foods, salads and fruits.
- The parents are given the opportunity to provide foods from each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- Through discussion with parents and research reading by Early Years Practitioners, we obtain information.
- We require Early Years Practitioners to show sensitivity in providing for children's diets and allergies. Early Years Practitioners do not use a child's diet or allergy as a label for the child or to make a child feel singled out because of her/his diet or allergy.
- We use snack times to help children to develop independence through making choices. Serving food and drink and feeding themselves.
- We provide children with utensils which are appropriate for their ages and stages of development and which take account of the eating practices in their cultures.
- We ask parents to donate healthy snacks giving them a guidance of the healthy snacks required.
- Parents are asked to provide their children with a bottle /cup of water for each session which the child can access at any time. If a parent forgets to bring the water, the child is encouraged to ask an Early Years Practitioner, who will provide them with a cup of water.
- Children attending Breakfast Club are offered toast and a drink, in accordance with parent's wishes.
- We have rules about children sharing and swapping their food (see Health & Safety Policy).
- For children who drink milk, we provide whole and pasteurised milk.
- At least one Early Years Practitioner will hold a relevant Food and Hygiene qualification.

Policy reviewed: July 2009

Policy revised: May 2011

# Funtime Pre-school Ltd

## HEALTH AND SAFETY POLICY

### Statement of intent

This pre-school believes that the health and safety of children is paramount importance. We make our pre-school a safe and healthy place for children, parents, staff and volunteers

### Aim

We aim to make children, parents and staff aware of health and safety issues and to minimize the hazards and risks to enable the children to thrive in a healthy and safe environment.

### Methods

The Early Years Practitioner responsible for health and safety is Angie O'Driscoll and she is competent to carry out these responsibilities. She has undertaken health and safety training and regularly updates her knowledge and understanding.

### Risk Assessment.

Our risk assessment process includes:

- Checking for hazards and risks indoors and outside, and in our activities and procedures. Our assessment covers adults and children.
- Deciding which areas need attention
- Developing an action plan which specifies the action required the timescales for action, the person responsible for the action and any funding required.

We maintain lists of health and safety issues which are checked.

- Daily before the session begins
- Yearly when a full risk assessment is carried out.

### Insurance cover

We have public liability insurance and employers' liability insurance. The certificate is displayed in the foyer.

### Awareness raising

- Our induction training for Early Years Practitioners and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- Records are kept of these induction training sessions and new Early Years Practitioners and volunteers are asked to sign the records to confirm that they have taken part.
- Health and safety issues are explained to the parents of new children so that they understand the part they play in the daily life of the pre-school (see rules in pre-school)
- As necessary, health and safety training is included in the annual training plans of Early Years Practitioners and health and safety is discussed regularly at Early Years Practitioners meetings.
- We have a no-smoking policy.
- Children are made aware of health and safety issues throughout the curriculum.

### Children's safety

- Only persons who have been checked for criminal records by an enhanced disclosure from the Criminal Records Bureau and are registered with Ofsted as child carers have unsupervised access to the children including helping them with toileting.
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are always present.

### Security

- Systems are in place for the safe arrival and departure of children. The times of the children's arrivals and departures are recorded.
- Our systems prevent unauthorised access to our premises. The door is kept locked during session times and opened only by a member of staff. If there is an enquiry, it is dealt with by a member of staff who will deal with it appropriately.
- Our systems prevent children from leaving our premises unnoticed. The doors are always kept locked during session times and unlocked only to answer the bell or to take the children to the garden for outside play. At the end of the session, Early Years Practitioners are always placed by the external and internal doors to prevent children leaving the premises
- The personal possessions of staff and volunteers are securely stored during pre-school sessions.

### Windows

These are at a level that is not accessible to children.

### Doors

Doors are either kept locked, latched or alarmed dependent on where they lead to.

### Floors

All surfaces are checked daily to ensure that they are clean and not uneven or damaged.

### Kitchen

- Children do not have unsupervised access to the kitchen.
- All surfaces are clean and non-porous.
- There are separate facilities for hand-washing and for washing up.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- When children take part in cooking activities, they
  - Are supervised at all times
  - Are kept away from hot surfaces and hot water
  - Do not have unsupervised access to electrical equipment.

### Electrical/gas equipment

- All electrical/gas equipment conforms to safety requirements and is checked regularly.
- Or boiler/electrical switchgear/meter cupboard is not accessible to the children
- Fires, heaters, electrical sockets, wires and leads are properly guarded and the children are taught not to touch them.
- There are sufficient sockets to prevent overloading.
- The temperature of hot water is regulated to prevent scalds.
- Lighting and ventilation is adequate in all areas including storage areas.

### Storage

- All resources and materials which children select are stored safely
- All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

### Outdoor area

- Our outdoor area is securely fenced.
- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides
- Our outdoor sandpit is covered when not in use.
- All outdoor activities are supervised at all times.
- When children are taken to play outside, a headcount takes place before leaving the pre-school hall and before leaving the garden at the end of the play session.

### Hygiene

- We regularly seek information from the Environmental Health Department and the Health Authority to ensure that we keep up-to-date with the latest recommendations.
- Our daily routines encourage children to learn about personal hygiene.
- We have a daily cleaning routine for the pre-school which includes the main hall, kitchen, and toilets.
- Resources are cleaned as and when required.
- The toilet area has a high standard of hygiene including hand washing and drying facilities.
- We implement good hygiene practices by:

- Cleaning tables between activities
- Checking toilets regularly
- Wearing protective clothing - such as aprons and disposable gloves - as appropriate.
- Parents provide clean sets of clothes and pre-school keeps a small supply.
- Providing tissues, wipes and paper hand towels.

#### Activities

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending pre-school.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded
- All materials - including paint and glue - are non toxic
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.

#### Food and drink

- Early Years Practitioners who prepare and handle food receive appropriate training and understand and comply with food safety and hygiene regulations.
- Children are taught not to share or swap food at snack time.
- All food and drink is stored appropriately
- Adults do not carry hot drinks through the main hall and do not place hot drinks within reach of the children
- Snack and meal times are appropriately supervised and children do not walk about with food and drinks
- Fresh drinking water is available to the children at all times.
- We operate systems to ensure that children do not have access to food/drinks to which they are allergic.

#### Pre-school outings

On occasion we have taken the children out on visits in the local community and to visit local primary schools. You will be notified of any forthcoming visits, written permission will be sought from parents/carers on the contract form. Our annual pre-school outing is organised by staff and all the pre-school children and their families/carers are invited. The children are appropriately supervised to ensure that no child gets lost and that there is no unauthorised access to children.

#### Animals

Animals visiting the pre-school are free from disease, safe to be with children and do not pose a health risk

#### Fire safety

- Fire doors are clearly marked, never obstructed and easily opened from inside.
- Smoke detectors/alarms and fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- Our emergency evacuation procedure are approved by the Fire Safety Officer are:
  - Clearly displayed in the premises
  - Explained to new members of staff volunteers and parents; and
  - Practiced regularly at least once every term.
- Records are kept of fire drills and the servicing of fire safety equipment.

