



IDE HILL PRE-SCHOOL



POLICIES 2012-2013



ACCIDENTS

Accidents to children

When a child has an accident, or an incident occurs involving a child, first aid will be administered. If it is serious an ambulance will be called. The parent or carer will be informed immediately. Other members of staff will move the remaining children away.

A report will be written out in the accident/incident file. A new form will be used each time to ensure confidentiality. The member of staff who dealt with the accident/incident will fill it out and sign it. If relevant, another member of staff who witnessed it will also sign it. This page will be given to the parent/carer to sign.

There is always a first aider present during the morning. The following are first aiders :

Liz Money
Sandy Bicknell
Jos Sharp
Catherine Williams
Helen Cope
Kay Sard
Elaine Tappenden
Kate Jepson
Vannessa Marro
Kellie Ferguson

We will notify Ofsted and the local child protection agency of any serious accident, injury to or serious illness with the group.

Accidents to staff

If a member of staff has an accident first aid will be administered and a report will be written out in our Staff Accidents/incidents book.

If it is a serious accident an ambulance would be called. One member of staff – a first aider - would stay with the injured one and the others would remove the children away.

The manager and chairman of the committee will be informed in the event of a serious injury or incident.

There is always a first aider present during the morning and we have a suitable first-aid box available at all times.

This policy was adopted at a meeting of the pre-school held on

Reviewed and signed on behalf of the pre-school

.....

Date 6/06/12

.....

This policy will be reviewed in June 2013



ADMISSIONS POLICY

It is our intention to make our pre-school genuinely accessible to children and families from all sections of the local community. In order to accomplish this, we will:

- Ensure that the existence of the pre-school is widely known in all local communities. We will place notices advertising the pre-school in places where all sections of the community can see them.
- Give out our introductory leaflets
- Make people aware of our website
- Hold regular open events
- Arrange our waiting list in the following order:
 - siblings; and then
 - village and local community;
 - Other
- We offer five full days from 9:15-2.45 every day.
- All parents/guardians must inform Sandy Bicknell if they wish to take up the five sessions; a term's notice may be required for planning purposes.
- Monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination is taking place.
- Make our equal opportunities and inclusion policies widely known.
- Be flexible about attendance patterns so as to accommodate the needs of individual children and families.

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

This policy was adopted at a meeting of the pre-school held on (date)

.....17/03/11.....

Signed on behalf of the pre-school

Reviewed and signed on behalf of the pre-school

Date06/06/12.....

This policy will be reviewed in June 2013



AIMS AND OBJECTIVES OF IDE HILL PRE-SCHOOL

The aims and objectives of Ide Hill Pre-School are to enhance the development and education of children primarily under statutory school age by encouraging parents to understand and provide for the needs of their children through this community group.

We aim to provide a happy, safe, caring, inclusive and stimulating environment where the children learn through play. We recognise that children are individuals and develop at different rates.

We follow the government's Early Years Foundation Stage ("EYFS") which provides for children from birth to the age of five. The aim of the EYFS is to:

- **Help young children achieve the Every Child Matters outcomes which are:**
 - be healthy
 - stay safe
 - enjoy and achieve
 - make a positive contribution
 - achieve economic wellbeing

The EYFS will achieve this aim by:-

- **Setting standards**
- **Promoting equality of opportunity**
- **Creating a framework for partnership working**
- **Improving quality and consistency**
- **Laying a secure foundation for future learning development**

Our curriculum planning and topics cover the following
Three prime areas of the newly revised EYFS:-

- **Personal, social and emotional development**
- **Communication and Language**
- **Physical Development**

And the four specific areas:-

- **Literacy**
- **Understanding the World**
- **Mathematics**
- **Expressive Arts and Design**





AIMS AND OBJECTIVES OF IDE HILL PRE-SCHOOL

CONTINUED

We offer appropriate play facilities for the children and training courses for the staff. Parents are encouraged to become involved in the activities of the group, ensuring that our pre-school offers opportunities for all children whatever their race, culture, religion, means or ability. Parents are responsible for the administration of the pre-school.

This policy was adopted at a meeting of the pre-school held on (date)

17/03/11

.....

Signed on behalf of the pre-school

.....

Reviewed and signed on behalf of the pre-school

.....

Date06/06/12.....

This policy will be reviewed in June 2013



BABYSITTING POLICY

Rationale

This policy has been implemented to provide clarification of some points regarding private babysitting arrangements between staff and parents/carers.

Implementation

- The Pre-school will not be responsible for any private babysitting arrangements or agreements made between staff and parents/carers.
- All staff members must inform the manager if any babysitting arrangements have been made between staff member and parents/carers of child in the setting
- Out of hours babysitting arrangements must not interfere with a staff members employment at the Pre-school.
- Confidentiality by staff regarding other staff and children at the Pre-school must be adhered to and respected at all times.
- The Pre-school will not be held responsible for any health and safety or other issues that may arise from these private arrangements.
- No member of staff will take a child away from the setting unless they are a named person on the child's records.

This policy was adopted at a meeting of the pre-school held on (date)

17/03/11

.....

Signed on behalf of the pre-school

.....

Reviewed and signed on behalf of the pre-school

.....

Date06/06/12.....

This policy will be reviewed in June 2013



BEHAVIOUR MANAGEMENT POLICY

- This policy is adhered to by all members of staff
 - 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 newcomers, both children and adults. This policy is included in our welcome pack.
 - All adults in the pre-school will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
 - All adults will try to provide a positive model for the children with regard to friendliness, care and courtesy.
 - Good manners will be encouraged.
 - Bullying in any form will not be tolerated.
- If a child displays unacceptable behaviour, the following procedures will ensue:-
- A warning to be given.
 - If the child repeats the unacceptable behaviour he/she would be removed from the situation.
 - When the child has been removed from the situation the member of staff should explain why and the child is to be encouraged to explain why he/she did it.
 - The child should stay with the member of staff who dealt with the incident for two, three or four minutes, depending upon their age or until the child indicates that he/she understands why they have been removed and is ready to apologise.

When children behave in unacceptable ways:

- Corporal punishment of any kind, such as smacking or shaking, will be neither used nor threatened in any circumstances.
 - Children will never be sent out of the room by themselves.
 - In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately in a kind but firm manner.
 - In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.
- Adults in the pre-school will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.
 - 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.
 - The pre-school reserves the right to ask a parent to collect their child early if the staff feel that the welfare and safety of all/any of the children are being compromised.
 - Adults will be aware that some kinds of behaviour may arise from a child's special needs.
 - There is a named member of staff responsible for behaviour management issues: Liz Money.

This policy was adopted at a meeting of the pre-school held on (date)

17/03/11

Signed on behalf of the pre-school

.....
Reviewed and signed on behalf of the pre-school

06/06/12

Date



This policy will be reviewed in June 2013



CHILD COLLECTION

Procedures

- Parents of children starting at the setting are asked to provide the following specific information which is recorded on our Registration Form:
 - Home address and telephone number – if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
 - Place of work, address and telephone number (if applicable)
 - Mobile telephone number (if applicable)
 - Names, addresses and telephone numbers of adults who are authorised by the parents to collect their child from the setting, for example, a childminder or grandparent
 - Who has parental responsibility for the child
 - Information about any person who does not have legal access to the child
- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.
- On occasions when parents or the persons normally authorised to collect the child are unable to collect the child, parents/carers provide us with written details of the name, address and telephone number of the person who will be collecting their child, together with a password. We agree with parents that the person collecting the child will be given a password by the parents and they will inform the Manager or Senior Pre-school teachers, Mrs Sharp, Mrs Bicknell their individual password on collection of the named child.
- 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 measures. We provide parents with our contact telephone numbers.
- We inform parents that we apply our child protection procedures as set out in our child protection policy in the event that their children are not collected from setting by an authorised adult within one hour after the setting has closed and the staff can no longer supervise the child on our premises.

Uncollected child

- If a child is not collected at the end of the session/day, we follow the following procedures:
 - The child's file is checked for any information about changes to the normal collection routines.
 - If no information is available, parents/carers are contacted at home or work.
 - If this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting – and whose telephone numbers are recorded on the Registration Form – are contacted.
 - All reasonable attempts are made to contact the parents or nominated carers.
 - The child does not leave the premises with anyone other than those named on the Registration Form or in their file.



- If no one collects the child after one hour and there is no one who can be contacted to collect the child, we apply the procedures for uncollected children

CHILD COLLECTION

CONTINUED

- We contact our local authority children's social services care team.
- The child stays at setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker.
- Social care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances do staff go to look for the parent, nor do they take the child home with them.
- A full written report of the incident is recorded in the child's file.
- We reserve the right to charge parents at a cost of £10.00 for half an hour and £20.00 for one hour, for the additional time worked by our staff.
- Ofsted may be informed.

Alcohol/substance abuse

If we suspect a parent/carer has taken alcohol or any other illegal substance, we shall not allow the child to leave the pre-school with that person. We shall call a person on the contact list and, if necessary, the police and/or social services.

This policy was adopted at a meeting of the pre-school held on (date)

..... 17/3/11

Signed on behalf of the pre-school

Reviewed and signed on behalf of the pre-school

Date 6/06/12



This policy will be reviewed in June 2013



CHILD PROTECTION POLICY AND STATEMENT

STATEMENT

Ide Hill Pre-school Child Protection Policy has been developed in accordance with the principles established by The Children Act 1989 and 2004, The National Standards for under 8's Day Care, Sections 175 and 176 Education Act 2002 and related guidance including The Framework for the Assessment of Children in Need and their Families (1999), Working Together to Safeguard Children (2006) and What to do if you're worried a child is being abused (2006).

The staff and members at Ide Hill Pre-school take seriously their responsibility to promote the welfare and safeguard all the children and young people entrusted to their care.

The **designated Person for Child Protection** who has overall responsibility for child protection practice in the setting is **Liz Money, Manager**.

As part of the ethos of the setting we are committed to:

- Maintaining children's welfare as our paramount concern.
- Providing an environment in which children feel safe, secure, valued and respected, confident to talk openly and sure of being listened to
- Providing suitable support and guidance so that children have a range of appropriate adults who they feel confident to approach if they are in difficulties
- Using learning at the setting to provide opportunities for increasing self awareness, self esteem, assertiveness and decision making so that young children have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.
- Working with parents to build an understanding of the setting's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations.
- Ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the setting's procedures and lines of communication.
- Monitoring children who have been identified as 'in need' including the need for protection, keeping confidential records which are stored securely and shared appropriately with other professionals.
- Developing effective and supportive liaison with other agencies.

This policy is in line with Kent Safeguarding Children Board Child Protection Procedures.

Liz Money staff's role and responsibility in Child Protection

Everyone involved in the care of young children has a role to play in their protection. As a member of staff at Ide Hill Pre-school you are in a unique position to observe any changes in a child's behaviour or appearance. If you have any reason to suspect that a child in your care is being abused, or is likely to be abused, you have a 'duty of care' to take action on behalf of the child by following the setting's Child Protection Policy.

Ide Hill Pre-school Designated Person for Child Protection

The Setting Designated Person for Child Protection Liz Money is responsible for:

- Co-ordinating child protection action within the setting
- Liaising with other agencies
- Ensuring the locally established procedures are followed including reporting and referral processes
- Acting as a consultant for other setting staff to discuss concerns
- Making referrals as necessary
- Maintaining a confidential record system



- Representing or ensuring the setting is represented at inter-agency meetings in particular Strategy Discussions and Child Protection Conferences.
- Managing and monitoring the setting's part in child care and child protection plans
- Ensuring all setting staff have received appropriate and up to date child protection training.
- Liaising with other professionals.

What is child abuse?

The Children Act 1989 refers to "Significant Harm" rather than abuse. However, abuse is any behaviour, action or inaction, which significantly harms the physical and/or emotional development of a child. A child may be abused by parents, other relatives or carers, professionals and other children, and can occur in any family, in any area of society, regardless of social class or geographical location.

Abuse falls into four main categories (The following definitions are from Working Together to safeguard Children 2006):

- **Physical Abuse**

Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to the child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately induces injury in a child.

- **Emotional Abuse**

Emotional Abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse affects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. May include interactions beyond the child's developmental ability, overprotection, limitation of exploration or learning, prevention of normal social interaction. Seeing or hearing ill-treatment of another, serious bullying causing children to frequently feel frightened or in danger, or exploitation and corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, although it may occur alone.

- **Sexual Abuse**

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (i.e.rape or buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or the production of, pornographic material, or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

- **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may occur in pregnancy as a result of maternal substance abuse. Once a child is born it may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

The signs and symptoms of abuse red leaflet should be distributed to all staff and displayed in the locked cupboard in the kitchen.

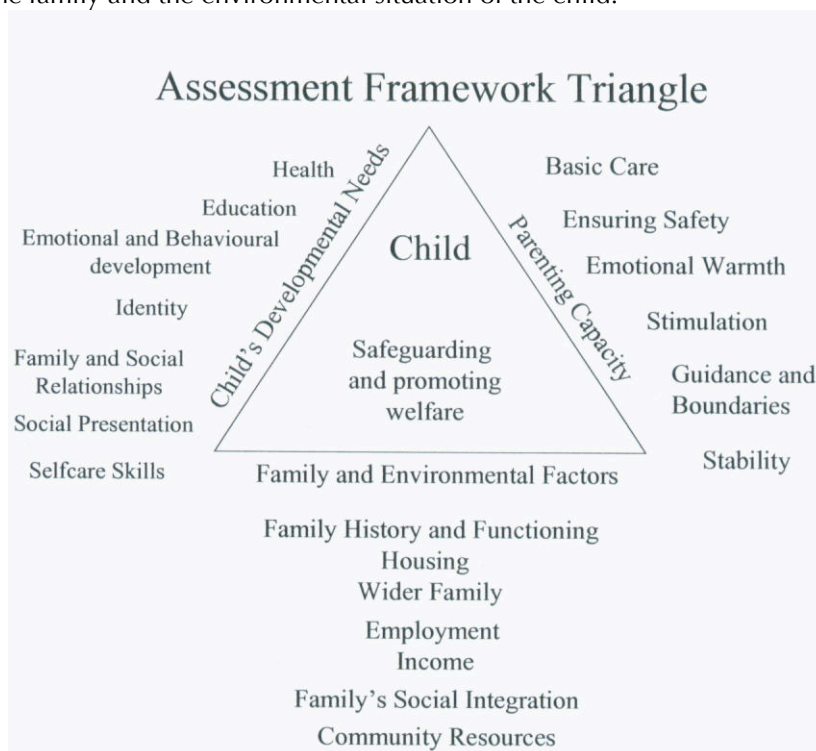


What may give cause for concern?

- Bruising on parts of the body which do not usually get bruised accidentally, e.g. around the eyes, behind the ears, back of the legs, stomach, chest, cheek and mouth (especially in a young baby), etc.
- Any bruising or injury to a very young, immobile baby.
- Burns or scalds
- Bite marks
- Any injuries or swellings, which do not have a plausible explanation.
- Bruising or soreness to the genital area.
- Faltering growth, weight loss and slow development.
- Unusual lethargy.
- Any sudden uncharacteristic change in behaviour, e.g. child becomes either very aggressive or withdrawn.
- A child whose play and language indicates a sexual knowledge beyond his/her years.
- A child who flinches away from sudden movement.
- A child who gives over rehearsed answers to explain how his/her injuries were caused.
- An accumulation of a number of minor injuries and/or concerns.
- A child who discloses something which may indicate he/she is being abused.