#### First aid kit

- Complies with the Health and Safety (First Aid) Regulations 1981
- Is regularly checked by a designated Early Years Practitioner and re-stocked as necessary
- Is easily accessible to adults
- Is kept out of reach of children

At the time of admission to pre-school, parent's permission for emergency medical advice or treatment is sought. Parents sign and date their approval.

### Our Accident Book

- Is kept safely and accessibly.
- All staff and volunteers know where it is kept and how to complete it.
- It is reviewed at least once a term to identify any potential or actual hazards.

Ofsted is notified of any injury requiring treatment by a General Practitioner or hospital, or the death of a child or adult. Any accident or incident that is not witnessed **must** be reported to Ofsted and the Local Safeguarding Children Board.

Any injury requiring General Practitioner or hospital treatment to a child, parent or volunteer or visitor is reported to the local office of the Health and Safety Executive.

We meet our legal requirements for the safety of our employees by complying with RIDDOR (the Reporting of Injury, Disease and Dangerous Occurrences Regulations). We report to the local office of the Health and Safety Executive:

- Any accident to a member of staff requiring treatment by a General Practitioner or hospital and;
- Any dangerous occurrences (i.e. an event which does not cause an accident but could have done).

Parents give prior written permission (in their own handwriting) for the administration of prescribed medications. The administration is recorded accurately and parents sign the record book to acknowledge the administration of a prescribed medicine. If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of Early Years Practitioners by a health professional.

### Sickness

Our policy for the exclusion of ill or infectious children (e.g. diarrhoea and vomiting) is discussed with parents. This includes procedures for contacting parents - or other authorised adults - if a child becomes ill at pre-school. Parents are asked to keep their children at home if they have any contagious infections and to inform pre-school as to the nature of the infection, so that pre-school can alert other parents and make careful observations of any child who seems unwell. Ofsted is notified of any infectious diseases which a qualified medical person considers notifiable.

### Safety of adults.

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store equipment or to change light bulbs they are provided with safe equipment to do so.
- All warning signs are clear and in appropriate languages
- The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues which need to be addressed.

### Records

In accordance with the Statutory Framework for the Early Years Foundation Stage, we keep records of:

- Adults authorised to collect children from pre-school
- The names, addresses and telephone numbers of emergency contacts in case of children's illness or accident.
- The allergies, dietary requirements and illnesses of individual children
- Arrival and departure registers are kept of all children, all visitors to sign the visitors book, including the arrival and departure time.
- Accidents
- Incidents
- Medication

In addition the following policies and documentation in relation to health and safety are in place: Statutory Framework for the Early Years Foundation Stage pages 22 - 40.

Policy reviewed: July 2009

Policy revised: May 2011

# Funtime Pre-school Ltd

## PARENTAL INVOLVEMENT POLICY

### Statement of Intent

We believe that children benefit most from pre-school education and care when parents and pre-schools work together in partnership.

### Aims

- To support parents as their own children's first and most important educators
- To involve parents in the life of the pre-school and their children's education
- To support parents in their own continuing education and personal development

### Method

In order to fulfil these aims

- We are committed to ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- Through access to written information and through regular informal communication, we inform all parents about how the group is run and its policies. We check to ensure parents understand the information which is given to them.
- We are managed by voluntary parent led committee and we encourage and support parents to play an active part in the governance and management of pre-school.
- We inform all parents on a regular basis about their children's progress
- We involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the group
- We provide information about opportunities for being involved in the pre-school in ways which are accessible to parents with basic skills needs, or those for whom English is an additional language.
- We hold meetings in venues which are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take
- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure
- We provide opportunities for parents to learn about the pre-school curriculum and about young children's learning, in the pre-school and at home.

Policy reviewed: July 2009

# Funtime Pre-school Ltd

## SETTLING IN POLICY

### Statement of intent

We want children to feel safe, stimulated and happy in the pre-school and to feel secure and comfortable with Early Years Practitioners. We also want parents to have confidence in both their children's well being and their role as active partners with the pre-school.

### Aim

We aim to make the pre-school a welcome place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

### Methods

- Before a child starts to attend the pre-school, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus), and drop in visits, arranged with the administrator and/or supervisor, at the parents request.
- Before a child starts, we provide opportunities for the child and his/her parents/carers to attend a session at pre-school.
- Prior to the child's visit, contracts, confidential form, and the key person observation sheet are sent out for the parents to complete. We ask that the parents bring the completed documentation with them at the visit where it can be discussed together.
- When a child starts to attend, we work with his/her parents to decide on the best way to help the child settle into pre-school.
- We allocate a key person to each child and his/her family, before s/he starts to attend; the key person welcomes and looks after the child at their first session.
- Sensitive observational assessment is undertaken in order to plan to meet young children's individual needs.

Statutory Framework for the Early Years Foundation Stage pg 37.

Policy reviewed: July 2009

# Funtime Pre-school Ltd

## SPECIAL EDUCATIONAL NEEDS / DISABILITY POLICY

### Statement of Intent

We provide an environment in which all children are supported to reach their full potential.

### Aims

- We have regard for the DfES Special Educational Needs Code of Practice
- We include all children in our provision
- We provide practitioners to help support parents and children with special educational needs (SEN) disabilities.
- We identify the specific needs of children with SEN/disabilities and meet those needs through a range of strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision and, if necessary, make adjustments.

### Methods.

- We designate an Early Years Practitioner Karen Halbauer to be Special Educational Needs Co-ordinator (SENCO) and give her name to parents.
- We provide a statement showing how we provide for children with SEN/disabilities
- We ensure that the provision for children with SEN/Disabilities is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We provide a broad and balanced curriculum for all children with SEN/disabilities.
- We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with SEN/disabilities.
- We ensure that children with SEN/disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities.
- We provide resources (human and financial) to implement our SEN/disability policy.
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
- We provide in-service training for practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer.
- We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, Early Years Practitioners and management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Statutory Framework for the Early Years Foundation Stage pg 25

Policy reviewed: July 2009

## **STUDENT PLACEMENT POLICY**

### **Statement of intent**

This pre-school recognises that qualifications and training make an important contribution to the quality of the care and education provided by pre-school settings. As part of our commitment to quality, we offer placements to students undertaking early years' qualifications and training, including those studying for the CACHE level 3 Diploma in Pre-School Practice.

### **Aim**

We aim to provide for students on placement with us, experiences which contribute to the successful completion of their studies and which provide examples of quality practice in early years care and education.