Understanding the child's world

As a member of staff, you are familiar with the many factors, which can affect how children learn, how they react, and how they develop. When you are concerned about any child, it is helpful to be familiar with government guidance to help agencies to work together in taking a common approach to assessment and service planning: the Framework for the Assessment of Children in Need and their Families. A child's developmental needs are affected in different ways by the parenting capacity of carers, and by the family and the environmental situation of the child.





How to share your concerns

Keep a factual note of any concerns, i.e. what you have observed and heard. Discuss your concerns with Liz Money or Jos Sharp/Sandy Bicknell, Senior Pre-school teachers in her absence. If there are serious concerns and the Manager Liz Money is not available but immediate advice is needed then contact:

Claire Ray on: 01732 525371 or 07920 108828 E-mail Claire.ray@kent.gov.uk or Sevenoaks social services

Sign and date your records for future reference.

If appropriate share any initial concerns with the child's parents, as there may be a perfectly innocent explanation for changes which you have observed, for example:

- A sudden change in behaviour could be due to the death or illness of a close family member or a pet.
- Weight loss and/or failing to thrive could be a symptom of an illness.
- A sibling or another child could have inflicted an injury accidentally.

However, if:

- You suspect sexual abuse,
- Or
- You do not get an explanation which you feel is consistent or acceptable from the parents/carer
- Or
- You feel that discussing the issue with parents may put the child at further risk of significant harm.
- Or
- You think a criminal offence has been committed.

Then you must discuss your concerns with the Liz Money without delay.

Concerns or uncertainties

There may be occasions when you have concerns about a child, which do not appear to justify a referral of suspected child abuse, but nonetheless leave you feeling uncomfortable. In these circumstances, following consultation with Liz Money you must telephone either:

- *Claire Ray* on 01732 525371 or 07920 108828.
- the Social Services Department for advice, (telephone numbers below) and ask for "A consultation with the Duty Social Worker on a child protection issue" to talk through your concerns.

You do not need to give the child's name at this point. The Duty Social Worker will advise you whether or not your concerns do justify making a child protection referral.

The Social Worker may consider the child to be 'a child in need' rather than 'a child at risk'. In this case, a referral to Social Services should be made but only with the parent's agreement.

Families sometimes have a negative perception of the role of Social Services, and are reluctant to contact them, in fear that their children may be taken into care. The reality is that Social Services can offer a lot of help, both directly and through other agencies, to families who are experiencing difficulties, so your influence and support in the referral process will be very important. Social Services will assess the family, probably along with other agencies, and put in a support package if appropriate, of which Ide Hill Pre-school may well be part.



If the family concerned is reluctant for Social Services to be contacted and following a discussion with the Manager Liz Money, you could ask the parents' permission to contact another relevant agency on their behalf such as the Health Visitor. It is important to document that parental consent had been obtained.

Serious Concerns

If you are reasonably confident that the child concerned is likely to be at risk, you must immediately discuss this with the Manager Liz Money, she will then telephone the Social Services office immediately, and ask to speak to the Duty Social Worker stating that he/she has serious concerns about a child in our care. If Liz Money is not available, then you should speak to Jos Sharp, or Sandy Bicknell, Senior Pre-school teachers. If they are not available you should contact Social Services yourself for advice.

Telephone numbers:

Children's Social Services, open 9-5pm Mondays to Fridays 01622 691640. (Ask for duty and assessment team for children and families stating that you want "A consultation with the duty social worker on a child protection issue".)

Out of Hours Social Services: 08457626777

When making a referral, Liz Money, Manager will need to provide the following information, and will have it to hand when telephoning:

- The name, address, date of birth, ethnic origin and gender of the child.
- The names and contact telephone numbers of parents, and other carers or close family members if known.
- The name, address and telephone number of the child's Doctor, and Health Visitor if applicable.
- The incidents which gives rise for concern with dates and times
- The nature of the injuries observed, and/or the reason for your concerns.

Following a telephone referral, we will be expected to follow this up in writing, within 24 hours by completing a multi-agency referral form (see below). These are available from the Kent Child Protection Committee Website or within Ide Hill Pre-school Safeguarding Children's file, which is located in the locked cupboard in the small kitchen.

Under Section 47 of the Children Act 1989, Local Authorities have a statutory duty to make enquiries, where they have "reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm".

The Social Services Department carries this responsibility on behalf of the Local Authority. Once we have made a referral, we have fulfilled our responsibility to the child. It is at this point that the Social Services Department will take over and a decision will be made on what happens next. All referrals are taken seriously, and the needs of the child and family will be assessed, so that appropriate enquiries are followed up and support can be put into place where relevant. Enquires will be made to other professionals and the child's family. Ide Hill Pre-school may be included in these enquiries, and we may be part of any on-going support for the child. Under Section 47(9) all staff at Ide Hill Pre-school has a duty to co-operate with these enquiries if required to do so.

What will be the outcome?

Having made a referral about a child, you will probably want to know the outcome of the investigation. You should receive some information, but for reasons of confidentiality, this will be on a 'need to know'



basis. Liz Money the designated person may be invited to participate in any care plan set up for the child.

How to respond to a child who discloses something to you.

If a child tells you something, it is important that you respond appropriately:

- Do listen to the child and avoid interrupting except to clarify.
- Allow the child or young person to make the disclosure at their own pace and in their own way.
- Do not interrogate the child. It is alright to ask for clarification, but you should not ask leading questions. Misguided or inappropriate questioning in the first instance can do more harm than good, and may contaminate evidence, which could be needed in an investigation. The interviewing of children must be undertaken by the trained Social workers or Police Officers.
- Do not make any promises to the child about not passing on the information – the child needs to know that you have to talk to someone who will be able to help them.
- Record the information as accurately as you can, including the timing, setting and those present, as well as what was said. Do not exaggerate or embellish what you have heard in any way.
- Inform the Designated person Liz Money.

Record Keeping

Staff can play a vital role in helping children in need or at risk by effective monitoring and record keeping. Any incident or behavioural change in a child or young person that gives cause for concern should be recorded on an incident sheet, copies of which are kept in the office filing cabinet in the Safeguarding Children's File. It is important that records are kept factual and reflect the words used by the child or young person. Records must be signed and dated with timings if appropriate.

Information to be recorded:

- Child's name and date of birth
- Child in normal context
- The incident with dates and times
- A verbatim record of what the child or young person has said
- If recording bruising/injuries indicate position, colour, size, shape and time on body map.
- Action taken.

What to do if you need to take emergency action to protect a child

On very rare occasions, it may be necessary to act quickly, for example, to protect a child from a drunken or violent parent. In these circumstances, it would be appropriate to discuss this with Liz Money or person in charge immediately who should telephone the police.

In an unlikely event that a child is brought to the setting with serious injuries, it would be appropriate to discuss this with the Manager, Liz Money or person in charge immediately who should telephone for an ambulance.

However, it is important to remember that these types of scenarios are very unlikely to happen.

What support is available to you?

Any member of the team affected by issues arising from concerns for children's welfare or safety can seek support from their Designated Person for Child protection.



The designated person for child protection can put staff and parents in touch with outside agencies for professional support if they wish so.

Monitoring and Review

All setting personnel and visiting staff will have access to a copy of this policy and will have the opportunity to consider and discuss the contents prior to approval of the Proprietor being formally sought.

This policy has been written in August 2009 to reflect the new guidance and legislation issued in relation to safeguarding children and promoting their welfare.

The policy forms part of our Setting development plan and will be reviewed annually.

MOBILE PHONES

Aim: to ensure the safety of the children in our care.

Mobile phones are not permitted to be carried around the setting when children are present and all adults will be asked to leave their phones in the kitchen in the box during their time in the setting. This will not apply to chaperoned visitors (such as visiting prospective parents) as long as they are accompanied by a staff member at all times.

Mobile phones are not permitted in the main hall or Wheatsheaf room during sessions and at **NO** times are mobile phones to be used for taking photographs of children, parents or staff members.

Staff should not use their mobile phones during session time; however, staff may make or receive emergency calls only with prior permission from the manager or senior pre-school teacher leading the session. In this instance staff members will use the main kitchen to receive or make emergency calls.

PHOTOGRAPHS/CAMERAS

Photographs are a valuable tool for recording and assessing children's activities and achievements at Ide Hill pre-school.

Photographs will only be taken with the pre-schools digital camera, **NEVER WITH CAMERA PHONES/MOBILE PHONES**. Staff mobile phones must be kept in the kitchen and not handled or answered during sessions, except with the permission of the Manager/Senior Pre-school teachers (eg. if a member of staff is telephoned by the school their child attends). Any member of staff found using a mobile phone without permission may be subject to disciplinary action by the Manager and/or Chairperson.

Photographs will only be taken of children during normal pre-School activities. Cameras will never be taken into the toilets/changing areas. A child will never be photographed when their clothes or nappy are being changed.

Only members of Ide Hill pre-school staff who have an Enhanced CRB disclosure are permitted to take photographs within the pre-school. Parents on rota duty/settling their children in, volunteers and other visitors are not permitted to take photographs during pre-school sessions. However, at public pre-school events (eg. Christmas and Easter concerts) parents/carers, family members and press photographers may take photographs of the public activity.



If parents/carers do not wish their child to be included in such photographs, it is their responsibility to inform the Manager of this and add this to their permission form.



Photographs may be printed and included in a child's Learning Journey folder, or displayed within the pre-school on the digital picture frame. Parents/carers may see their child's Learning Journey at any time. Photos of children should not be stored on the settings computer for longer than the time necessary to print them off. Photos of children should not be stored on the settings camera once printed off. The settings camera is stored safely and securely whilst the pre-school is closed. Parents/carers will be asked to read and sign Ide Hill pre-schools Permission Form when their child starts attending the pre-school. If a parent/carer does not give permission for their child to be photographed, all staff will be informed so that all reasonable steps can be taken to ensure that the child is not included in any photographs.

Reviewed and signed on behalf of the pre-school

Louise Dal

.....

Date 14/04/12

.....

This policy will be reviewed in June 2013



**SAFEGUARDING POLICY AND PROCEDURES
CHILD PROTECTION REFERRAL FORM**

Full name of child	Address	Date of birth	Gender
How long the child has attended the early years settings		Patterns of attendance	
Name of parent/s with parental responsibility at above address	Name of parent with parental responsibility who is not resident Address Telephone	Cultural background and languages spoken at home	Detail of special needs or disability
Names of siblings	Dates of birth	Gender	School/settings attended
Name (if known) of anyone else living in household	Relationship to child (if known)	Name of significant carers	Address
Family's health visitor	GP	Previous social worker if applicable	Other agency involved with the child
Detail of the critical incident leading to referral Date Time			
Was this discussed with the parent? Is the parent aware that the referral is being made?			
Any previous concerns and action taken? List dates and details.			



ALLEGATION OF ABUSE MADE AGAINST A MEMBER OF IDE HILL PRE-SCHOOL

Unfortunately, child abuse does occasionally take place in day care settings, so we have introduced this separate policy to remind staff of the measures that can be taken to reduce the risk of any allegations being made against them or another member of staff. It also contains the procedure, which will be undertaken if an allegation is made against a member of staff. This complies with both Ofsted and Social Services.

How we can protect ourselves?

- If a child sustains an injury whilst in our care, we will record it in the accident book as soon as possible. When the child is collected, we will inform whoever picks the child up about the injury and ensure that they also sign the accident book.
- If a child arrives with an injury sustained elsewhere we will ask for an explanation and again record this in the accident book and ask whoever has brought in the child to sign the record.
- We will ensure that all staff undertake regular child protection training.
- We will ensure that all parents understand our role and responsibility in child protection. Within the nursery this will be to parents in writing within the prospectus before the child begins to attend Ide Hill Pre-school
- Our behavioural management policy states that no physical sanctions will be used and we will ensure that everyone complies with it in all rooms within the setting.
- We will try to avoid situations where an adult is left alone in a room with a child. If this does occur, we will make sure that the door is left open and there are other people around.
- We will avoid engaging in rough physical play with children- as this may be misconstrued and could cause accidental injury to a child.
- We will avoid doing things of a personal nature for children that they can do for themselves.
- We will take up references, including one from the candidate's last employer, and will always question any gaps in employment history.
- We will encourage an open door ethos, to enable staff to talk to senior managers if they have concerns about the conduct of any of their colleagues.

What happens if an allegation of abuse is made against a member of staff in the Setting?

- If anyone makes an allegation of abuse against a member of our staff, Liz Money, Designated Person will be informed immediately and will contact: Claire Ray on 01732 525371 or 07920 108828. They will assess whether the allegation reaches the threshold for referral to Police/Social Services and advise accordingly regarding further action to be taken in respect of the child and the member of staff.
- Liz Money will complete the attached form for recording allegations or complaints made against staff.
- Liz Money will not discuss the allegation with the member of staff concerned, unless advised to do so by Social Services.
- All staff need to be aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult.
- If Social Services and/or the police decide to carry out an investigation, it may be possible that Ofsted will advise us to suspend the member of staff, whilst enquiries are carried out. Ide Hill Pre-school could also invoke their disciplinary procedure.
- We will not carry out an investigation ourselves unless Social Services and the Police decide it is not appropriate for them to do so. We understand that Ofsted may wish to undertake further investigations.

Always remember;



The welfare of the child is Paramount.

Guidance for Managers completing Checklist for handling and recording allegations or complaints of abuse made against a member of staff regarding a child/children in their care.

1. Record the name and position of member of staff against whom the allegation or complaint has been made.
2. Verbal complaints should be backed up in writing by the complainant if appropriate; some may require immediate action that does not allow time for this to happen.
3. It is important to identify who made the complaint and whether it was received first hand or is a concern that is passed on from somebody else. If this is the case it is better that you receive the information first hand. If a parent, carer or a member of staff at Ide Hill Pre-school makes a complaint against you it must be passed immediately to your line manager.
4. Record the full name, age and date of birth of the child.
5. The address recorded should be the address at which the child lives with the main carer.
6. If there are one or more alleged incidents, be specific as possible about dates that they are alleged to have happened.
7. Check the attendance register/ diary of work to see if the child was present/seen on that day and the shift patterns of the staff member involved to see if they were working at that time. This will confirm the likelihood of the incident having taken place.
8. If you have received the complaint in writing attach it to the checklist. You can then summarise it on the form.
9. Any other information should be factual. It will be helpful if you can confirm things such as the level of contact that the staff member has with the child and any other minor concerns that may have been raised previously. Do not attempt to investigate the complaint yourself.
10. Remember that if an allegation of abuse is made against a member of our staff you must inform Liz Money who will contact the Children's Safeguards Unit for further advice.
11. Ofsted must be informed if an allegation is made against a member of our staff, even if the Children's Safeguards Unit decides no further action is required. Ofsted may do their own investigation to ensure that registration requirements are being met.
12. Make a note of any actions the Children's Safeguards Unit or Ofsted advise you to take and the date or times at which you implemented them.
13. If the **allegation is against Liz Money**, Manager, Designated Person then you should speak to Louise Dod, Chairperson or Claire Warde who will follow the procedures above.

Reviewed and signed on behalf of the pre-school

Louise Dod

.....

Date 14/10/12



This policy will be reviewed in June 2013



Checklist for handling and recording allegations or complaints of abuse made against a member of staff regarding a child/children in their care.

1. Name and position of staff who is the subject of allegations/complaint:
.....
.....
2. Is the complaint: Written or verbal? Delete as necessary.
3. Complaint made by: _____ Relationship to child _____
4. Name of child _____ Age and date of birth _____
5. parent's/carers name(s) and address

6. Date of alleged incident/s _____
7. Did the child attend/seen on this/these date/s: _____
8. Nature of complaint (if received in writing see guidance) _____

9. Other relevant information (continue on a separate sheet if needed):

10. Social services contact at (date and time) _____
11. Ofsted informed at (date and time) _____
12. Further actions advised by Social Services Department and Ofsted: _____

Your name and Position _____

Signature _____

Today's date and time _____



COMPLAINTS PROCEDURE

As a member of the Pre-school Learning Alliance we aim to provide the highest quality education and care for all our children. We aim to offer a welcome to each individual child and family and to provide a warm and caring environment within which all children can learn and develop as they play.

We believe children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. Our intention is to work in partnership with parents and the community generally and we welcome suggestions on how to improve our group at any time.

Making concerns known

- A parent who is uneasy about any aspect of the group's provision should first of all talk over any worries and anxieties with the pre-school manager.
- If this does not have a satisfactory outcome within a couple of weeks, or if the problem recurs, the parent should put the concerns or complaint in writing and request a meeting with the pre-school leader and the chair of the committee. Both parents and the leader should have a friend or partner present if required and an agreed written record of the discussion should be made.

Whistle Blowing

- If a member of staff had a serious concern about the behaviour or conduct of another member of the staff, this concern would be taken to the Manager. If the concern was about the Manager then the concern would be discussed with the Chair of the Committee. (full version of the Whistle Blowing policy enclosed.)

Most complaints should be resolved informally early on this initial stage

- If the matter is still not sorted out to the parent's satisfaction, the parent should again contact the chair.
- If parent and group cannot reach agreement, it might be helpful to invite an external mediator, one who is acceptable to both parties, to listen to both sides and offer advice. A mediator has no legal powers but can help to clarify the situation. Staff or volunteers within the Pre-school Learning Alliance will be available to act as mediator if both parties wish it.
- The mediator will help define the problem, review the action so far and suggest further ways in which it might be resolved.
- When the complaint is resolved at this stage, the summative points are logged in the complaints summary record.

The mediator will keep all discussion confidential. She/he will meet with the group if requested and will keep an agreed written record of any meetings that are held and of any advice she/he has given.

The role of the registering authority

In some circumstances, it will be necessary to bring in the local authority registration and inspection unit, who have a duty to ensure laid down requirements are adhered to and with whom the Pre-school Learning Alliance works in partnership to encourage high standards. The registering authority would be involved if a child appeared to be at risk or where there seemed to be a possible breach of registration requirements. In these cases both parent and pre-school would be informed and the Pre-school Learning Alliance fieldworker would work with the social services department to ensure a proper investigation of the complaint followed by appropriate action.



If any complaint is made, a complaint's record must be filled in and OFSTED must be informed.

COMPLAINTS PROCEDURE

CONTINUED

- When the mediator has concluded her/his investigations, a final meeting between the parent, the setting leader and the owner/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.
- Parents may approach Ofsted directly at any state of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Welfare Requirements of the EYFS are adhered to.
- The number to call Ofsted with regard to a complaint is 08456 404040.
- These details are displayed on our setting's notice board.
- If a child appears to be at risk, our setting follows the procedures of the Local Safeguarding Children Board in our local authority.
- In these cases, both the parent and setting are informed and the setting leader works with Ofsted or the Local Safeguarding Children 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 Summary Complaints Record which is available for parents and Ofsted inspectors on request.

We believe that most complaints are made constructively and can be sorted out at an early stage. We also believe that it is in the best interests of the pre-school and parents that complaints should be taken seriously and dealt with fairly and in a way which respects confidentiality.

This policy was adopted at a meeting of the pre-school held on (date)

17/3/11

.....

Signed on behalf of the pre-school

.....

Reviewed and signed on behalf of the pre-school

.....



Date 6/06/12

This policy will be reviewed in June 2013



PROVIDER COMPLAINTS RECORD AND HOW TO COMPLETE THE COMPLAINTS RECORD

Date of complaint			
A) Source of complaint			
Parent (in writing, including e-mail)	<input type="checkbox"/>	Staff member	<input type="checkbox"/>
Parent (in person)	<input type="checkbox"/>	Anonymous	<input type="checkbox"/>
Parent (telephone call)	<input type="checkbox"/>	Ofsted (include complaint number if known)	<input type="checkbox"/>
	<input type="checkbox"/>	Other (please state)	<input type="checkbox"/>
B) Nature of complaint (please tick all standards that the complaint relates to)			
Suitable person	<input type="checkbox"/>	1 Equal opportunities	<input type="checkbox"/>
Organisation	<input type="checkbox"/>	2 Special needs	<input type="checkbox"/>
Care, learning & play	<input type="checkbox"/>	3 Behaviour	<input type="checkbox"/>
Physical environment	<input type="checkbox"/>	4 Working in partnership with	
Equipment	<input type="checkbox"/>	5 parents and carers	<input type="checkbox"/>
Safety	<input type="checkbox"/>	6 Child protection	<input type="checkbox"/>
Health	<input type="checkbox"/>	7 Documentation	<input type="checkbox"/>
Food and drink	<input type="checkbox"/>	8	
Please give details of the complaint			





PROVIDER COMPLAINTS RECORD AND HOW TO COMPLETE THE COMPLAINTS RECORD

CONTINUED

C) How it was dealt with	
Internal investigation	<input type="checkbox"/>
Investigation by Ofsted	<input type="checkbox"/>
Investigation by other agencies (please state)	<input type="checkbox"/>
Please give details of any internal investigation or attach any outcome letter from Ofsted:	
D) Actions and outcomes	
Internal actions	<input type="checkbox"/>
Actions agreed with Ofsted	<input type="checkbox"/>
Changes to conditions of registration	<input type="checkbox"/>
Other action taken by Ofsted	<input type="checkbox"/>
No action	<input type="checkbox"/>
Actions imposed or agreed with other agencies	<input type="checkbox"/>
Please give details of actions agreed with Ofsted:	
Has a copy of this record been shared with parents? Yes or No	
Name of recorder:	Outcome notified to parent: Yes/No (within 28 days) Date:
Notified to Ofsted	
Signature	
Position:	Date completed:



Regulations require providers to give an account of the findings of the investigation into the complaint and any action taken to the parent who made the complaint, within 28 days of the date of the complaint.

CURRICULUM

All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others. The curriculum will follow the revised Early Years Foundation Stage (2012) of education.

Resources

These will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-cultural society.

Materials will be selected to help children to develop their self-respect and to respect other people by avoiding stereotypes and derogatory pictures or messages about any group of people.

Special needs

The pre-school recognises the wide range of special needs of children and families in the community, and will consider what part it can play in meeting these needs.

Planning for pre-school meetings and events will take into account the needs of people with disabilities.

Discriminatory behaviour/remarks

These are unacceptable in the pre-school.

The response will aim to be sensitive to the feelings of the victim(s) and to help those responsible to understand and overcome their prejudices.

Language

Information, written and spoken, will be clearly communicated in as many languages as necessary.

Bilingual/multilingual children and adults are an asset. They will be valued and their languages recognised and respected in the pre-school.

Food

Medical, cultural and dietary needs will be met.

Meetings

The time, place and conduct of meetings will ensure that all families have an equal opportunity to be involved in the running of the pre-school.

This policy was adopted at a meeting of the pre-school held on (date)

17/03/11

Signed on behalf of the pre-school

Reviewed and signed on behalf of the pre-school



Date
1/03/012 ***This policy will be reviewed in June 2013***



DIET – POLICY AND PRACTICE

The sharing of refreshments can play an important part in the social life of the pre-school as well as reinforcing children’s understanding of the importance of healthy eating. The pre-school will ensure that:

- Milk provided for children is semi skimmed and pasteurised.
- Water will be provided for those children who do not like milk.
- Children’s medical and personal dietary requirements are respected.
- Water is available for the children throughout the morning. (See also health and hygiene policy)
- Parents are asked to provide a list of any allergies their child might have
- Staff will label the “Apple” of any child who is allergic to any food being provided. A note of the child’s allergy will also be in the kitchen and the blue fact file book. This information will also be emailed to each member of staff.
- The dietary rules of religious groups and also of vegetarians/vegans are known and met in appropriate ways.
- Our snacks will consist of healthy food and drink and a daily menu will be put on the notice board.
- Parents are informed about appropriate healthy lunchboxes plus advised about other children’s allergies. Peanuts are not allowed on the premises at all.
- Parents are advised in the Welcome Pack to include an icepack in their children’s lunchboxes as there is not enough space in the fridge.

17/03/11

This policy was adopted at a meeting of the pre-school held on (date)

Signed on behalf of the pre-school

Reviewed and signed on behalf of the pre-school

Louise Doherty
.....

Date 06/06/12.....

This policy will be reviewed in June 2013



DISCIPLINARY POLICY AND PROCEDURES

Reasons which may give rise to the need for disciplinary measures include the following:

- a) job incompetence
- b) unsatisfactory standard of dress or appearance
- c) conduct during or outside working hours prejudicial to the interest or reputation of the employer
- d) unreliability in time-keeping or attendance
- e) failure to comply with instructions and procedures or to respect the wishes of the parents in child-rearing
- f) breach of confidentiality

In the event of the need to take disciplinary action the procedures will be :

- Firstly - Oral warning
- Secondly - Written warning
- Thirdly - Dismissal

Employer’s signature.....Date.....

Witnessed by.....Date.....

Employee’s signature.....Date.....

Witnessed by..... Date.....

This policy was adopted at a meeting of the pre-school held on (date)

.....
17/03/11

Signed on behalf of the pre-school
.....

Reviewed and signed on behalf of the pre-school

.....

Date 06/06/12

This policy will be reviewed in June 2013



EMERGENCY CLOSURES – EXTREME WEATHER

Private, voluntary and independent providers of early education

As the provision of early education places is not part of a child’s statutory education, KCC are unable to authorise closure of private, voluntary and independent providers in extreme weather conditions but will support providers’ decision to close the provision if the registered/responsible person considers the following factors:-

- Whether there are on-site hazardous conditions that cannot reasonably be mitigated (where, for example, children have to move around the site during the school day)?
- Will there be enough staff to supervise (but not necessarily teach) the number of children likely to be present?
- Can a reasonable temperature be maintained in the building or parts of the building where children and staff are likely to be?
- Is water available and are sufficient toilets working satisfactorily?

Once a decision is taken to close, we shall update our website daily. There are arrangements for making public announcements using Kent local radio stations can be utilised for early years’ provisions:

Radio Kent	0845 300 4700
Invicta FM	01277 774444
KMFM	01277 475940**
CTR	01622 691056

** *Please note KMFM would prefer you to log a closure on their website at www.kmfm.co.uk*

You should contact the local radio stations with information for broadcasters about closure or partial closure on each day of closure. There is no need to call them to announce re-opening on subsequent days.

- If it is open, please give details of any restrictions, e.g. no meals available – bring sandwiches, no heating – wear warm clothes, etc.

A provision should never close completely unless the registered/responsible person is certain that no child will present his/herself and that all children have been collected safely. Arrangements must always be made for the security of children.

This policy was adopted at a meeting of the pre-school held on (date)

17/03/11

Signed on behalf of the pre-school

Reviewed and signed on behalf of the pre-school

Date 06/06/12



This policy will be reviewed in June 2013



EMPLOYMENT AND STAFFING POLICY

A high adult:child ratio is essential in providing good quality pre-school care.

In our pre-school:

- We have at least one member of staff to each four children under three and one member of staff to eight children over three. Each morning we have six members of staff on duty.
- Our key person system ensures each child and family has one particular staff member who takes a special interest in them.
- Regular staff meetings provide opportunities for staff to undertake curriculum planning and to discuss the children's progress and any difficulties.
- We work towards an equal opportunities employment policy, seeking to offer job opportunities equally to both women and men, with and without disabilities, from all religious, social, ethnic and cultural groups.
- The Manager has a Degree in Early Years, 1 Pre-school teacher also has a Degree in Early Years, 2 Senior Pre-school teachers and three pre-school teachers hold CACHE Level 3 Diploma in Pre-School Practice. Two members of staff have Cache Level 3 Diploma for the Children's & Young Persons' Workforce programme with 1 member of staff completing her training in January 2013.
- Regular in-service training is available to all staff, both paid and volunteer members.
- Our pre-school's budget includes an allocation towards training costs.
- We support the work of our staff by means of regular appraisals and meetings.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation. We have contingency plans to cover staff absences either by covering for each other or asking for a parent helper.
- If a member of staff appears stressed, she will be sent home and another member of staff or committee member will be called in to cover.
- See Induction policy for procedures when a new member of staff joins the pre-school



EMPLOYMENT AND STAFFING POLICY

CONTINUED

Student Placement Policy

We recognise that the quality and variety of work which goes on in a pre-school makes it an ideal place for students on placement from school and college childcare courses as well as those on the Diploma in Pre-school Practice or Tutor Fieldworker courses.

Students are welcomed into the pre-school on the following conditions:

- The needs of the children are paramount. Students will not be admitted in numbers which hinder the essential work of the pre-school.
- Students must have a letter by their tutor confirming they are engaged in a bona fide childcare course.
- Students required to conduct child studies will obtain written permission from the parents of the child to be studied.
- Any information gained by the students about the children, families or other adults in the pre-school must remain confidential.
- Unless registered as fit persons, students will not have unrestricted access to children.

17/03/11

This policy was adopted at a meeting of the pre-school held on (date)

Signed on behalf of the pre-school

Reviewed and signed on behalf of the pre-school

.....

06/06/12

Date

This policy will be reviewed in June 2013



EQUAL OPPORTUNITIES POLICY

The Pre-school Learning Alliance is committed to helping pre-schools provide equality of opportunity for all children and families. As a member of the Alliance, Ide Hill works in accordance with all relevant legislation, including:

- Disabled Persons Acts 2004
- Equality Act 2012
- Race Relations Act 1976
- Sex Discrimination Act 1986
- Children Act 1989/2004

We believe that the group's activities should be open to all children and families, and to all adults committed to their welfare. We aim to ensure that all who wish to work in, or volunteer to help with, our pre-school have an equal chance to do so.

Admissions

The pre-school is open to every family in the community. The priority is siblings and then the village and local community and then other.

Employment

The pre-school will appoint the best person for each job and will treat fairly all applicants for jobs and all those appointed.

Commitment to implementing the group's Equal Opportunities Policy will form part of the job description for all workers.

Families

The pre-school recognises that many different types of family successfully love and care for children. The pre-school offers a flexible payment system for families with differing means.

Festivals

Our aim is to show respectful awareness of all the major events in the lives of the children and families in the pre-school, and in our society as a whole, and to welcome the diversity of backgrounds from which they come.

In order to achieve this, we aim to acknowledge all the festivals which are celebrated in our area and/or by the families involved in the pre-school.

- Without indoctrination in any specific faith, children will be made aware of the festivals which are being celebrated by their own families or others, and will be introduced where appropriate to the stories behind the festivals.
- Before introducing a festival with which the adults in the pre-school are not themselves familiar, appropriate advice will be sought from people to whom that festival is a familiar one if possible.
- Children will be encouraged to welcome a range of different festivals, together with the stories, celebrations and special food and clothing they involve, as part of the diversity of life.
- Parents are encouraged to participate in and help with the children's understanding of different cultures.

This policy was amended at a meeting of the pre-school held on (date)

17/03/11

Signed on behalf of the pre-school.....

Reviewed and signed on behalf of the pre-school

06/06/12



Date

This policy will be reviewed in June 2013



EMERGENCY EVACUATION PROCEDURES

Statement of intent

The pre-school will follow the procedures for evacuating the building in the event of any emergency evacuation in a way that ensures that all children are safely led away from the building and adults do not take any undue risks.