### **Methods**

- We require students to meet the 'suitable person' requirement of Ofsted.
- We require schools placing students under the age of 17 years with the pre-school to vouch for their good character.
- We supervise all students at all times and do not allow them to have unsupervised access to children
- Students who are placed in our pre-school on a short term basis are not counted in our Staff ratios. Students who are placed for longer periods - for example, a year - may be counted in our staff ratios provided we consider them to be competent.
- We take out employers' liability insurance and public liability insurance which covers both trainees and voluntary helpers.
- We require students to keep to our confidentiality policy.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our pre-school is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of children paramount by not admitting students in numbers which hinder the essential work of the pre-school.
- We ensure that students placed with us are engaged in bona fide early years' training which provides necessary background understanding of children's development and activities.

# Funtime Pre-school Ltd

## PROCEDURE FOR LOST CHILD

The care and safety of all children must always be paramount and we comply strictly with all safety procedures in our setting making it impossible for any child to leave the premises.

However, if a child did appear to be lost during or at the end of a session we would follow this procedure:

- Two staff members are to first check the main door to see if the catch is still on, and then check all cupboards, kitchen area, toilet area, play equipment and any other areas a child could hide, calling out the child's name constantly.
- The Supervisor will keep the other children in the main room, quietly on the carpet and check the register again.
- If no result inside, the staff members must check the garden, church, and car park.
- The Supervisor will inform the parents, Police and other named contacts on the confidential form, Ofsted and Safeguarding Children Board.

Statutory Framework for the Early Years Foundation Stage pg 24.

Policy reviewed: July 2009

# Funtime Pre-school Ltd

## THE NON-COLLECTION OF CHILDREN POLICY

In the event that a child is not collected by an authorised adult at the end of the pre-school session, Funtime Pre-school puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child.

### Aim

In the event that a child is not collected by an authorised adult, we will ensure that the child receives a high standard of care in order to cause as little distress as possible. We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

### Procedures:

1. Parents of children starting at the pre-school are asked to provide specific information which is recorded on our confidential form, including:
  - Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour.
  - Place of work, address and telephone number if applicable.
  - Mobile telephone number if applicable.
  - Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from pre-school, for example a child minder or grandparent and
  - Information about any person who does not have legal access to the child.
2. On occasions, when parents are aware that they will not be at home or in their usual place of work they record how they can be contacted in the day to day book
3. On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they record the name, address and telephone number of the person who will be collecting their child in the day to day book. We agree with parents how the identification of the person who is to collect their child will be verified.
4. Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up procedures. We provide parents with our contact telephone number. We also inform parents that - in the event that their children are not collected from pre-school by an authorised adult and the Early Years Practitioners can no longer supervise the child in our premises - we apply our child protection procedures as set out in our child protection policy.
5. If a child is not collected at the end of the session, we follow the following procedures:
  - The day to day book is checked for any information about changes to the normal collection routines:
  - If no information is available, parents/carers are contacted at home or at work.
  - If this is unsuccessful, the adults who are authorised by the parents to collect their child from pre-school - and whose telephone numbers are recorded on the confidential sheet - are contacted.
  - All reasonable attempts are made to contact the parents/carers, for example a neighbour is contacted or another member of staff visits the child's home;
  - The child stays at pre-school in the care of two fully vetted workers until the child is safely collected.
  - The child does not leave the premises with anyone other than those named on the confidential sheet and in the day to day book.
  - If no-one collects the child and the premises are closing or Early Years Practitioners are no longer available to care for the child, we apply the procedures laid out in our Safeguarding Children Policy. We contact Ofsted Tel. 08456 404040 and our local Safeguarding Children Board. A full written report of the incident is recorded and depending on circumstances, we reserve the right to charge parents for the additional hours worked by our Early Years Practitioners.

Policy reviewed: July 2009

# Funtime Pre-school Ltd

## OFSTED GUIDELINES

In order for the pre-school to run, we have Ofsted guidance that we must adhere to. These are:

- That the number of children shall not at any time exceed 26 within the age range of 2 years 6 months to 5 years.
- That at least one Early Years Practitioner will be employed for every six children
- An approved supervisor/deputy must be on the premises at all times.
- That the days and times of opening are:  
Mon, Tues, Wed, Thurs, Fri           09.00 - 12.00  
\*\*Mon, Wed, Thurs, Fri               12.30 - 15.30 (\*\* This session does not run on the first Monday of each month)
- That the premises and equipment shall be kept safe and adequately maintained.
- That there shall be adequate arrangements for feeding the children received and a sufficient and suitable diet shall be provided for them.
- That a register be kept which shall include in respect of each child:
  - The name, address and birth date of each child.
  - The home telephone number (if any)
  - Where one or both parents are employed - the name, address and telephone number of each employer.
  - The name and telephone number of each child's family doctor
  - A record of the child's attendance.
  - A record of the child's health and immunizations
  - A record to be kept of any new bumps, cuts, bruises or injuries seen children as they arrive at pre-school. This record will be signed by parents/carers and kept as reference.
- That parents/carers sign their child in at the beginning and out at the end of each session.
- That a person authorised by the Local Authority be allowed to inspect at any reasonable time the children, the premises and the above mentioned records.
- That all sensible precautions are taken to prevent the spread of infectious diseases and to ensure that children are not accepted when in obvious need of medical attention.
- That a first aid kit be provided and kept properly stocked and readily available.
- That all drugs, disinfectants and other dangerous items be kept in a safe place and inaccessible to children.
- That the kitchen be supervised at all times when children are present there
- That the children be taken to and from the toilet when necessary.
- That any requirements made by the Fire Officer be complied with at all times that the children are on the premises, and all forms of heating must be fixed and guarded.
- The Local Authority planning requirements are complied with.
- That the Ofsted be notified of all changes in number children, premises, staff, hours and day openings and that his/her written approval be obtained before any such changes take place.
- That Ofsted be given at least one month's written notice of change of person in day to day control of the premises and the written approval of Ofsted is obtained before the appointment of the new person takes effect.
- That appropriate and adequate insurance is maintained.
- That a non-discriminatory declaration is signed.
- Equipment appropriate for rising 3's to be provided on a regular basis, i.e. sand, water and paint.

Policy reviewed: July 2009

Policy revised: Sept 2011

# Funtime Pre-school Ltd

## RECRUITMENT AND SELECTION POLICY

### Statement of Intent

We provide a high Early Years Practitioner ratio to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our Early Years Practitioners are appropriately qualified and are checked for criminal records through the Criminal Records Bureau in accordance with Ofsted's requirements.

### Aims

To ensure that children and their parents are offered high quality pre-school care and education.

### Methods

- To meet this aim we use the following ratios of adult to child  
Children aged two years of age: 1 adult: 4 children  
Children aged three to seven years of age: 1 adult: 8 children
- A minimum of two Early Years Practitioners/adults are on duty at any one time.
- All practitioners will attend a full induction programme on their first date of attendance. They will receive a copy of the Policies and Procedures to read and sign to confirm their understanding.
- We use a key person system to ensure that each child and each family has a particular Early Years Practitioner for discussion and consultation
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties which may arise from time to time.
- We work towards offering equality of opportunity by using non-discrimatory procedures for staff recruitment and selection.
- All staff have job descriptions which set out their roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious beliefs, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by us imposing conditions or requirements which are not justifiable.
- Our pre-school supervisor and deputy hold the CACHE level 3 Diploma in Pre-School Practice or equivalent and a minimum of half of our Early Years Practitioners hold the CACHE level 2 certificates in pre-school practice or an equivalent qualification.