Aims

- No child or adult will take unnecessary personal risks
- Staff fully understand the required procedures and understand their role
- To evacuate as quickly and safely as possible

Methods

- We shall practice evacuating the building; this will happen once every term incorporated in with our fire practices
- We shall have a record of this drill in the fire log book.
- We shall have a role for each member of staff (see fire log book)
- We shall ensure all staff have training on evacuating the building
- We shall perform a formal risk management assessment at least once a year and will monitor risks each morning and afternoon and at the end of each week.
- We shall keep registers of children, staff and visitors to the pre-school for each session

In the event of an emergency evacuation, the procedure will be as follows:

- We shall use the nearest emergency exit
- The manager/senior pre-school teacher will blow the whistle.
- The evacuation will start immediately and people should not try to collect bags and other personal details
- We shall take the mobile phone and register with us. The register has all the contacts in it
- A member of staff will telephone the emergency services on 999 and give appropriate details



For safe evacuation, the manager or supervisor plus one other – the manager or senior pre-school teachers will take all the children to the nearest exit and outside to the far corner of the car park. Other members of staff will check the toilets and all other areas of the hall.



EMERGENCY EVACUATION PROCEDURES
CONTINUED

Staff will check the kitchen and the rest of the building.

At the assembly point the children and staff will be counted and the register taken. The emergency services would be told immediately if anyone was missing.

For practice evacuations the above procedure will be followed except that the manager or senior pre-school teachers will give the all clear.

This policy was adopted at a meeting of the pre-school held

on.....17/3/11.....

Signed on behalf of the pre-school

Reviewed and signed on behalf of the pre-school

Date ...6/06/12.....

This policy will be reviewed in June 2013



EPI-PEN POLICY

Any epi pen should be kept in a clear box with the child's name and contact details also in the box. The box should also contain the parent's written permission to use the pen and all details of allergies as well as the child's name on the epi pen together with the expiry date. The box will be kept in the kitchen on the side thereby being accessible to adults but inaccessible to all children.

In the event of having to use the epi pen the following procedure will take place:

- Other members of staff to remove and calm the other children
- Staff work in a pair
- One phones 999
- One will take the epi pen to where the child has fallen (if relevant)
- Remove epi pen out of its box
- Hold the epi pen with thumb closest to grey safety cap
- Hold the epi pen approximately 10cms away from the thigh
- Black tip should point towards the outer thigh
- Jab firmly into the outer thigh so that the epi pen is at a right angle to the outer thigh; jab through clothing (do not waste time taking clothes off)
- Hold in place for 10 seconds
- Remove and give pen to the other member of staff who will replace it in its box
- Massage injected area for 10 seconds
- Put child into the recovery position if relevant
- Stay with child until the ambulance arrives
- Phone parent/carer once ambulance crew says which hospital he/she will be going to
- Accompany child to hospital if the parent has not arrived
- Remember to take money for the return journey!

The following members of staff have had epi pen training:

Liz Money
Sandy Bicknell

17/3/11

This policy was adopted at a meeting of the pre-school held on (date)

Signed on behalf of the pre-school.....

Reviewed and signed on behalf of the pre-school

Date 6/06/12

This policy will be reviewed in June 2013



FIRE EVACUATION PROCEDURES

Statement of intent

The pre-school will follow the procedures for evacuating the building in the event of the fire alarm being sounded in a way that ensures that all children are safely led away from the building and adults do not take any undue risks.

Aims

- No child or adult will take unnecessary personal risks
- Staff fully understand the required procedures and understand their role
- Staff will follow day-to-day procedures to reduce the risk of fire
- We will follow the advice that the fire brigade give

Methods

- We will follow the advice of the fire brigade on any matters arising from their visit
- We will have a fire procedure on the wall
- We will have a fire drill one session in each term and a record will be made
- We will have a rota for each term with a role for each member of staff (see emergency procedures)
- We will ensure all staff receive training on fire procedures
- We will perform a formal risk management assessment at least once a year and will monitor risks each day
- We will keep registers of children, staff and visitors to the pre-school for each session

In the event of a fire occurring, the evacuation procedure to follow is:

- A member of staff will telephone the fire brigade on 999 and give appropriate details
- We will use the nearest available exit
- The evacuation will start immediately and people should not try to collect bags and other personal possessions
- For safe evacuation, the session supervisor plus one other member of staff will take the children to the nearest exit and lead them into the car park. Another member of staff will check the toilets and corridor
- If it is safe to do so, the manager (or senior pre-school teachers) will collect the register and mobile phone and take them to the assembly point
- At the assembly point, the children will be counted, the register will be called and checked for any unaccounted adults or children and the fire brigade will be told of any missing people. Nobody will be permitted to return to the building until the all clear is given by the fire brigade

For fire drills, the above procedure will be followed except that the session supervisor will give the all clear.

This policy was adopted at a meeting of the pre-school held on (date)

17/03/11

Signed on behalf of the pre-school

Reviewed and signed on behalf of the pre-school

.....

Date 6/6/12



This policy will be reviewed in June 2013



FIRE PREVENTION POLICY

There is a no-smoking ban in the hall at all times.

17/3/11

This policy was adopted at a meeting of the pre-school held on (date)

Signed on behalf of the pre-school

Reviewed and signed on behalf of the pre-school

Date 6/06/12

This policy will be reviewed in June 2013



FOOD AND DRINK POLICY

Children are provided with regular fresh drinks and food by pre-school at mid-morning and mid-afternoon. Water is also available at all times, which the children can either help themselves to or ask a member of staff for.

Food and drink is properly prepared (with regards to health and safety and food hygiene regulations) is nutritious and complies with dietary and religious requirements, and latest government guidelines.

Parents are required to give any information regarding special dietary needs or food intolerances of their child. In certain circumstances parents may be asked to provide further information from a relevant medical or nutritional advisor. These will be noted and indicated in their records and noted in the kitchen ensuring all staff are fully informed of these needs.

Food

Staff are aware of the healthy and nutritional needs of children and will plan snacks accordingly. A multi-cultural diet is offered to allow children the opportunity to try unfamiliar food. As stated, the dietary rules of religious groups, vegetarians, vegans etc and medical conditions (e.g. diabetes) will be catered for, as will any other specific dietary requirements.

If a child suffers from an allergy or intolerance, the key person will discuss this carefully with the parent to ensure that the child's needs are fully understood. The parent will be asked to provide us with a list of foods that the child cannot eat and check the snack menu if necessary. In exceptional circumstances the parent may need to provide food themselves. The snack is prepared carefully to ensure there is no cross contamination from other children's food.

Lunchboxes

Food swapping is not allowed and for this reason parents are asked to provide clearly NAMED lunchboxes. Staff will label a child's lunchbox if necessary. We recommend that parents put into their child's lunchbox exactly what they expect them to eat, so that the children and staff know what is expected. Cartons are really tricky for children to use, a reusable drinking bottle is much better.

Packing the lunchbox (taken from www.nhs.uk/Livewell Jan 2012):

A balanced packed lunch should contain:

Starchy foods e.g. bread, rice pasta, potatoes

Protein foods e.g. cheese, ham

Vegetables and/or fruit

For variety why not try bagels, pitta bread, wraps or crackers. Use wholemeal bread rather than white. Children often like food they can eat with their fingers, so chop up raw vegetables such as carrots and peppers and give them hummous or cottage cheese as a dip. Breadsticks and wholemeal crackers also make great finger foods. Replace chocolate bars and cakes with dried fruit or fresh fruit. Vary the fruit each day and get them to try new things like kiwi or melon.

Drink

We are aware that children need to drink at regular intervals. The children are encouraged to ask for and help themselves to jugs of water, and to ask for assistance if needed. A covered jug of water is taken outside on hot days to ensure children remain adequately hydrated.

Semi skimmed milk and fresh drinking water are provided mid-morning and mid afternoon accompanied by a snack.

Children and Staff are encouraged to enjoy snack and lunch time as a social part of their day. The



children always eat as a group and they are encouraged to use polite table manners, such as waiting for each other to begin and asked to use 'please' and 'thank you'. The children always wash their hands before meal times.

If a child was noted to have eaten or drunk during a session, staff will monitor the situation and inform parents.

This policy was adopted at a meeting of the pre-school held on (date)

.....
6/06/12

Signed on behalf of the pre-school

.....
Louise Dool
.....

This policy will be reviewed in June 2013



FOREST SCHOOL POLICY

Forest School offers children regular opportunities to undertake learning and play in local woodland. It is complementary, not separate to learning in a traditional pre-school environment. Sessions in Forest School are not timetable or workbook-led, but driven by the learners themselves, drawing on their interests and imagination.

Through Forest School children are able to develop a lifelong love and understanding of the natural environment, whilst developing the core purposes of the Forest School ethos, namely, development of self-esteem, confidence and social skills.

Philosophy

The philosophy which underpins the Forest School movement is to encourage and inspire individuals of any age from 2½ years upwards, through mastery of small, achievable tasks in a woodland environment, to grow in confidence and independence so that they are able to develop a sense of self-worth. Children will acquire new skills as they are ready for them so that activities can maintain a degree of challenge and excitement, whilst remaining safe and controlled.

Children see natural outdoor settings as free from adult agendas and influences. This encourages unrestricted play and the right balance between challenge and discovery will help develop many different skills for life. Playing outdoors, in natural places, supports and develops a child's sense of awareness. They recognise their independence and connection with nature and the outside world.

Experience

Experience in other settings has shown Forest School to be inspirational, opinion changing and challenging. It raises expectations and develops insights into individual learning styles and schemas. It is personally and socially uplifting so laying the foundations for other learning. Unlike other forms of outdoor education which generally concentrate on team-building, challenging activities or competitiveness, the Forest School embraces an entirely different approach through the nurturing, support and development of the self-esteem of participants.

Location

Every activity carried out in the outdoors will have an impact on the immediate environment. We plan to keep this impact to a minimum. The site that we will be using is the “picnic area” opposite the pre-school, a spacious plot with large mature trees and open grass area. This is ideal for all sorts of activities.

We are hoping to hold Forest School sessions every half term from 9.30 – 11.00 throughout the year. Activities will include: den building, willow weaving, insect safaris, mud sculpting, natural art, whittling etc.



Clothing

It is important that all children have appropriate clothing suitable for all weather conditions. The pre-school will supply all in one suits for the duration of the Forest School programme. These will be on loan for as long as the child attends Forest School. The waterproofs will be large enough that the children can wear warm clothing underneath.

Regardless of the weather all children are expected to wear long sleeves, long trousers and closed shoes at all times. This will protect them from the sun, stinging plants etc. Wellies should be worn on wet days. Sun hats are necessary for sunny days.

Food

Forest School Leaders and other adults are aware of the following when cooking and eating at Forest School:

Everyone should use antibacterial gel/wet wipes before handling food and drink.

All foods are stored in air tight containers.

Only clean equipment is used.

Everyone is aware of any special dietary needs of the participants who have food allergies and any medication and copies of care plans will be in the Forest School Leaders bag.

All equipment and waste is cleared away.

Rules are set out clearly at the beginning of each session. Persistently bad behaviour will result in withdrawal from task.

Our Forest School Leader is Kay Sard.

Health and Hygiene

Our focus is to manage real risks as they arise, with a sensible and proportionate approach to our planning and organisation of the Forest School time, as advocated by the Health and Safety Executive. We will adopt sensible precautions to avoid recklessness and a breach of health and safety laws.

Our aim will be to use the outdoor environment to enrich the children's learning through the revised Early Years Foundation Stage. In addition, through the children's adventures they will gain long term memories and be ready for a goodnight's sleep! Children will be reminded at the beginning of each session to walk, to stay within the taped boundary and to observe what is on the ground and around them, to take ownership of their safety.

Equipment

Children and adults will use suitable clothing and footwear for the weather and as protection. Parents are asked to supply wellington boots and warm coats, scarves, gloves and hats in Winter and sunhats, sun cream and closed in shoes in Summer.

First Aid Kit – This must include child specific medication when necessary i.e. inhaler or epipen.

Mobile Phone – this must be checked for reception and battery life and have the pre-school number in its memory.

Hot or cold drink (or water)

Cups

Snack

Wet Wipes

Empty Bags

Spare Clothing



Potty
Gloves
Anti-bacterial gel

All equipment used in the Forest School area will be maintained and suitable for its intended purpose.

Area Checks – A full sweep of the area will be carried out prior to the group going into the Forest School. The designated person will ensure there are no hazardous objects, broken branches, poisonous plants, animal excrement, in the forest school area. Boundary tape will cordon off the safe area and it will be checked at the beginning of each new session for dangers by the session leader. Rubbish will be placed in a bag, sharp objects will be wrapped. Both will be correctly disposed of.

The children will be taught how to recognise nettles and brambles to support their learning and safety and any found will be removed by an adult wearing appropriate gloves. They will be encouraged not to put anything in their mouths and wet wipes/anti bacterial gel will be used to clean hands before having their snack and drink.

Stranger Danger – Prior to all sessions, children will undertake and learn the procedure for coming back immediately to the session leader. The session leader will call “Base Camp, Base Camp, 1,2,3.” Children will recognise this signal and return immediately to the session leader. The session leader will then do a head count and return to the pre-school should that be necessary. All adults joining in (volunteers, students and visitors) will be made aware of the forest school policy, by the session leader. Whilst being part of the Forest school initiative all adults and children will be expected to adhere to the pre-school policies already in place. Any breach of the Health and Safety procedure laid out in this policy may lead to disciplinary action.

This policy was adopted at a meeting of the pre-school held on (date) 6/06/12

Signed on behalf of the pre-school

Louise Dool

.....
This policy will be reviewed in June 2013

This policy was adopted at a meeting of the pre-school held on

Reviewed and signed on behalf of the pre-school

Louise Dool

.....
Date 6/06/12

This policy will be reviewed in June 2013



FUNDING POLICY

The Government provides early education funding so that your child can attend up to 15 hours of early years education per week for up to 38 weeks a year at pre-school from the “calendar block” after their third birthday.

Calendar blocks for the Kent area

1 January – 31 March - children having their 3rd birthday between these dates can claim from the Summer funding block (after the Easter holiday)

1 April – 31 August - children having their 3rd birthday between these dates can claim from the Autumn funding block (after the Summer holiday)

1 September – 31 December - children having their 3rd birthday between these dates can claim from the Spring funding block (after the Christmas holiday)

The eligibility for funding is based on a 'headcount day' which is simply a cut-off date set near the start of terms 1, 3 and 5 (usually September, January and April). Children not attending pre-school by that date will not be eligible for funding until the following calendar block.

There will be three Headcount Days every year when all children within pre-school are counted and this is your chance to increase or decrease the number of sessions claimed for.

To make a claim for Early Education Funding you will be asked to complete a contract between you, as parents, and Ide Hill Pre-school, as the 'Provider of Free Entitlement to Early Learning and Childcare'. You will be seen by the Manager and asked to complete the form in Pre-School. Your entitlement can be split between us and one other setting, if required.

It is a requirement that the Manager sees your child’s birth certificate and a utility bill showing the family address. Copies of these will be kept with the Contract. Failure to provide these items or acceptable alternatives will result in the Manager being unable to process your claim and a bill will be generated for the hours attended. Please provide these items when registering your child so as not to delay funding. You will also be billed for any sessions attended over the 15 hours free entitlement.

The payment of the Early Education Funding is made directly to the setting that your child attends - it is not paid to parents.

6/06/12

This policy was adopted at a meeting of the pre-school held on (date)

Signed on behalf of the pre-school

.....

This policy will be reviewed in June 2013



HEALTH AND HYGIENE – POLICY AND PRACTICE

Our pre-school promotes a healthy lifestyle and a high standard of hygiene in its day to day work with children and adults. All staff will be fully trained on all areas of food hygiene and legislation relevant to our setting is registered with the local authority environmental health department.

Health

Illness

Please observe the following in order that all of the children and the staff may enjoy better health and ultimately lose less days at the pre-school.

- Parents are asked to keep their children at home if they have any infection, and to inform the pre-school as to the nature of the infection so that the pre-school can alert other parents, and make careful observations of any child who seems unwell.
- **Parents are asked not to bring into the pre-school any child who has been vomiting or had diarrhoea until at least 48 hours has elapsed since the last attack.**
- If your child has a temperature of any degree, please do not bring him/her back to the pre-school for a minimum of 48 hours after it has gone.
- Cuts or open sores, whether on adults or children, will be covered with sticking plaster or other dressing.
- We will inform Ofsted if we have reason to believe a child is suffering from a notifiable disease identified as such in the Public Health (Infectious diseases) Regulations 1988.

It is of the utmost importance that you advise us of any of the following:

- **Vomiting/diarrhoea**
Keep children away from the pre-school (this is also the policy within schools and it is most important to observe) for at least twenty four hours after normal eating has resumed and the illness cleared.
- **Swine flu – see separate policy**
- **Head lice**
These are often referred to as “nits” and it is most unlikely that any child will manage to get through their school years without at least one visitation from them. It is a good idea to have a nit comb (obtainable from a chemist) and check the hair of the whole family regularly. Nits prefer clean hair and pass from one person to another by direct hair contact. Lotions have a short shelf life and, as nits develop resistance, the chemist should always be asked which lotion to buy and this should be applied as directed. One of the first indications of infestation is scratching of the head.
- **Threadworms**
The presence of these can be detected in the child’s stools. It is a good idea to keep the child’s nails short and take extra care with handwashing before meals to reduce the risk of re-infection. Please visit your doctor if you suspect your child has threadworms. He may advise that the other children of the family be treated. A check can also be made on a sleeping child when the worms may be found to have left the body.
- **Chicken pox**



This is considered contagious until all of the spots have blistered and scabbed over. The blisters may not all appear at one time and can take several days to come out. If the child has reached this stage and is feeling well enough to return, they are welcome to do so. (Doctors usually advise a minimum of seven days).

HEALTH AND HYGIENE – POLICY AND PRACTICE

CONTINUED

- **Conjunctivitis (pink eye)**
This is very contagious. The child should see the doctor and not return to the pre-school until it has cleared up.
- **Impetigo**
The signs and symptoms of this contagious condition are yellow oozing sores with scabs on top. These itch and are usually found around the nose and mouth. The child should see a doctor and should not return to the pre-school until the condition has cleared up.
- **Scabies**
This is becoming quite common. It is a mite which burrows under the skin and causes intense irritation. It can be seen as red raised spots, especially between the fingers. The child should see a doctor and should not return to the pre-school until the condition has cleared up.
- **Ringworm**
This is a fungus (which it is possible to catch from pets), it is itchy and can be seen as a red circular raised area with a white scaly centre. The child should see a doctor and should not return to the pre-school until the condition has cleared up.

Whilst we hope that none of your children is unfortunate enough to catch any of the above, we would request that, should they do so, we are informed of the condition to enable us to keep an eye on the other members of the pre-school.

Information sources

- Parents will have the opportunity to discuss health issues with pre-school staff and will have access to information available to the pre-school.

Hygiene

To prevent the spread of all infection, adults in the group will ensure that the following good practices are observed:

Personal hygiene

- Hands washed after using the toilet.
- Hands washed before eating or cooking.
- Staff will use gloves when changing nappies.
- A separate nappy bin will be provided.
- Nappies will be disposed of at the end of each session
- A large box of tissues available and children encouraged to blow and wipe their noses when necessary. Soiled tissues will be disposed of hygienically.
- Children are encouraged to shield their mouths when coughing.
- Individual towels available, or paper towels used and disposed of appropriately.
- Hygiene rules related to bodily fluids followed with particular care and all staff and volunteers aware of how infections, including HIV infection, can be transmitted
- Children with pierced ears not allowed to try on or share each other's earrings.





HEALTH AND HYGIENE – POLICY AND PRACTICE

CONTINUED

Personal hygiene *continued*

Cleaning and clearing

- Any spills of blood, vomit or excrement wiped up and flushed away down the toilet. Rubber gloves always used when cleaning up spills of body fluids. Floors and other affected surfaces disinfected using chlorine or iodine bleach diluted according to the manufacturer's instructions. Fabrics contaminated with body fluids thoroughly washed in hot water.
- Spare laundered pants, and other clothing, available in case of accidents and polythene bags available in which to wrap soiled garments.
- All surfaces cleaned daily with an appropriate cleaner.

Food

The pre-school will observe current legislation regarding food hygiene, registration and training.

In particular, each adult will:

- Not be involved with the preparation of food if suffering from any infectious/contagious illness or skin trouble.
- Always wash hands under running water before handling food and after using the toilet.
- Never cough or sneeze over food.
- Use different cleaning cloths for kitchen and toilet areas and display a notice in the kitchen detailing which cloth can be used for what.
- Ensure waste is disposed of properly and out of reach of the children. Keep a lid on the dustbin and wash hands after using it.
- Wash fresh fruits and vegetables thoroughly before use.
- Sell-by dates are checked and spoiled food is disposed of regularly.
- A list of children's allergies is kept regularly updated.
- Children with allergies will have their food prepared and kept separately.

Food *continued*

- Children will be provided with a healthy, balanced and nutritious snack.
- Fresh drinking water will be available throughout the session.
- We are registered as a food provider with the local authority Health Department.
- We will notify Ofsted of any food poisoning affecting two or more children looked after on the premises.
- The children bring in packed lunches for lunch club. They are kept cool though not in the fridge. Parents are asked to provide their own cool bag.
- The children wash their hands before eating and are made aware of the importance of hygiene. All utensils will be kept clean and stored in a dust-free place, e.g. closed cupboard or drawer. Utensils will be dried with paper towels.
- Cracked or chipped china will not be used.
- Children will be provided with plastic mugs and plastic plates.

Animals in setting

- If animals or creatures are brought in by visitors to show the children, they are the responsibility of the owner.
- The owner carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.,
- Children are taught correct handling and care of any visiting animals or creatures and are supervised.
- Children wash their hands after handling the animal or creature and do not have contact with animal soil or soiled bedding.
- Staff/children wear disposable gloves when cleaning housing or handling soiled bedding.



HEALTH AND HYGIENE – POLICY AND PRACTICE

CONTINUED

Personal hygiene *continued*

Visits to farms/places with animals

- Before a visit to a farm a risk assessment is carried out – this may take account of safety factors listed in the farm’s own risk assessment which should be viewed.
- The outings procedure is followed.
- Children wash their hands with soap after contact with animals.
- Outdoor footwear worn to visit farms are cleaned of mud and debris and should not be worn indoors.

Nappy changing

- Gloves are put on before changing starts and the areas are prepared. Paper towel is put down on the changing mat freshly for each child.
- Antibacterial spray is put on the mat afterwards
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- In addition, key persons ensure that nappy changing is relaxed and a time to promote independence in young children.
- Young children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.

Nappy changing *continued*

- They should be encouraged to wash their hands and have soap and towels to hand. They should be allowed time for some play as they explore the water and the soap.
- Key persons are gentle when changing; they avoid pulling faces and making negative comment about “nappy contents”.
- Key persons do not make inappropriate comments about young children’s genitals when changing their nappies.
- Older children access the toilet when they have the need to and are encouraged to be independent,.
- Nappies and “pull ups” are disposed of hygienically. Any soil (faeces) in nappies or pull ups is flushed down the toilet and the nappy or pull up is bagged and put in the bin. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are bagged for the parent to take home.
- NB if young children are left in wet or soiled nappies/pull ups in the setting this may constitute neglect and will be a disciplinary matter. Settings have a “duty of care” towards children’s personal needs. (See separate “Medicine policy”).

This policy was adopted at a meeting of the pre-school held on (date) 17/3/11

Signed on behalf of the pre-school

Reviewed and signed on behalf of the pre-school

Date 06/06/12

This policy will be reviewed in June 2013



HEALTH AND SAFETY POLICY

It is the policy of Ide Hill Pre-school to create a safe environment and to encourage ways of working which will ensure the safety of children, employees and all other persons who come onto the premises.

The persons responsible for the general implementation of this policy is Mrs Jos Sharp and Mrs Elizabeth Money.

A health and safety poster will be clearly displayed within the provision. Annual premises audit will be carried out. Staff will undertake any relevant training to support Health and Safety within the provision.

All staff members have a responsibility to bring to the attention of the above named person any concerns with regards to Health and Safety. The above named person is responsible for recording any concerns raised and acting upon them. All new staff members will receive Health and Safety information as part of the induction process within the first week of their appointment.

All staff are responsible for their own safety and the safety of all children attending the setting. They have a responsibility to work in a way that ensures the Health and Safety of themselves and all other persons they come into contact with.

Risk Assessments

Risk assessment will be conducted to assess the environment and ensure that is safe and suitable for all children, parents, staff, volunteers and visitors.

- Written formal risk assessments will be kept on site and will be accessible at all times.
- Daily risk assessments will be carried out on the indoor and outdoor environment.
- The formal risk assessments will be carried out yearly or more frequently where the need arises.
- Specific risk assessments will relate to the inside and outside environments and outings.
- All staff will read the risk assessment as part of their induction.

Insurance

Ide Hill Pre-school holds public and employer's liability insurance.

The public liability Insurance certificate is displayed on the notice board in the lobby.

Fire

The safe evacuation of the building is of primary importance.

- A written fire drill will be on display at all times. This will include information on 'raising the alarm' and the named place of safety away from the building.
- Exits will be kept clear.
- Fire doors will be kept shut at all times.
- A practice fire drill will be carried out twice every term. Routes and times/days will be varied and recorded.
- Fire appliances will be checked annually and the staff will be made aware of their position.
- All heaters will be guarded and nothing will be placed on top of fireguards.
- Matches will be inaccessible to children.
- New staff will take part in a fire evacuation drill, as part of their induction, within the first half term of their appointment.

Electrical Appliances

- All electrical appliances will be checked annually by Hall Manager and recorded.
- Faults will be reported to the Manager.
- Electrical leads will be placed so that they do not trail in such a way as to be dangerous.



- No liquid containers will be placed near to any electrical appliance.
- All electric socket points will have covers in place when not in use.

Building & Equipment

- Any faults will be reported to the manager who will contact the relevant person.
- Equipment will be checked and cleaned at regular intervals within cleaning routine and recorded.
- Equipment will conform to the required legislative standards.
- Staff should have regard to the manual handling policy when equipment and resources are being moved.

General Tidiness

- The premises will be kept tidy in order to reduce the risk of accidents.
- Hot drinks will not be consumed in the presence of children.
- All storage areas will be kept tidy and equipment stored appropriately.
- Steps will be provided for items stored on high shelving.

Car Parking

Great care will be exercised when cars are moved. This will be made clear to staff, parents and visitors.

Hygiene

It is the responsibility of all staff to maintain standards of cleanliness; the policy is to “clean as you go.”

We will ensure that:

- Paper towels and soap will be provided for hand washing.
- Hands are washed after using the toilet, before handling food and after handling animals.
- Toilet areas are regularly checked and cleaned to ensure high standards of hygiene and safety.
- Disposable gloves and aprons are available to be worn when coming into contact with bodily fluids.
- Young children are escorted to the toilets and a step and toilet seat is provided for their use if required.
- Information will be obtained from the environmental health department on up to date legislation.
- Tissues will be available for use; tissues will be disposed of appropriately after use and hands washed.
- Antibacterial spray will be used to clean surfaces for food prep and after use.
- Toys are cleaned on a weekly rota system

Storage of cleaning materials etc.

- Any potentially dangerous substance will be kept out of the sight and reach of children in a locked cupboard/area.
- Screw tops of containers will be tightly closed.
- Cleaning materials will be stored in original containers.

Smoking

- There is strictly NO SMOKING allowed on the premises of Ide Hill Pre-school including the outdoor area.
- Staff members are not permitted to smoke during hours of duty and failure to observe this policy will result in disciplinary action.
- It is illegal to sell cigarettes to children under 18.
- It is illegal for children under 18 to smoke in public.
- No cigarettes are allowed on the premises.



Alcohol/ Other Substances

- There is strictly NO ALCOHOL or any other substances allowed on the premises of Ide Hill Pre-school.
- It is illegal for children under 18 to buy alcohol and drink in public.
- All staff/ volunteers are not permitted to work if under the influence of alcohol and or any other substances which may affect their ability to care for children and failure to observe this policy will result in disciplinary action. This includes both prescribed and non-prescribed drugs.
- Ide Hill Pre-school will not tolerate on the premises any parent/carer under the influence of alcohol or any other substance. Any parent under the influence of alcohol and or any other substance will be refused admission and Ide Hill Pre-school will determine if it is appropriate and safe for the child to leave with them.

Solvents

- There is strictly NO SOLVENTS allowed on the premises of Ide Hill Pre-school.
- It is illegal to sell solvents to children under 18.
- All glues etc. used at the setting will be safe to be used by children and children will be supervised in the use of them.

Animals

- Ide Hill Pre-school will ensure that any animal visiting the setting is free from disease.
- Children will be required to wash their hands before and after contact with animals.
- A full risk assessment will be undertaken before children come into contact with any animals/pets.
- We will be mindful of children that suffer from pet allergies. Where a child attending the setting has an allergy to a specific animal type, that animal will not be deemed suitable as a setting pet or as a visiting pet.

Supervision of children

- Children will be supervised in accordance with adult: child ratios as set out in the EYFS requirements.
- In or out of the building, children will be supervised at all times.
- Headcounts will be conducted regularly throughout the day.
- When children are playing outside, if anyone uninvited enters the grounds the Manager will ask them to leave. If the person (or persons) involved refuses to leave the grounds, then the children will be taken inside the building and appropriate action taken.
- Special care will be taken when children are using apparatus. All equipment will be checked to ensure it is stable and secure before use. All children will be taught the correct use and care of equipment.
- Children's arrival/departure time will be recorded.
- Records will be properly maintained in INK. Any required alterations will be by a single line through the original entry. No original entry will be erased.
- When children are taken off the premises their whereabouts will be recorded.
- Parents will always be informed and asked for written consent.

Sun Care

- No children will be exposed to sunlight unless their skin is adequately protected.
- Sun cream will only be applied to children with prior written consent from parents.



- All sun cream will be supplied by the parent, enclosed in its original container and labelled appropriately.
- Parents will also be asked to provide sun hats and appropriate clothing for children to protect them from the sun.
- We will endeavour to avoid exposure to the sun when it is at its strongest - between 12 noon and 3pm.