Statutory Framework for the Early Years Foundation Stage p49

Policy reviewed: July 2009

# Funtime Pre-school Ltd

## CURRICULUM POLICY

### Curriculum

Our curriculum embraces the care and education of all our children. Through play based activities we offer to provide a high quality early years experience to support your child to build upon their academic, social and emotional success. Children are valued as unique individuals and inclusive practice is ensured.

### Personal, social and emotional development.

**Aim:** to help children to build a positive sense of themselves and of others; respect of others; social skills; emotional wellbeing and a positive disposition to learn.

**Implementation:** key person to ensure that the child is valued and comforted during their settling in period. Close partnership with parents to share the care and education of their child. Continuous observations and assessments on the child's progress with individual plans drawn up to promote future learning and development to build the child's confidence, self esteem and independence.

### Communication, language and literacy

**Aim:** to develop, extend and enrich the skills of communication, speaking and listening, being read to and recognizing phonic letters and sounds. Build the skills towards recognizable mark making, gaining some control in the use of tools and equipment.

**Implementation:** link language with physical movement in actions songs and rhymes, role play and activities such as dance. Encourage the children to express how they feel, value what they have to say, talk and listen. Introduce phonological awareness. Link the written word to the spoken word during story time and introduce other systems of communication such as pictures, body language and signing.

### Problem solving, reasoning and numeracy

**Aim:** allow children to explore, enjoy, learn, practice and talk about their understanding of patterns, sorting, matching, shapes, space, measures, numbers and counting.

**Implementation:** develop mathematical understanding through all the children's early experiences. Introduce the concept and language of reasoning, problem solving and numeracy during play using mathematical terms. Support problem solving and extend learning by open ended questions. Use physical evidence and opportunities for experimentation. Enjoy songs and rhymes for numbers and repetitive sequencing.

### Knowledge and understanding of the world

**Aim:** to develop the knowledge, skills and understanding that help them to make sense of the world. Offering opportunities to use a range of tools safely; encourage creatures, people, plants and objects in their natural environments and in real-life situations; understand practical 'experiments' and work with a range of materials.

**Implementation:** sharing parent's knowledge to extend the children's experiences of the world. Introduce a stimulating environment to offer a range of activities which will encourage children's interest and curiosity, both indoors and outdoors. Teach skills and knowledge in the context of practical activities. Use a range of ICT. Help the children to become aware of, explore and question differences in gender, ethnicity, language, religion, culture, special educational needs and disability.

### Physical development

**Aim:** Provide opportunities for children to be active and interactive and to improve their skills of coordination, control, manipulation and movement. Encourage the use of their senses to learn about the world around them and to make connections between new information and what they already know. Develop understanding of the importance of physical activity and making healthy choices in relation to food.

**Implementation:** build children's confidence to take manageable risks at their play. Motivate children to be active and help them to develop movement skills through praise, encouragement, equipment and games both indoors and outdoors. Encourage children's understanding of how exercise, eating, sleeping and hygiene promote good health. Introduce appropriate vocabulary to children, alongside their actions.

## Creative development

**Aim:** support children's curiosity, exploration and play. Offer opportunities to explore and share their thoughts, ideas and feelings through a variety of activities for example art, music, movement, dance, role play, mathematics, design and technology.

**Implementation:** present a wide range of experiences and activities that children can respond to by using many of their senses. Encourage time for children to develop ideas and finish working through their ideas. Create opportunities to express their ideas through a wide range of types of representations.

### Key person

Our key person system gives each Early Years Practitioner particular responsibility for a small group of children. Each child in the group has one special adult to relate to, which can make settling into the group very much easier. In addition, the key person is in a position to tailor the group's curriculum to the unique needs of each individual child. The key person maintains links with the child's home setting, working with parents/carers through shared record keeping to ensure that all children are supported in reaching their full potential. Time will be set aside for you to have a discussion with your child's key person to discuss their progress; please don't hesitate to discuss any questions or queries you may have.

### Clothing

We provide a number of activities in pre school which come under the heading of 'messy play', in order for your child to feel free to explore and experiment with all kinds of materials during these activities. It is best to send children dressed in clothes, which are easily washable or not too new. Pre-school polo shirts and sweatshirts are available for purchase and we encourage children to wear them. Although we provide waterproof and other protective aprons, accidents do happen. Also, as it is good for the children to practice the skills which will make them independent, we suggest the children wear simple clothing which they can handle themselves and will enable them to go the toilet when they want to. Being children they often leave this to the last minute and needing an adult to undo them, which can often be too late, which for some children, can lead to a stressful situation. We like to encourage the children to be independent with regards to putting on their socks/shoes and coats, also in recognising them. Please ensure shoes and coats have name labels on them.

The children will have the opportunity to play in the fresh air throughout the year, as we have a secure garden area at the rear of the church building. The children have a variety of play equipment to use and will be supervised at all times. Children should arrive at pre-school with clothes suitable for indoor and outdoor play.

### Pre-school Outings

On occasions we have taken the children out on school visits in the local community and to visit local primary schools. You will be notified of any forthcoming visits, written permission will be sought from parents/carers on the contract form. Our annual pre-school outing is organised by the Committee and all the pre-school children and their families/carers are invited.

### Planning, recording and assessment:

Topic planning takes place on a monthly or half termly basis. Activity planning occurs on a weekly or daily basis. The topic planning and activity planning sheets used by the pre-school are laid out to identify each of the areas of learning in the "Early Learning Goals" document. This ensures all areas of learning are considered whenever a topic or activity is planned.

Early Years Practitioners are able to observe the children informally and records of such observations can be made on the child/ren's personal profile sheets or on activity record sheets. Samples of the children's work are kept in the child's folder as appropriate.

Assessment is carried out through a mixture of informal observation, interaction with the child, the use of information on record sheets and discussion during regular Early Years Practitioners meetings. The information gathered during the assessment process is then used for future planning of activities for each child.

Information gained through recording and assessment will be shared with parents, other school Early Years Practitioners and outside agencies as appropriate.

Policy reviewed: July 2009

# Funtime Pre-school Ltd

## EQUIPMENT POLICY

### Funtime Pre-school aims to:

Provide a range of safe and well maintained furniture, equipment and toys. This includes the use of outside play equipment, ensuring their use is appropriate for indoor/outdoor play or both. Also providing the above meets the varying needs of the children and enhances their play, development and learning with regards to Health and Safety and Inclusion for children and adults.