Accidents and Sickness

- A minimum of one staff member holding appropriate first aid qualifications will be on duty at all times.
- Ide Hill Pre-school will have its own first aid kit on the premises.
- The contents of the first aid kit will be checked, replaced and updated regularly. The staff member responsible is Helen Cope, but all staff are required to inform the responsible person when the 2nd to last item has been used.
- Any medication required to be on the premises will be stored appropriately in accordance with product instructions and must be within the original container in which dispensed.
- Accident, First Aid and Medication policy will be followed.
-

Food

- Children will be supervised at all times when eating.
- Adults will not be involved in the preparation of food if suffering from any infectious/contagious illness or skin condition.
- All staff involved in handling food will comply with regulations relating to food safety and hygiene.
- Staff members preparing food will hold the relevant food hygiene certificate.
- Food hygiene will be included in the induction process and on the job training/guidance provided.
- Different cloths will be used for kitchen, toys and toilet cleaning.
- Raw and cooked food should be prepared on separate surfaces.
- All fresh fruit and vegetables will be washed thoroughly before use.
- All utensils will be kept scrupulously clean and stored in a dust free container.
- Fresh drinking water will be available at all times.
- Drinking beakers will be washed in hot soapy water after use.
- Any cracked or chipped items will be disposed of immediately.
- All food will be kept in an airtight container or appropriately covered, labelled and stored safely.
- Kitchen facilities will be kept clean daily with fridge, freezer, microwave etc cleaned within weekly cleaning routine.
- Fridge temperature will be checked daily and recorded.
- If parents provide packed lunches these will be stored safely and information will be given about appropriate foods.
- All uneaten food of children who are having packed lunches will be returned to the parent in order that they are able to make judgements about their child's diet.
- Ide Hill Pre-school will undergo regular checks/inspections from the Environmental Health Department
- In the event of food poisoning affecting two or more children looked after on the premises, we will inform the Environmental Health Department and Ofsted will be informed within 14 days of the event occurring.



Legislation

- We will endeavour to keep our information up to date; information will be obtained by referring to;
- Health and Safety Act 1974.
- Management of Health and Safety at Work Act 1992.

04/06/11

This policy was adopted at a meeting of the pre-school held on (date)

Signed on behalf of the pre-school

Reviewed and signed on behalf of the pre-school

Louise Dal

Den P-School

Date 06/06/12

This policy will be reviewed in June 2013



HOME VISIT POLICY

Aim: to provide an opportunity for a new child and family to meet the key person in their own home prior to the child starting at the setting.

The purpose of the visit is to help the child, family and key person get to know more about each other in the home environment where the child usually feels most relaxed.

The home visit is an optional service that the setting provides, not all families wish to take us up on this offer, and the home visit is additional to our settling in policy provided for all children.

All staff have volunteered to provide this service for families, the setting would not insist that staff provide the service.

Procedure:

- If a parent requests a home visit, the key person will contact the parent and arrange a time that is mutually convenient for both the family, the key person and an additional staff member.
- A home visit will always be attended by two members of staff, the key person and another staff member. The staff will make their own way to and way back from the family's home, and this will take place during normal working hours wherever possible.
- The key person will use the home visit as a means of talking to the family, gaining information about the child and answering any questions the family may have. The additional staff member will give attention to the child during this time.
- The staff will stay together during the home visit and would not expect to be left alone with the child during the visit.
- We would not expect a home visit to last longer than 30 minutes maximum.
- Staff will be conscious of the fact that they are guests in the family's home and will treat all families with a high level of respect and regard during the visit.

This policy was adopted at a meeting of the pre-school held on (date)

6/06/12
.....

Signed on behalf of the pre-school

Louise Dool
.....

This policy will be reviewed in June 2013



INCIDENT POLICY

Ide Hill Pre-School recognises the need to have an Incident Plan which would be implemented in the event of a 'serious disruption arising without warning on a scale beyond the coping capacity of the pre-school'. This document constitutes the plan.

Evacuation Procedure in the Event of Terrorism, Fire, Building Collapse, Civil Disorder, Death or Serious Injury at the Pre-School

In the event of a serious incident at the pre-school during a session the Pre-school Manager would take charge. If the Pre-school manager is not present or able to take charge the Senior Pre-school teachers would oversee the evacuation. It is the responsibility of the person in charge to account for all persons. All staff would be responsible for caring for the children and visitors and ensuring they exit the building quickly and safely.

- The register of present staff and children, the visitor's book, mobile phone will be picked up as the building is evacuated.
- The nearest fire exits would be used and everyone would assemble at the far side of the main car park.
- Once evacuation is complete the emergency services will be called. At this point chairperson would be called.
- Visitors would be asked to leave once they have been accounted for.
- If it is deemed not safe to stay in the car park then the staff would walk the children over to the picnic area opposite the pre-school.
- Parents would be contacted to collect their children.

Building Collapse or Fire

If the village hall is not safe following a fire or building collapse then pre-school sessions would be cancelled. All parents would be informed of the situation by telephone and email, a copy of current children contact details are kept off site. The committee would seek to find an alternative temporary venue if no suitable alternative is found the Pre School would temporarily close. The village hall committee are responsible for building repairs. The Pre-school would await building reconstruction and receipt of an insurance claim to buy new equipment, we would also require the village hall committee to provide details that the building is considered safe has been deemed fit for purpose following a collapse or fire before it could reopen.

Death or Serious Injury to a Child or Member of Staff

In the event of a death or serious injury of a child or staff member of the preschool the Manager and/or Chairperson would discuss whether it would be appropriate for the sessions to continue. The parents/carers would be informed so consideration could be made to the effect on their own child and the staff in the setting.

Abduction / Missing Child (for further details please see Lost Child Procedure Policy)

Although a situation where a child is able to leave the group unaccompanied should never happen, the pre-school acknowledges the importance of having procedures in place which should be followed if a child does go missing. The pre-school will carry out the following procedure:

- gather the remaining children into one group
- without alarming the children, the pre-school staff will ask the children if they have seen the child who is missing
- check that all the adults are present and are aware of the problem
- establish who last saw the child. When, where and doing what
- check every room in the building and any accessible outside area
- if the child lives within walking distance, one adult should make the journey on foot in order to catch up or intercept the child if possible

In the event that the child is not found the pre-school will:

- contact the child's parents, police and chairperson to advise of the situation
- if the parents are not contactable use alternative contact details



Media

Initially the Chair or pre-school manager would deal with the media with the assistance of Kent County Council and the police if required.

Counselling

Should counselling be needed for adults, specialist advice would be sought from Kent County Council, Social Services and the police.

This policy was adopted at a meeting of the pre-school held on (date)

6/06/12
.....

Signed on behalf of the pre-school

Louise Dool
.....

This policy will be reviewed in June 2013



INCLUSION

We promote positive attitudes, behaviours and practices.

We welcome all families to Ide Hill Pre-School and share a collective responsibility for helping each child to reach their full potential and ensure that all families and children feel valued as members of the pre-school.

We work in partnership with families especially when the child has additional needs, ensuring a two way exchange of information and joint planning involving parents. We have a key person for each child and keep in close touch with parents and carers. We constantly update our planning to ensure it reflects the needs of each child.

We participate in focussed discussion and training to ensure we consider the nature of discrimination and to ensure continuing development of inclusive practice.

The New Code of Practice (2012) reinforces the need for the inclusion of children in all Early Years settings. Ide Hill Pre-School believes that no child, individual or family, should be excluded from the pre-school's activities because the child/family/carer has special needs or disabilities as defined by the Children Act 1989/2004 and/or the Education Act 1996.

We work towards the elimination of discrimination and the promotion of equality and opportunity. We take specific action to promote positive perceptions of others through the use of effective books, toys and resources including photos of all the resources out each day. We have a poster welcoming children in different languages. We encourage some basic French in circle time, as we have a French member of staff.

We promote children's self esteem by encouraging them to talk about their own experiences, and we invite parents and visitors from local communities who reflect the diverse nature of our society to share their experiences with the children. We use artefacts, posters and stories from other cultures.

We hold annual information evenings for parents.

We hold open mornings on Saturdays to enable working parents to attend.

We organise Dads "Stay and Play" weeks each year, to encourage father/grandfather/uncle involvement within the setting.

This policy was adopted at a meeting of the pre-school held on 17/03/11

Signed on behalf of the pre-school

Reviewed and signed on behalf of the pre-school

Date 06/06/12.....



This policy will be reviewed in June 2013

ICT POLICY

Aims:

- To encourage children to find out about and identify the uses of technology in their everyday lives and use computers, programmable toys and familiar equipment to support their learning and communication. To be clear about all learning outcomes as ICT is integrated throughout the Foundation Stage Curriculum.

Objectives

- To encourage children to use IT as a tool to access other forms of learning and develop their skills needed to do this.
- To develop children's understanding of everyday uses of information and communications technology
- To develop technological literacy through a range of products which children will be familiar with and which will be easily understood and accessed.
- To integrate technology in socio-dramatic play as a reflection of the world about us.
- To use ICT for communication purposes – with parents, other agencies, other early years practitioners and the children and staff with each other.
- To encourage children to work collaboratively, sharing knowledge, skills and enjoyment
- To develop a skills based approach to computer use which puts the child in control of the equipment rather than the other way around.
- To allow staff to develop professionally through external training and funds will be set aside for ICT staff development.

Teaching and Learning Approaches

- We will use ICT in the delivery of our play based curriculum and we therefore aim to include a technological application in all the play situations we create. This is because play reflects life experiences for the child which is ICT rich. We will place phones, computers, and microwaves, washing machines in the shop and home corner so the children are able to access the technology independently, without adult intervention.
- We will have computers in the pre-school for children to use independently. We aim for hardware to be child friendly i.e. small mice, large keyboards. Our software will be open, child friendly, easily managed and often created by ourselves to meet the needs of the children and tailored to the learning objectives set in the planning.
- We will use our ICT equipment in small group work in order to teach concepts and skills. We will encourage peer group collaboration.
- We will also teach in one to one situations and encourage the use of the headphones at the computer to aid concentration in a busy pre-school environment.
- Long, medium and short term plans will include ICT. There will also be a cross curricular, focused approach to planned ICT in the early years curriculum.
- ICT equipment will be used to record the progress of children e.g. their use of the digital camera and computer software.
- We will limit the use at the computer to no more than 10 minutes per child.

Equal Opportunities, Inclusion, Incorporating Special Educational Needs and the Gifted and Talented

- All children will have equal access to technological equipment regardless of gender, race, culture or ethnicity, disability or class. However, positive action may be taken to ensure that children who have a special need are given priority of access. These needs may be due to physical disability or any gender bias operating in the boys' and girls' access to technology.



- We will ensure we meet the needs of SEN children through our SEN policy which aims to enable all children to access the curriculum through a positive approach.
- Children with SEN will be given one to one teaching to enable them to access the curriculum through ICT.

ICT POLICY (cont)

Partnership with Parents

We intend to use ICT applications in our communications with our parents whenever appropriate. As examples we will undertake the following:-

- Send all correspondence via email, unless parents request a paper copy.
- Use desk top publishing to make handbooks, newsletters, brochures attractive and interesting.
- Use digital photo frames and display these in the lobby, to show parents the learning that has taken place during the day at pre-school.
- Ask parents, when appropriate, to trial software
- Create workshops for parents in ICT software applications i.e. Bee-Bot
- Encourage parents to view our website www.idehillpreschool.org to update them on current information, visits, curriculum planning.

Responsibilities

Kay Sard is the ICT Co-ordinator at the pre-school.

This policy was adopted at a meeting of the pre-school held on (date)

6/06/12
.....

Signed on behalf of the pre-school

Louise Dal
.....

This policy will be reviewed in June 2013



INDUCTION POLICY AND PROCEDURES

The policy of the pre-school, when needing new staff, is:

- To advertise and make it known generally.
- Once an applicant has applied, he/she will be interviewed by the chairman of the committee (the employer) and manager.
- Following the initial interview, the applicant will be invited to spend at least one morning with the children.
- Following this initial morning, the chairman will offer a job to a successful applicant. If there are more applicants than vacancies, the chairman will keep a note of the reasons for a particular appointment, as opposed to another, and inform all candidates of the final decision.
- An enhanced CRB (criminal records bureau) will be required before the applicant becomes employed at the pre-school. Additionally, a CRB will be resubmitted every three years from when a member of staff commences employment, to reconfirm suitability. A further check will also be made after a long absence or any staff member who leaves and then returns to work.
- The successful applicant will, subject to all relevant references being satisfactory, be offered the position.
- From July, all staff must register with the ISA – Independent Safeguarding Authority.(date to be advised)
- Once employed, the member of staff will be given a contract to sign, a health declaration form to complete, together with our disciplinary policy, a list of duties and information relevant to the running of the pre-school.
- Once employed, the member of staff will be issued with a Staff Handbook.
- They will be familiarised with the building, health and safety and fire procedures.
- They must read all the policies and procedures.
- They will be familiarised with confidential information where applicable to any key children.
- They will be given details of the tasks and daily routines.
- New staff will be appointed a mentor.
- New staff will be advised of the induction plan by the manager. A checklist of tasks will be completed at each induction. The manager dates the checklist once each topic has been explained and the employee signs as proof they have been inducted and understood each topic.



INDUCTION POLICY AND PROCEDURES (cont)

During the first half term, the new member of staff will also be shown where and how the equipment is stored; made aware of safety with lifting and storing; be shown when and how to use the accident book and where it is kept; be shown the first-aid kit and which doors and storage cupboards belong to the group be given a set of keys for the hall and outside shed; be made aware of all curriculum planning, risk assessment, evaluation, the key person system and all relevant policies and practices for running the group safely and according to the government's EYFS. They will shadow a member of staff who will be appointed as their mentor. He/she will be informed about staff meetings. All new staff will be made aware of continuous professional development.

We hope all new staff will enjoy their time with Ide Hill Pre-School.

This policy was adopted at a meeting of the pre-school held on (date) 17/3/11

Signed on behalf of the pre-school

.....
Reviewed and signed on behalf of the pre-school

Date 6/06/12

.....
This policy will be reviewed in June 2013



KEY PERSON POLICY

Aim: To provide each family with a key person.

- We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs.
- We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting.
- We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.
- The key person role is set out in the Welfare Requirements of the Early Years Foundation Stage. Each setting must offer a key person for each child.

We will use the following procedure to achieve this:

- We allocate a key person before the child starts.
- The key person will offer a home visit to the family prior to the child starting at the setting (please see home visit policy)
- The key person will be responsible for the induction of the family and for settling the child into our setting.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parent to ensure that the setting provides for the child's well-being, care and learning.
- The key person acts as the key contact for the parents and, with prior permission from the parents, will make links with other carers involved with the child, such as a childminder/other setting, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- The key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
- The key person is also responsible for feeding information about the child's next steps for development into the planning team and processes within the setting.
- The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day.
- Each key child in pre-school is assigned a "buddy" key person. This provides a back-up key person so the child and the parents have a key contact in the absence of the child's key person.



- The key person will endeavour to make themselves available for parents to discuss their child's progress regularly.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.

This policy was adopted at a meeting of the pre-school held on (date) 17/3/11

Signed on behalf of the pre-school

.....
Reviewed and signed on behalf of the pre-school

Date

6/06/12

.....
This policy will be reviewed in June 2013



LOST CHILD PROCEDURES

Statement of intent

In the event of a child becoming lost while in the care of the pre-school, the pre-school will put into practice the following procedures. These ensure that a systematic approach to find the child is taken and consideration is given to the levels of risk to the child.

Aim

In the event that a child is lost, we will ensure a search is made for the child as soon as possible. Parents and authorities will be notified at the appropriate stage and a high level of care will be maintained to other children at the pre-school while procedures are followed.