### Suitability:

- Toys and play equipment meet the standards required by Ofsted: 'the intellectual, language, social, emotional, spiritual, cultural, physical and sensory development of the children's needs are catered for'.
- The use of toy/book libraries are used to enhance the pre-school's range of materials.
- Use clean and safe natural materials or recycled household objects as well as manufactured items i.e. kitchen towel tubes, yoghurt pots, boxes or pots/pans, wok, chopsticks, computer keyboard etc. Items that children can relate to in their everyday life.
- Ensure books and other materials within pre-school show positive images of people of all races, cultures and abilities and that they avoid racial and gender stereotyping.
- Use toys and play materials to promote equality of opportunity and anti-discriminatory practice.
- There is enough toys, furniture and equipment to ensure children are comfortable and can play and eat together.
- Toys, furniture and equipment meet the needs of all the children.
- Toys, equipment and materials provide a balanced range of activities that promotes children's learning in all areas of development.
- Children can reach their toys and equipment easily and sit or lie comfortably to play and join in activities
- Toys and equipment are stimulating, fun, interesting and provide sufficient challenge.
- Children are interested in and want to play with what is available or have the opportunity to access toys, equipment of their own choosing.
- Furnishing in pre-school are appropriate to the age/height of the children i.e. child size tables/chairs. Suitable for all activities in pre-school also floor mats, bean cushions and appropriate seating for adults so they can work with and alongside the children.

### Health and Safety

On a daily basis, the pre-school ensures the condition of materials and equipment meets health and safety standards, using a checklist on an on-going basis, at the beginning and throughout the session.

- Use of old or second-hand equipment is checked to ensure it is safe and where appropriate conforms to BS EN safety standards.
- Outside play facilities are checked to ensure a clean, safe environment is offered for the children's use. Sandpits are covered when not in use and sand is replaced as required with regards to health and hygiene. Poisonous plants are not actively grown near the outside play facilities.
- Equipment policy is monitored and reviewed on an ongoing basis by:
  - Daily health and safety checklists
  - On-going equipment/ toy / furnishings maintenance
  - Replacing equipment /toys and furnishings as required.
  - Keeping an inventory of toys/equipment on file and update as required.
  - Having a wish list of toys/equipment to aspire to as funds/donations allow ensuring children's future needs are looked after.
- Adhering to the policies and guidelines for health and safety and equal opportunities.

Date Policy Adopted: 30<sup>th</sup> September 2006

Policy reviewed: July 2009

Statutory Framework for the Early Years Foundation Stage p 35

# Funtime Pre-school Ltd

## OVERDUE FEES PROCEDURE

### Statement of Intent

This policy is designed to protect the pre-school from any potential financial losses.

### Method

Parents are given 10 working days from the start of each half term to pay the fees invoice, either by cash or cheque via the red fees box or by BACS bank transfer to the pre-school bank account. For children starting at Funtime part-way through the half term, fees should be received as detailed in the Fees Policy. These children will also have 10 working days to pay the invoice.

Payments not received by the due date will follow the overdue fees procedure:

### **Stage One**

If no payment has been received by 10 working days after the start of term the parent/guardian will receive a reminder, either verbally by the Supervisor or Administrator, or in writing.

### **Stage Two**

If no payment or contact has been made within the next 5 working days the Administrator or Supervisor will contact the parent/guardian either in person or by telephone. At this stage the parent/guardian has the opportunity to inform us of their situation and discuss payment arrangements. The conversation will be confirmed in writing to the parent/guardian.

### **Stage Three**

If no payment is received within 7 days of the confirmation letter the Administrator will send a final reminder and give a further 7 days to reply.

### **Stage Four**

If no payment is received within 7 days a termination letter will be sent informing the parent that the child will no longer be able to attend Funtime Pre-school and that legal action may be taken to retrieve loss of funds.

**At any stage, if a parent/guardian has any queries or issues regarding paying their fees, they must contact the Treasurer, Supervisor or Administrator, who will assist them in finding a solution. All matters are dealt with in the strictest confidence.**

Policy adopted: 5<sup>th</sup> February 2007

Policy reviewed: July 2009

Policy reviewed: Sept 2011

# Funtime Pre-school Ltd

## FEES POLICY

### TERMS AND CONDITIONS

A child's place at Funtime Pre-school is confirmed upon receipt of a completed application form and (non refundable) Registration Fee. Where the child is already 3 years old and eligible for funding under the Early Years Education Scheme, no registration fee is required. Parents will then be notified in writing, confirming their child's place. In most cases, parents will be notified of visit and start dates in the half term prior to their child starting.

**A child's place is conditional upon payment of fees and free funding from Hampshire County Council under the Early Years Education Scheme (EYES).**

### NEW PARENTS - FIRST PAYMENT

New parents will be requested to pay 50% of the first half term's fees 6 weeks prior to the start date. For children starting in September, this payment will be required by the first Monday of the last week of the preceding Summer Term. Cheques should be made payable to 'Funtime Pre-school Ltd'. *Cheques will be banked upon receipt.* On starting pre-school, parents will be invoiced for the remaining 50% of fees.

For parents of children who are not eligible for free funding and would like their child to start within 2 weeks of the initial enquiry, a cash payment of the registration fee plus full payment of the fees for the half term are required prior to their child's first session. The child will not be able to start at Funtime until this payment has been received and banked.

If a child's place is no longer required, 4 weeks notice must be given in writing. Fees will only be refunded if the following notice is given:

4 weeks	Full refund
2-4 weeks	50 % refund
0-2 weeks	no refund

### SUBSEQUENT PAYMENTS

Fee paying parents will be invoiced at the start of each half term. Parents whose children are eligible for EYES funding will be required to complete and sign a Parent Declaration Form at the start of each term, which must be returned by the date given on the form. If a parent/guardian fails to return the form in time, this will make them liable for payment of all fees for that term.

### Payment

Fees can be paid by cash or cheque (made payable to 'Funtime Pre-school Ltd') and must be paid 6 weeks prior to the start date. Parents may also pay with childcare vouchers.

Fees can be paid by post:

Funtime Pre-school Ltd  
PO Box 378  
Locks Heath  
SO31 6YN

Or in person at pre-school during session times:

St Margaret Mary Church Hall  
Middle Road  
Park Gate  
SO31 7GH  
Telephone: 07751 578252

Please ensure you give your child's name, address, date of birth, visit and start dates on the back of cheques and on any correspondence relating to fees.

Please find attached an information sheet which outlines details of child tax credit/working tax credit. Please contact your local jobcentre for more information.

If you have difficulty in paying the fees, you **MUST** notify the treasurer or administrator in writing or by contacting the number above, immediately upon receipt of this letter. You can also email [administrator@funtimepreschool.org](mailto:administrator@funtimepreschool.org), put a note in the administrator's pigeon hole or leave a note in the red fees box marked for the attention of the Treasurer.

**PLEASE NOTE THAT YOUR CHILD'S PLACE AT PRE-SCHOOL IS DEPENDENT UPON PAYMENT OF FEES. YOUR CHILD'S PLACE WILL BE AT RISK IF FEES ARE NOT PAID.**

All matters will be treated in the strictest confidence.

\_\_\_\_\_ ✂ \_\_\_\_\_

**Payment options -FEE PAYERS ONLY**

Child's Name	
Half termly*	
Monthly*	

\*Please tick preferred option.

Policy reviewed: July 2009  
Policy reviewed: May 2010

# Funtime Pre-school Ltd

## PAYMENTS INTO PRE-SCHOOL POLICY.

### Aim:

This policy is to ensure the safe transfer of money being paid by parents, carers and donators via pre-school premises to the pre-school bank account.

### Method:

- All payments e.g. fees, school trip, paid by cash or cheque, must be placed in a sealed envelope clearly marked FAO (For the Attention Of) Treasurer. Cheques should be made payable to Funtime Pre-school Ltd.
- All payments must include the child's name, the amount and what the payment is for.
- Envelopes should be placed directly into the red payment box which can be found in the foyer under the table where the daily registers are kept.
- A receipt will be issued and put given to the parent via the child's pigeon hole in the foyer. Copies will be kept by treasurers for 12 months for referencing as required.

Cash or cheques **must not** be handed to Early Years Practitioners. This can distract them from attending to the children, guarding the doors and other duties.

Any queries must be directed to the Treasurer(s).

Policy reviewed: July 2009

# Funtime Pre-school Ltd

## LATE COLLECTION OF CHILDREN POLICY

For parents/carer's who consistently arrive late to collect their child/ren at the end of a session.

### Aim:

- To ensure children are collected promptly at the end of a session.
- To minimise the distress caused to a child whose parent/carer does not turn up on time.
- To enable staff to have a break and to set up and/or clear away.

### Method:

Parents who are late on more than two occasions will receive a written notice informing them that on the next occasion they are late, a charge will apply.

The charge will be:  
£5 for the first 15 minutes and £5 for each 15 minutes thereafter.

This will be reviewed annually by the Committee.

Parents/carers will sign the Late Collection Register and payment will be required on the day that the charge applies.

Failure to pay could jeopardise the child's place at pre-school.

Each situation will be reviewed individually by the staff and committee.

Parents will be informed in writing of the outcome.

If a parent/carer fails to turn up to collect their child and staff have been unable to contact another family member or friend (given on the Confidentiality Form) the Non Collection of Children Policy will be enforced.

Policy adopted: 10<sup>th</sup> October 2008

Policy reviewed: July 2009

# Funtime Pre-school Ltd

## FUNTIME PRE-SCHOOL DATA PROTECTION POLICY

The Committee and Staff at Funtime Pre-school intend to comply fully with the requirements and principles of the Data Protection Act 1998.

It is the aim of Funtime Pre-school to obtain and process data fairly and lawfully by informing all ‘‘data subjects’ (an individual who is the subject of personal data) of the reasons for data collection, the purpose for which the data is held, the recipients of the data and the data subjects right of access.

‘Processing’ means obtaining, recording or holding the information or data or carrying out any or set of operations on the information or data.

‘Data subject’ - an individual who is the subject of personal data or the person to whom the information relates.

‘Personal data’ - data which relates to a living individual who can be identified. Addresses and telephone numbers are particularly vulnerable to abuse, but so can names and photographs be, if published in the press, internet or media

‘Parents’ - Any person having parental responsibility or care of a child.

### Data Integrity

Funtime pre-school undertakes to ensure data integrity by the following methods:

Data Accuracy: Data held will be as accurate as is reasonably possible.

### Data Adequacy and Relevance:

Data held about people will be adequate, relevant and not excessive in relation to the purpose for which it is being held. In order to ensure compliance, Funtime will check records regularly for missing, irrelevant or excessive information and may contact data subjects to verify certain items of data.

### Length of time

Data held about individuals will not be kept for longer than necessary for the purpose registered in accordance with Data Protection guidelines.

Policy adopted: 6<sup>th</sup> March 2009

# Funtime Pre-school Ltd

## EMERGENCY CLOSURE PROCEDURE

### Statement of Intent

In the event that pre-school has to close due to an emergency, the following procedure will be followed:

- The Chair Person and Supervisor will confirm that this is the right decision to be made, on the grounds of the health and safety of children and staff.
- Up to date contact details and session attendance will be kept at home by the Chair Person, Supervisor and Administrator. The list of children will be divided by the aforementioned persons, who will contact all parents/carers by phone, text, e-mail and web site.
- An official notice will be placed on the entrance door with contact information.
- The Supervisor will notify the staff and Ofsted.
- The Administrator will notify Hampshire County Council and any other persons or organisations due to visit pre-school throughout the closure.
- The Chair Person will keep the Committee informed.
- The Chair will inform the Parish Office.
- The Pre-school mobile phone will be kept by either the Chair, Supervisor or Administrator.

Parents will be advised that further information can be obtained via the pre-school web site [www.funtimepreschool.org](http://www.funtimepreschool.org) or by contacting the pre-school mobile telephone number.

### Influenza pandemic

The pre-school will follow the published government advice on closure in the event of an influenza pandemic. In addition to this advice the pre-school would have to close should there be a high level of staff sickness. There is a statutory requirement of law that children are supervised by Early Years Practitioners holding at least a level 3 qualification. If this is not possible due to staff sickness, then pre-school would have to close until such times as the right levels of staffing could be ensured.

In the event of such a situation parents will be advised of the closure through the pre-school web-site alongside the pigeon hole system for communication. Pre-school will display a notice on the main door and will provide constant updates via the website.

Policy adopted: Friday 5<sup>th</sup> March 2009  
Policy updated: 12 October 2009

## **APPENDIX 1**

### **CAF - Common Assessment Framework Statement**

As a setting we are committed to providing the very best support to all the families and children that we come in contact with. If you have a problem or issue as a family, you don't need to feel alone. The Common Assessment Framework is designed to allow you to access the right professionals as soon as possible.

CAF is in place to find out what is going well in your family and help to identify needs that are not already being met. This is done by listening to you as a family and with your full permission, getting the right sort of help. CAF is a voluntary and therefore not compulsory. It is entirely your choice if you take part or not.

Some of the professionals that may be involved are from the following areas:

- Education
- Health
- Youth Justice
- Social care
- Youth service
- Connexions
- Voluntary and community sector
- Other children's services

All these come together to support Multi-Agency working.

Once CAF has established the right help for you, the necessary professionals will be contacted to find the best support for you, before things become too difficult.

You will only need tell your story once, rather than lots of time to different people.

If you agree to go through CAF, a professional you know, will complete a form and a copy will be given to you.

This information is then passed on to the people that can help you the most. These are the only people who will see the information you have provided.