Procedures

Lost child at pre-school

- We will check the self-registration poster and the register to confirm the child came to the pre-school. A quick search of all rooms, cupboards and all areas in the pre-school will take place.
- The manager/senior pre-school teacher will send a member of staff to make an initial search for the child. The search will start with the member of staff going to the road to check the road. He/she will then check the grounds and check by parked cars and other visual obstructions before reporting back to the manager/senior pre-school teacher. This will be done as quickly as possible.
- While the initial search is made, the manager/senior pre-school teacher will make enquiries of all adults at the pre-school to establish the last sighting and time, clothes that the child was wearing and the mental state of the child (happy, upset, etc.)
- The manager/senior pre-school teacher will then telephone the police and report the situation and follow their advice.
- The session Manager/Senior Pre-school teacher will deal with any media enquiries, if relevant.
- The session Manager/Senior Pre-school teacher will telephone the parent or carer and report the situation. The manager/senior pre-school teacher will ask the parent to come to the pre-school by using the normal route that the child would take and preferably by walking. If appropriate, the session supervisor will then send a different member of staff to make a search of the area and continue the search until instructed otherwise.
- When the parent arrives at the pre-school, and the child is still lost, we will ask the parent to return home and wait in case the child has managed to make their way home.
- Telephone lines should remain as free as possible so that messages are not delayed.
- The pre-school activities for the remaining children will continue as normal and staff not involved in the search will give the children proper attention.

Lost child on outings procedures

We attempt to minimise the opportunity of lost children by ensuring they are properly supervised by a parent, carer or member of staff. Each child without a parent or carer on the outing will have a member of staff allotted to mind them and the member of staff will be allocated a maximum of three children.



LOST CHILD PROCEDURES

CONTINUED

The procedures are:-

- If coach travel is part of the outing, the number of people will be counted and double-checked on the coach prior to leaving.
- If the child is lost on the outing's venue, the Manager/Senior Pre-school teachers will insist that all adults and children return to a meeting point and will despatch staff to search for adults and parents.

Signed on behalf of the pre-school

17/3/11

Date

Reviewed and signed on behalf of the pre-school

Date06/06/12.....

This policy will be reviewed in June 2013



MEDICINE POLICY

If a child is on prescribed medication the following procedures will be followed:-

- If a child is on a repeat prescription, then his/her individual requirements will be discussed with the parent/guardian.
- The pre-school will ensure that the first aid equipment is kept clean, replenished and replaced as necessary. Sterile items will be kept sealed in their packages until needed.
- The staff will only administer medicines or use any child's medical equipment such as inhalers and epi-pens **if the parent/carer has given us prior written permission.**
- Rectal diazepam will not be administered.
- Parents must fill in a form to acknowledge the administration of a medicine. The form includes:
 - name of child
 - name and strength of medicine
 - the date and time of dose
 - dose given
 - signed by key person/manager and is verified by parent's signature at the end of the session
 - the staff will not force a child to take medicine if he/she refuses. The parents/carers will be informed if this happens.
- Any epi pen is kept separately in a labelled box with the child's details and parents' contact numbers, as well as written permission for administering it.
- A photograph of the child will be displayed on the front of his/her box.
- All medicines and equipment will be kept out of reach of the children and in the kitchen which is inaccessible to children.
- Refrigerated medicine will be kept in an airtight container – clearly labelled.
- All medicines will be stored in accordance with the product's instructions and in the original container
- Any medical equipment will be locked away in our locked cupboard when we are not open.
- Medicines such as anti-biotics will be sent home with the parent/carer each day. These will only be administered with parental permission and should include prescriber's instructions for administration.
- Where a child needs two or more prescribed medicines, each will be kept in a separate container.

Children who have long-term medical conditions and who may require ongoing medication:

- A risk assessment will be carried out for each child with long-term medical conditions that require ongoing medication. This is the responsibility of the manager alongside the key person. Other medical or social care personnel may need to be involved in the risk assessment.
- Parents will also contribute to a risk assessment. They should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.
- For some medical conditions key staff will need to have training in a basic understanding of the condition, as well as how the medication is to be administered correctly. The training needs for staff is part of the risk assessment.



MEDICINE POLICY

CONTINUED

- The risk assessment includes vigorous activities and any other nursery activity that may give cause for concern regarding an individual child's health needs.
- The risk assessment includes arrangements for taking medicines on outings and the child's GP's advice will be sought if necessary where there are concerns.
- A health care plan for the child will be drawn up with the parent; outlining the key person's role and what information must be shared with other staff who care for the child.
- The health care plan should include the measures to be taken in an emergency.
- The health care plan is reviewed every six months or more if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted, etc.
- Parents receive a copy of the health care plan and each contributor, including the parent, signs it.

Managing medicines on trips and outings

- If children are going on outings, staff accompanying the children must include the key person for the child with a risk assessment, or another member of staff who is fully informed about the child's needs and/or medication.
- Medication for a child will be taken in a sealed plastic box clearly labelled with the child's name, name of the medication. Inside the box is a copy of the consent form and a card to record when it has been given, with the details as given above.

Signed on behalf of the pre-school

.....

17/3/11

Date

Reviewed and signed on behalf of the pre-school

.....

06/06/12

Date

This policy will be reviewed in June 2013



MOBILE PHONE POLICY

Aim: to ensure the safety of the children in our care.

Mobile phones are not permitted to be carried around the setting when children are present and all adults will be asked to leave their phones in the kitchen in the box during their time in the setting. This will not apply to chaperoned visitors (such as visiting prospective parents) as long as they are accompanied by a staff member at all times.

Mobile phones are not permitted in the main hall or wheatsheaf room during sessions and at **NO** times are mobile phones to be used for taking photographs of children, parents or staff members.

Staff should not use their mobile phones during session time; however, staff may make or receive emergency calls only with prior permission from the manager or senior pre-school teacher leading the session. In this instance staff members will use the main kitchen to receive or make emergency calls.

This policy was adopted at a meeting of the Pre-school held on17/3/11.....

Louise Doherty

.....

06/06/12

Date



NO-SMOKING POLICY

Ide Hill Pre-School is a no smoking area. No one is permitted to smoke in the hall or in the playground whilst the pre-school children are on the premises.

Signed on behalf of the pre-school

17/03/11

Date

Reviewed and signed on behalf of the pre-school

.....

Date06/06/12.....

This policy will be reviewed in June 2013



OUTDOOR LEARNING POLICY

We value outdoor play as an intrinsic part of the curriculum. By ensuring outdoor play is an integral part of the pre-school routine we consciously seek to transmit a positive attitude to the outdoors and enrich the child's understanding of the world around him/her.

Active learning experiences outdoors are essential for young children. They give children opportunities to practice their developing skills, make them feel good and to explore their world. It is also important for children's physical, mental and emotional development.

We believe that children should begin to take risks and face challenges outdoors. The revised 2012 Early Years Foundation Stage (EYFS) fully supports playing outdoors.

Aim

We aim to enable children to use the outdoor area as a context for learning throughout the year.

We aim to provide a safe, stimulating outdoor environment where space is used effectively to enable children to explore a broad and balanced curriculum using a range of interesting resources suitable to their individual needs.

Method

The outdoor area will be resourced and available for the children to access on a daily basis. Children will be able to choose to use the outdoor area freely during "freeplay", and focus activities may be planned for outdoors at a fixed time of the day.

Children will need to have appropriate outdoor clothing for the weather in order to enable them to fully access the activities outside. This will include, but are not restricted to:

- Waterproof coat
- Footwear appropriate for playing out in (e.g. wellies for wet weather)
- Sun protection cream and a hat

We believe that access to the outdoor area is beneficial to the health and well being of young children. As a consequence we do not want to restrict a child's choice to play and learn outdoors. **If your child is not well enough to go out, we would ask that they are kept home from the pre-school.**

Whenever children are using the outdoor area we will ensure it is appropriately staffed using the same ratios of adults to children as apply indoors. Staff will make observations to inform future planning when working with children in the outdoor area.

Signed on behalf of the pre-school

Louise Dool

Date06/06/12.....

This policy will be reviewed in June 2013



OUTINGS/WALKS

A risk assessment is made in advance of all outings

When we go on an outing an Outings form is filled in with the following information:

- The date and venue of the outing
- The time we leave and the time we return
- The number of adults
- The number of children going - (one adult to two children)
- The names of staff
- The number and names of parents accompanying us. Parents/Carers will also sign an agreement that they will follow the policies of the pre-school when out with the group.
- A risk assessment of the venue (carried out in advance)
- Any action taken as a result of the risk assessment
- An evaluation of the outing to be filled in afterwards

The following will be taken on all outings:

- A mobile phone
- Mini first aid kit
- Wet wipes
- A list of children going on the outing

17/3/11

This policy was adopted at a meeting of the Pre-school held on

Signed on behalf of the pre-school.....

Reviewed and signed on behalf of the pre-school

Date 06/06/12

This policy will be reviewed in June 2013





PARENTAL INVOLVEMENT POLICY

Parents are the first educators of their young children. The aim of the group is to support their essential work, not to supplant them. We will:

- provide all parents with a Welcome Pack
- make all new parents aware of the group's systems and policies.
- encourage parents on an individual basis to play an active part in the management of the group.
- form strong relationships with key child and parents through home visits, meet and greet session, regular profile meetings
- ensure that parents are consulted on a regular basis about their child's progress and ensure they have access to, and become involved in, their child's profiles.
- ensure that all parents have opportunities to contribute from their own skills, knowledge and interests to the activities of the group via the parent rota.
- encourage parents to become parent volunteers throughout the term.
- encourage fathers to become involved in their children's education
- encourage and support parents to play an active part in the governance and management of the setting.
- involve parents in shared record keeping about their own child, either formally or informally.
- ensure that all parents are fully informed about meetings, conferences, workshops and training.
- hold meetings in venues which are accessible and appropriate for all.
- welcome the contributions of parents, whatever form these may take.
- make known to all parents the systems for registering queries, complaints or suggestions.
- provide opportunities for parents to learn about the pre-school curriculum and about young children's learning, in pre-school and at home through our parent rota.

This policy was adopted at a meeting of the pre-school held on (date)

17/03/11

Signed on behalf of the pre-school

Reviewed and signed on behalf of the pre-school

Date06/06/12.....



This policy will be reviewed in June 2013

PAYMENT POLICY

Payment is due in advance, each term by cheque, made payable to "Ide Hill Pre-School" or in cash. An invoice will be given to each parent/carer at the beginning of each term **and payment must be made in full within 14 days from the date of issue.** Payments should be given to the manager.

Payment is due for all sessions, irrespective of those missed due to illness or term-time holidays.

Non or late payment will be dealt with as follows:-

- If no payment is made during the child's first term, the child will not be allowed to return for a second term.
- If payment is not received within the 14 days a flat fee of £10 per week will be charged. If there is a genuine issue you must talk to the manager or chairman of the committee. Reduced hours or exclusion of the child will be at the discretion of the manager and chairman.
- Termly invoices issued will include all outstanding fees, not simply those due for that term.
- Withdrawal of your child from the pre-school is subject to a term's notice for any owed fees payable (excluding lunch club). Failure to give sufficient notice may result in liability for a term's fees.

Outstanding fees must be paid in full before the child leaves the pre-school or legal advice may be sought.

This policy was reviewed and adopted at a meeting of the pre-school committee on 17/3/11

Signed on behalf of the pre-school

Reviewed and signed on behalf of the pre-school

.....

Date 06/06/12

This policy will be reviewed in June 2013



PHOTOGRAPHIC POLICY

Photographs are a valuable tool for recording and assessing children’s activities and achievements at Ide Hill pre-school.

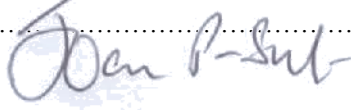
Photographs will only be taken with the pre-schools digital camera, **NEVER WITH CAMERA PHONES/MOBILE PHONES**. Staff mobile phones must be kept in the kitchen and not handled or answered during sessions, except with the permission of the Manager/Senior Pre-school teachers (eg. if a member of staff is telephoned by the school their child attends). Any member of staff found using a mobile phone without permission may be subject to disciplinary action by the Manager and/or Chairperson.

Photographs will only be taken of children during normal pre-School activities. Cameras will never be taken into the toilets/changing areas. A child will never be photographed when their clothes or nappy are being changed.

Only members of Ide Hill pre-school staff who have an Enhanced CRB disclosure are permitted to take photographs within the pre-school. Parents on rota duty/settling their children in, volunteers and other visitors are not permitted to take photographs during pre-school sessions. However, at public pre-school events (eg. Christmas and Easter concerts) parents/carers, family members and press photographers may take photographs of the public activity. If parents/carers do not wish their child to be included in such photographs, it is their responsibility to inform the Manager of this and add this to their permission form.

Photographs may be printed and included in a child’s Learning Journey folder, or displayed within the pre-school on the digital picture frame. Parents/carers may see their child’s Learning Journey at any time. Photos of children should not be stored on the settings computer for longer than the time necessary to print them off. Photos of children should not be stored on the settings camera once printed off. The settings camera is stored safely and securely whilst the pre-school is closed. Parents/carers will be asked to read and sign Ide Hill pre-schools Photo Permission Form when their child starts attending the pre-school. If a parent/carer does not give permission for their child to be photographed, all staff will be informed so that all reasonable steps can be taken to ensure that the child is not included in any photographs.

This policy was reviewed and adopted at a meeting of the pre-school committee on 17/3/11

Signed on behalf of the pre-school


Reviewed and signed on behalf of the pre-school



Date 06/06/12



This policy will be reviewed in June 2013



PRIVACY NOTICE FOR PUPILS IN EARLY YEARS SETTINGS

Privacy Notice – Data Protection Act 1998

We, Ide Hill Pre-School, are the Data Controller for the purposes of the Data Protection Act. We collect information from you and may receive information about you from your previous setting. We hold this personal data and use it to:

- support your teaching and learning;
- monitor and report on your progress;
- provide appropriate pastoral care; and
- assess how well your setting is doing.

This information includes your contact details, attendance information, characteristics, such as ethnic group, special educational needs and any relevant medical information.

We will not give information about you to anyone outside the setting without your consent unless the law and our rules permit it.

We are required by law to pass some of your information to the Local Authority (“LA”), and the Department for Children, Schools and Families (“DCSF”).

If you want to see a copy of the information we hold and share about you, then please contact Liz Money.

If you require more information about how the LA and/or DCSF store and use this data, please go to the following websites:-

- http://www.kent.gov.uk/your_council/contact_us/access_to_information/data_protection.aspx;
and
- <http://www.teachernet.gov.uk/doc/13856/DCSF%20what%20we%20do%20with%20Children's%20data%20v4%20final.doc>

If you are unable to access these websites, please contact the LA or the DCSF as follows:-

- Access to Information Co-ordinator
Sessions House
County Road
Maidstone, Kent
ME14 1XQ
- Public Communications Unit
Department for Children, Schools and Families
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT

Website: www.dcsf.gov.uk
E-mail: info@dcsf.gsi.gov.uk
Telephone: 0870 000 2288



RECORD KEEPING – PRIVACY NOTICE (SEE OVERLEAF)

We keep two kinds of records on children attending our setting:

Developmental records

- These include observations of children in the setting, photographs and samples of their work and summary developmental reports.

Personal records

- These include registration and admission forms, signed consent forms and correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.
- These confidential records are stored in a lockable file or cabinet and are kept secure by the person in charge in an office or other suitably safe place.
- Parents have access, in accordance with our Client Access to Records policy, to the files and records of their own children but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.

Other records

- Issues to do with the 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 setting, are advised of our confidentiality policy and are required to respect it.

Provider records

- All records are the responsibility of the officers of the management committee who ensure they are kept securely.
- All records are kept in an orderly way in files and filing is kept up to date.
- Financial records are kept up to date for audit purposes.
- Health and safety records are maintained; these include risk assessments, details of checks or inspections and guidance, etc.
- Our Ofsted registration certificate is displayed.
- Our Public Liability insurance certificate is displayed.
- All our employment and staff records are kept securely and confidentially.