One of these professionals will act as your 'lead professional'. You will have some input as to who this will be. This is important as the lead professional will communicate information to you, listen to your concerns and ensure everyone is working together to support your needs.

Your information will not be shared with anyone without your permission.

This is a statement to make parents aware of CAF as a supportive tool and does not affect or replace the policies and procedures for the setting.

CAF does not replace the Safeguarding Children Policy, which staff will continue to follow if and when necessary.

Reviewed: July 2009

# Funtime Pre-school Ltd

## Funtime Pre-school Ltd

### MOBILE PHONE, PHOTOGRAPHIC IMAGES & SOCIAL NETWORKING POLICY

#### Statement of Intent

Mobile phones and social networking play an increasing part in everyone's lives, but Funtime Pre-school believes that in order to fully ensure the protection of the children in its care, certain procedures for mobile phone and social networking use within this setting and outside need to be abided by.

Photographs of children are often used in gathering observations of children's achievements and how these are collected, developed and stored are also a consideration of this setting to ensure children are adequately safeguarded. The use of images of children on websites is also a consideration.

#### Aim

We aim to ensure that all parents and carers can be sure that images of their children will not be misused.

#### Methods

##### Mobile phone usage

- The pre-school mobile phone will not have a camera facility. It will be kept at pre-school during term time. For periods when pre-school is closed for longer than 2 weeks or in an emergency closure situation, the mobile phone will be kept with the Administrator, so that she may be able to deal with any admissions or general enquiries.
- Early Years Practitioners will not carry personal mobile phones whilst working. Staff can use the setting's mobile number as an emergency contact number. Staff may use their mobile phones during their break times in an area where children are not present.
- All visitors to pre-school will be advised on arrival that mobile phones cannot be used whilst in the setting. Phones should be left securely whilst the visitor is in attendance and collected before leaving. Any calls received or made must be in an area where children are not present.

##### Social Networking

- Facebook, Twitter and other social networking sites or personal blogs are a public form of communication. In their non-work time staff, students, volunteers and helpers remain responsible for taking care not to post anything online that breaches confidentiality about children, families or colleagues, or that could damage the reputation of Funtime Pre-school.

##### Photographs

- Photographs of children will be taken to record their development and to share special moments with parents.
- Permission for these photographs will be asked for as part of the initial starter pack that each parent receives before their child starts at pre-school. The signed permission slip is pasted into the front of each child's Learning Journal and lasts for the duration that the child is at the setting.
- Parents will be requested to give permission for their child's learning journal and associated photos to be taken off-site by their key worker in order to update the records.
- The pre-school camera and memory card remains on the setting's premises at all times. Photos are developed using a printer at the setting.
- Only photographs which show groups of children will be used on the setting's website. No images which may be considered inappropriate, such as close-up shots of individual children, will be used on the website. Where children are named, only their first names will be given. Where a child is named, no photograph of that child will be displayed. Where a photograph is used which shows a child, no name is displayed. This will ensure that visitors to the website cannot link images to the names of children.
- Where an image of a child is chosen to be displayed on the website, the parent's permission will be sought.

- No other private information about children is ever published on the website such as surnames or contact details.
- The setting may record special performances by the children for sale to parents as part of fundraising activities, e.g. the Christmas concert. The video footage and subsequent copying will be undertaken by CRB checked members of the committee or other CRB checked individuals. The original film will be kept for 1 month following the performance, to allow for late requests, and will then be deleted. No names of children will be associated with the footage.
- The setting follows the guidelines published by the Information Commissioner's Office (ICO) on parents photographing their children at special events. Photographs taken for personal use are exempt from the Data Protection Act (DPA). This means that parents, friends and family members can take photographs of children taking part in pre-school activities for the family album and can film events at school.
- No mention of Funtime Pre-school and the names of children at pre-school will be made by Early Years Practitioners on any social networking sites. Photos of the children will not be posted on social networking sites.

### **Violation of Policy**

- Violations of this policy will result in disciplinary action up to and including termination of employment. Refer to: Confidentiality Policy, Data Protection Policy, Managing Allegations Against a Member/s of Staff, Volunteer Policy, Whistle Blowing Policy.

### **Legal framework**

#### Primary Legislation:

- Children Act (1989 s47)
- Protection of Children Act (1999)
- Data Protection Act (1998)
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2006)

#### Further guidance:

- Working together to Safeguard Children (revised HMG 2006)
- What to do if you're Worried a Child is Being Abused (HMG 2006)

This policy was adopted at a meeting of Funtime Pre-school Ltd held on 1<sup>st</sup> March 2010.

Policy Revised: September 2011

# Funtime Pre-school Ltd

## CONFLICT OF INTEREST POLICY

### Statement of Intent

Funtime Pre-school believes that in the best interest of its members, it is important to have clear and transparent management processes. With this in mind, and changes in charity law now enabling paid employees to become themselves members, it is felt that to ensure the setting is not compromised through conflicts of interests, procedures should be followed in the event of a paid employee, relations or partners of staff members or anyone else who may have a conflict of interest becoming a member of the management committee or director of a company limited by guarantee.

### Aims

- Prevention of conflicts of interest within a charitable voluntary management committee or company limited by guarantee policy.

### Methods

- In the event of committee members joining having a possible conflict of interest, the conflict of interest must be declared. The committee will then discuss the possible implications of the conflicts of interests and how this could effect discussions and decision making.
- Once conflicts are agreed procedures should be discussed as to how to deal with the possible conflict e.g. member asked to leave during discussions or declares conflict and forfeits their vote.
- Depending on the nature of the conflict the committee may decide to restrict the role undertaken on the committee or decline membership.
- The committee have the right to discuss and decide without having the possible conflict of interest member present, though the person will be notified of the decision and justification and will have the right to appeal the decision.
- All decisions and procedures implemented will be recorded to ensure future meetings are run inline with the decisions made.
- No employee can be paid for their services to the management committee which form part of their duties as a committee member and trustee, as with all members it is a voluntary post.

### Legal framework

The Charity Act 2006

[www.charitycommission.gov.uk](http://www.charitycommission.gov.uk)

Further guidance

The Charity Commission

[www.charitycommission.gov.uk](http://www.charitycommission.gov.uk)

The Pre-school Learning Alliance

[www.pre-school.org.uk](http://www.pre-school.org.uk)

Children's Links

[www.childrenslinks.org.uk](http://www.childrenslinks.org.uk)

This policy was adopted at a meeting of Funtime Pre-school Ltd held on 1st March 2010

# Funtime Pre-school Ltd

## WHISTLE BLOWING POLICY

### Statement of Intent

At Funtime Pre-school it is important that any fraud, misconduct or wrong doing by employees, volunteers or people engaged in Pre-school, is reported and properly dealt with. We want to ensure that anyone connected with pre-school feels confident and are encouraged to reveal any concerns that they may have and so we have established the following whistle blowing code of practice.

### Aims

- to encourage all individuals to raise any concerns they have about the conduct of others in the setting, or how the setting is run.
- to promote effective and honest communication which is essential for malpractice to be efficiently dealt with.

### Methods

Whistle blowing relates to all those who work with or within the setting. The policy acts as a framework to allow the concerns to be raised confidentially and provides for a thorough and appropriate investigation of the matter to bring it to a satisfactory conclusion. Throughout this policy the term whistle-blower denotes the person raising the cause of this complaint.

This policy should only be used for dealing with major concerns over the conduct of other people involved in the setting. It should not be used to report personal grievances, harassment, disciplinary matters, bullying or any other issues or concerns that affect a member of staff's personal circumstances. In this instance the setting's grievance procedures should be followed.

Funtime Pre-school is committed to creating a climate of trust and openness so that a person who has a genuine concern or suspicion can raise the matter with full confidence that it will be appropriately considered and resolved.

The following concerns are relevant:

- Danger to health and safety of any individual
- Child protection concerns
- Malpractice
- Fraud
- Improper conduct/ unethical behaviour
- A criminal offence
- Breach of a legal obligation
- Miscarriage of justice
- Attempts to suppress or conceal any information relating to the above

### When might the Whistle Blowing Policy apply and who can raise a concern?

- Anyone who has a reasonable belief that there is some malpractice relating to any of the issues mentioned above is entitled to raise a concern. It is the responsibility of all staff to report any illegal, inappropriate or unethical conduct.
- Concerns must be raised without malice and in good faith. You must reasonably believe that any information disclosed and any allegations made are true. You will not be expected to prove beyond doubt that the allegation is true but you will need to demonstrate that there are reasonable grounds for your concern.
- If you make any allegation in good faith but it is not confirmed by any subsequent investigation, then no action will be taken against you.
- If you make an allegation frivolously, maliciously or for personal gain, the appropriate disciplinary or legal action may be taken against you.

- Your concerns will be treated in confidence and every effort will be made not to reveal the identity of the person who raised the concern. However at the appropriate time the individual who made the allegation may need to come forward as a witness.
- Any individual who raises a concern in good faith will be protected from any possible reprisals or victimisation. Where this occurs the individual should report it using the Pre-School's grievance procedures.

### **What action should the whistle blower take?**

- Reports should be passed to the pre-school Supervisor. If this is not possible, then it should be reported to the Chair of the Pre-school Committee.
- You may wish to discuss your concern with a colleague first and you may find it easier to raise the matter if there are two (or more) of you who have had the same experiences or concerns. The whistle blower may wish to invite a colleague to be present during any meetings or interviews in connection with the concerns raised.
- Concerns should be made verbally or in writing. In both instances you will be required to state:
  1. The background and history of the concern
  2. The reason you are concerned
  3. The extent to which you have personally witnessed or experienced the problem
- The pre-school Supervisor and/or Chair of the Pre-school Committee will decide whether the allegation falls within the scope of existing Pre-school policies and procedures.
- The pre-school Supervisor and/or Chair of the Pre-school Committee will consider the complaint and decide whether there is a case to answer. The whistle blower will be informed of the outcome. Confidentiality will be observed at all times.
- If misconduct is uncovered through an investigation, disciplinary procedures will be followed.
- If an employee or any other member of Pre-school is asked to cover up a wrongdoing, this is itself a disciplinary offence and should not be agreed to even if asked to do so by a manager. This should be reported to the Chair of the Pre-school committee or via Hampshire County Council's Children's Links team if this is more appropriate.

### **Reference**

ACAS Whistle Blowing information at [www.direct.gov](http://www.direct.gov)

This policy was adopted at a meeting of Funtime Pre-school Ltd held on 1<sup>st</sup> March 2010.

# Funtime Pre-school Ltd

## Managing Allegations made against a member/s of staff or volunteer/s Policy

### Statement of Intent

Funtime Pre-school want to work with parents and volunteers to ensure the children gain the maximum from their time with us. We recognise, however, that allegations could be made against members of staff or volunteers working with the children. Allegations may come from a parent, child, colleague or member of the public. It is important to remember that allegations do not always mean that the alleged incidence has taken place; but if there is any likelihood that the allegation is justified then it must be responded to and procedure must be followed. All parents, volunteers and staff in the setting know how to complain about staff or volunteer action, as outlined in the Complaints Policy. If the complaint is against the Supervisor concerns should be referred to the Chair of the Management Committee.

### Method

If an allegation is made that a member of staff has:

- behaved in a way that has harmed, or may have harmed a child;
- possibly committed a criminal offence against, or related to a child; or
- behaved towards a child or children in a way that indicated s/he is unsuitable to work with children

it must be reported following the same procedure as any other child protection referral.

- First of all a record must be made of the disclosure/information that gives cause for concern, along with any supporting information. This is then entered on the file of the child in question.
- If the allegation refers to more than one child then this will be recorded in the same way and a copy filed in each child's file.
- The relevant sections of the referral form are completed and the Children's Services duty team are contacted.
- The Supervisor and Committee Chair are informed as soon as possible.
- According to the seriousness of the allegation and the likelihood of them having occurred the disciplinary procedure will be instigated and the member of staff will be sent home until further advice is received from the investigating body (Children's Services and/or the Police).
- Ofsted will be informed as soon as possible, they may then carry out their own investigation to ensure that there have been no breaches in registration requirements.
- Children's Services and/or the Police will continue their investigation. Managers and staff cooperate fully with the process.
- No further disciplinary action is taken against the member of staff against whom the allegations have been made until all investigations are concluded. In some cases, the decision to suspend the member of staff on full pay may be made by the Chair, acting upon the advice of Children's Services, the Police or Ofsted. The member of staff will not automatically be suspended without full consideration of the circumstances and the welfare of the child/children concerned will remain paramount at all times.
- It is important to remember that allegations do not always mean that the alleged incident has taken place. The member of staff concerned will be supported and treated with respect at all times throughout the investigation. False allegations are stressful and upsetting, it is important that the member of staff is not judged until the result of the investigation is known.
- Following the investigation, if it appears that the allegations are justified the Supervisor and Chair will instigate the disciplinary procedure.

- If a member of staff is dismissed because of a proven or strong likelihood of child abuse or inappropriate behaviour towards a child, the relevant office at the Department of Health will be informed to register the person concerned on the Protection of Children and Vulnerable Adults list. The Independent Safeguarding Authority (ISA) will also be informed.
- Not all cases arising from allegations of child abuse come to court as there may be insufficient evidence for prosecution. Where it seems likely that, on the balance of probabilities, despite lacking clear evidence abuse may well have taken place, the employer is justified, in law, in dismissing the individual and referring him or her to ISA.
- All allegations will be followed through and investigated in this way even if the person involved resigns or ceases to be a volunteer.

This policy was adopted at a meeting of Funtime Pre-school Ltd held on Monday 10<sup>th</sup> May 2010.