This policy was adopted at a meeting of the pre-school held on (date)

17/03/11

.....
Signed on behalf of the pre-school

Reviewed and signed on behalf of the pre-school

.....



Date

.....06/06/12.....

This policy will be reviewed in June 2013

RISK ASSESSMENT – POLICY AND PRACTICE

The safety of young children is of paramount importance. In order to ensure the safety of both children and adults, the pre-school will ensure that:

- A full risk assessment will be carried out annually on aspects relating to children, staff, premises, equipment and prices.
- A short risk assessment will be carried out daily and weekly on health, safety, premises and equipment.
- Systems are in place for the safe arrival and departure of children
- We have self-registration on arrival
- A daily register of children and staff will be taken at circle time
- All children are supervised by adults at all times and will always be within sight of an adult, unless a child is in the toilet.
- A file is available at each session for the reporting of any accident/incident.
- If a child arrives in the morning with an injury, the parent/carer will be asked to fill in the "Injuries on arrival" book.
- Regular safety monitoring will include checking of the accident and incident record.
- All adults are aware of the system in operation for children's arrivals and departures.
- Visitors are asked to sign in and out in the visitors' book.
- The doors will be locked between 9:30 a.m. and 12 noon and then from 12.30 – 2.45. During this time a safety bleper will be switched on.
- The gate will be closed from 9:30 a.m. until 2.45 p.m. (opened only to allow parents to collect their children if they have stayed for the morning/lunch club only.
- Children will leave the group only with authorised adults.
- Outdoor space is securely fenced with gates bolted on the outside and combination locks are all locked and secure. The two inside-safety gates will be
- Equipment is checked regularly and any dangerous items repaired/discarded
- The layout and space ratios allow children and adults to move safely and freely between activities.
- Fire doors are never obstructed.
- Fires/heaters/electric points/wires and leads are adequately guarded.
- Children are taught not to touch wall sockets
- All dangerous materials, including medicines and cleaning materials, are stored out of reach of children.
- Poisonous plants are discussed – children are told never to touch berries. Any poisonous plants that appeared would be dug out of the ground.
- Children do not have unsupervised access to the kitchens.
- Adults do not walk about with hot drinks or place hot drinks within reach of children.
- Fire drills are held at least once a term.
- A correctly stocked first aid box is available at all times.
- Fire extinguishers are checked annually and staff know how to use them.
- Whenever children are on the premises at least two adults are present.
- Large equipment is erected with care and checked regularly.
- Activities such as cooking, woodwork and energetic play receive close and constant supervision.
- Our systems prevent unauthorised access to our premises indoors
- Ensure all handles, toilet seats are cleaned with anti-bacterial spray.
- Ensure that hook is attached to back of the toilet door, so children are unable to lock the door from the inside.



installed every day

- There will be two persons nominated each day who will be responsible for watching the gates during outside play.

RISK ASSESSMENT – POLICY AND PRACTICE

CONTINUED

- On outings and walks, the adult:child ratio will be one to two.
- Equipment offered to children is developmentally appropriate.
- The Wheatsheaf room will be locked whenever the pre-school session takes place in there.
- The premises are checked before locking up at the end of the session

This policy was adopted at a meeting of the pre-school held on (date)17/3/11.....

Signed on behalf of the pre-school

Reviewed and signed on behalf of the pre-school

.....

06/06/12

Date

This policy will be reviewed in June 2013



SELECTING EQUIPMENT/TOYS – POLICY AND PRACTICE

The toys and equipment in pre-school provide opportunities for children, with adult help, to develop new skills and concepts in the course of their play and exploration. The equipment we provide:

- is appropriate for the ages and stages of the children
- offers challenges to developing physical, social, personal and intellectual skills
- features positive images of people, both males and female, from a range of ethnic and cultural groups, with and without disabilities
- includes a range of raw materials which can be used in a variety of ways and encourages an open-ended approach to creativity and problem-solving
- will enable children, with adult support, to develop individual potential and move towards required learning outcomes
- conforms to all relevant safety regulations and is sound and well-made

17/03/11

This policy was adopted at a meeting of the pre-school held on (date)

Signed on behalf of the pre-school

Reviewed and signed on behalf of the pre-school

.....

Date 06/06/12

This policy will be reviewed in June 2013



SETTLING IN PRE-SCHOOL – POLICY AND PRACTICE

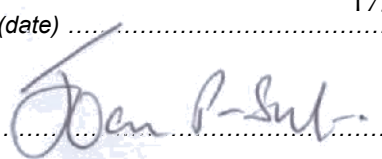
We want children to feel safe and happy in the absence of their parents/carers, to recognise other adults as a source of authority, help and friendship and to be able to share with their parents afterwards the new learning experiences enjoyed in the pre-school.

In order to accomplish this, we will:

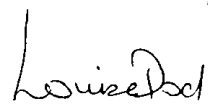
- organise “Meet and Greet” sessions each new term. Parents/Children have the opportunity to meet with their key person. Also an opportunity for parents to meet other new parents and the children to meet their new friends.
- encourage parents to visit the pre-school with their children during the weeks before an admission is planned.
- introduce flexible admission procedures, if appropriate, to meet the needs of individual families and children.
- reassure parents whose children seem to be taking a long time settling into the pre-school.
- introduce new families into the group on a staggered basis, for example two new children a day for a week rather than 10 new children all at once.
- introduce the key person to the child and parents who will report directly to parents/guardians and hold regular meetings with them.
- organise a home visit if the family are happy for us to come
- be in touch with any other settings if the child attends another one

Children cannot play or learn successfully if they are anxious and unhappy. Our settling procedures aim to help parents to help their children to feel comfortable in the pre-school, to benefit from what it has to offer, and to be confident that their parents will return at the end of the session.

This policy was adopted at a meeting of the pre-school held on (date) 17/03/11

Signed on behalf of the pre-school 

Reviewed and signed on behalf of the pre-school

..... 

Date 06/06/12

This policy will be reviewed in June 2013



SOCIAL NETWORKING POLICY

The internet provides a number of benefits for staff. However when someone is identified with the setting or discusses their work, they are expected to behave appropriately when on the internet. The principles set out in this policy should always be followed. If in doubt then details should be discussed in the first instance with the manager

Social networking sites allow photographs, videos and comments to be shared with thousands of other users. However it is not appropriate to share work-related information whether written or pictorial in this way. Staff members should respect the privacy and the feelings of others.

Staff are in a professional position and are responsible for the care and education of children. Therefore they must not engage in activities on the internet which might bring the setting or its associated employees into disrepute.

Our use of social networking applications, such as Facebook, has implications for our duty to safeguard children, young people and vulnerable adults.

Aim

- That our duty to safeguard children is maintained
- That the setting is not exposed to legal risk
- That the reputation of the setting is not adversely affected
- That our users are able to clearly distinguish where information provided via social networking applications is legitimately representative of the setting
- That we do not damage our reputation
- That we recognise our legal responsibilities

Objectives

- Sites to be aware of include: Social networking sites (i.e. Facebook, Bebo, Myspace, Chat roulette), blogs (i.e. Blogger), discussion forums (i.e. Mumsnet, Ming), collaborative spaces (i.e. Wetpaint), media sharing services (i.e. You Tube) , microblogging (i.e. Twitter)
- All staff should bear in mind that information they share through social networking applications, even though they are on private spaces, are still subject to copyright, data protection and freedom of information legislation, the safeguarding vulnerable groups act 2006 and other legislation.
- There will be no mention of the setting, names of staff, Committee members or attending children or their families.
- Staff should not encourage parents as friends on social networking sites.
- There will be no uploading of photos of staff, or children and their families on any site.



- Any communications or content you publish that causes damage to the setting or any of its employees, children or families may amount to misconduct or gross misconduct and could lead to dismissal.

Using computers and storing data

Objectives

- No information containing personal details of children and families at the setting should be stored on a home computer.
- No photographs of children and families at the setting should be stored on a home computer.
- If staff have to use their own computers for planning, observations or other documents containing children's names they will transfer the data to a memory stick and erase from their computer as soon as this is done.
- Memory sticks are held in a secure place at the setting.
- Photos of children will not be stored on the settings computer for longer than the time necessary to print them off.
- Photos of children will not be stored on the settings camera once printed off.
- The settings camera is stored safely and securely whilst the pre-school is closed.

This policy was adopted at a meeting of the pre-school held on (date) 6 June 2012

signed on behalf of the pre-school

Louise Dool

Date 06/06/12

This policy will be reviewed in June 2013



SPECIAL EDUCATIONAL NEEDS (“SEN”) POLICY

Statement of intent

Ide Hill Pre-school welcomes **all** children regardless of individual needs and abilities.

Ide Hill Pre-school provides an environment in which **all** children are supported to reach their full potential.

Aims

To Ensure Ide Hill Pre-school staff;-

- Have regard for the Equalities Act 2012
- Include all children in our provision, and practitioners are provided to help support parents and children with special educational needs(SEN)/disabilities.
- Identifies the specific needs of children with SEN/Disabilities and meets those needs through a range of strategies including working in partnership with parents and other agencies if required.
- Monitors and reviews the practice and provision annually and if necessary make adjustments.
- Have regard for the DfES Special Educational Needs Code of Practice

Our pre-school aims to have regard to the DfES Code of Practice on the identification and assessment of Special Educational Needs and to provide welcome and appropriate learning opportunities for all children.

The New Code of Practice (January 2002) reinforces the need for the inclusion of children in all Early Years settings. Ide Hill Pre-School believes that no child, individual or family, should be excluded from the pre-school’s activities because the child/family/carer has special needs or disabilities as defined by the Children Act 2004 and/or the Education Act 1996.

In order to achieve this, we work closely with the children, their parents/carers and other agencies, if this is necessary.

We aim to identify any difficulties a child might have and to work with the child and their parents/carers to address those difficulties.

Our Accredited special educational needs co-ordinator or SENCO is Sandy Bicknell and she:-

- helps us to identify any difficulties a child may have
- helps us to develop our strategies and plans of action
- keeps parents or carers in touch with their child’s progress
- helps us all to review this SEN policy each year
- keeps in touch with outside agencies who can help
- keeps us all up to date on SEN matters
- will make a home visit, together with the key person



SPECIAL EDUCATIONAL NEEDS (“SEN”) POLICY

CONTINUED

Methods

- To have a designated member of staff to be Special Educational Needs Co-ordinator (SENCo). The designated person is Kay Sard. She is known and available to all parents / carers.
- All staff are involved in the provision for children with SEN / disabilities.
- We ensure our inclusive admissions practice ensures equality of access and opportunity.
- We ensure 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, including keeping parents informed of all stages of the assessment, planning, provision and review of their child’s education.
- 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 with special educational needs which the individual child is appropriately involved in, taking into account of their individual abilities.
- We provide a differentiated curriculum to meet individual needs and abilities.
- The system of planning, implementing, monitoring, evaluating and reviewing individual education plans (IEP’s) is used for children with SEN/Disabilities and are kept in a separate SENCO file.
- We ensure that all children with SEN/Disabilities are appropriately involved at all stages of the graduated response.
- We ensure the privacy of children with SEN/disability when intimate care is being provided.
- We provide updated in-service training for practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer. E.g. Maketon trained staff.
- We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff meetings, parental and external agencies, views, inspections and complaints.

We monitor this SEN policy by:

- reviewing it with the SENCO annually – parents/carers are invited to contribute their ideas and opinions as to the review
- asking parents/carers and staff regularly about how well we are meeting SEN in our pre-school
- monitoring the progress which children, with SEN, are making



- talking with the children about how they feel about their setting, their IEP's and their play

SPECIAL EDUCATIONAL NEEDS (“SEN”) POLICY

CONTINUED

Meeting a child's SEN:-

All Special Needs fall into one of the categories stated in the New Code of Practice:-

- Cognition and learning difficulties
- Behavioural, emotional and social difficulties
- Communication and interaction difficulties
- Sensory and physical difficulties

Our graduated response is as follows:

We identify SEN through Early Years Action:

- Identification of a Special Need will be through the normal observations and assessments that are in place for all children at the pre-school. If a child is not learning or behaving as expected for a child their age, further observations by the SENCO are put into practice.
- We check each child's progress and monitor any child who seems to be having difficulties in any area of learning, including problems with behaviour.
- We record each child's progress and share it with parents/carers on a regular basis through meetings/discussions.
- If a child needs something additional to or different from our usual early year's curriculum, we discuss this with their parents/carers and together prepare an Individual Educational Plan (“IEP”) which shows clear targets for the child's ongoing progress and comments will be recorded in the IEP. We review this plan regularly with parents/carers (and their child, if appropriate).
- We discuss with the parents/carers how they can support their child's progress at home.

We ask for further support through Early Years Action Plus:

- Before we involve outside agencies, we shall ask parents to fill out Parent Consent Forms, PCI1 and PCI2
- If a child is still having difficulties and their needs are not being met within the pre-school, we can request support and advice from our Setting Improvement Partner Symone Pearce.
- The SENCO will liaise with external professionals, parents/carers in planning a new IEP.
- Two useful websites for children identified at birth for needing additional help/early support are www.earlysupport.org.uk and www.cafamily.org.uk.
- If necessary, we will also liaise with staff from outside agencies including therapists, health visitors, psychologists, social workers and paediatricians in order to meet children's special needs and obtain the most up-to-date professional advice.
- Depending upon a child's particular need, we will contact any charity or agency with expertise in the specific field, e.g. Mencap, Scope, Down Syndrome Association, etc. This will enable us to gain as much information and advice as we can thus enabling us to deal more knowledgeably with the children in our care.



- The SENCO will organise review meetings with external professionals, parents/carers and the key worker to monitor progress.

If a child continues to have difficulties and we feel we cannot meet the needs sufficiently at the pre-school, the SENCO will consult with parents/carers and external professionals, before requesting the LEA to carry out a statutory assessment.

SPECIAL EDUCATIONAL NEEDS (“SEN”) POLICY CONTINUED

We will then collate all reports/evidence from ourselves and outside agencies and forward these on to the LEA. The LEA will then prepare and issue a statement of special educational needs which outlines the child’s particular requirements.

Statementing

In a few cases the local education authority (LEA) will have to make an assessment of a child’s education needs, based on specialist advice. If the LEA then decide that the child needs special help, they must write a Statement of Special Educational Needs (“a statement”). This describes all the child’s needs and all the special help that he or she needs.

Our Plan for children with SEN would be:-

- Differentiating our activities so that all the children can achieve them and all the children can experience success and gain confidence.
- Allocating the SENCO with the child’s key person to monitor the child’s progress and learning.
- Ensuring that our planning for all the children contains approaches and activities, which help those children who have SEN to make progress.
- Adapting our materials and teaching styles to help children with different individual needs to enjoy learning.

More Able Children:-

- We are keen at Ide Hill Pre-School to recognise all levels of ability. It is important that, whilst identifying those children who have difficulties, we also identify those children who show ability far in excess of what is expected at this stage of development.
- We will set up a similar individual programme for children who are more able just as we would for those who are experiencing difficulties.

Exceptional Circumstances:-

It may be felt in extreme circumstances by all those concerned, having explored all possibilities, that a child would be better suited to a different pre-school environment. This matter would be discussed with all those involved and with the child so that an informed decision can be made in the best interests of the child and their family.

Complaints about our SEN provision:-

If parents/carers have a complaint about the way we are working with their child who has SEN, they should firstly speak to the SENCO/Manager. If parents/carers continue to be dissatisfied, the SENCO will refer the matter to the Manager and Chair of the Committee. A complaint’s form will then be filled in and Ofsted will be informed.

Moving on:-

We give the child’s progress reports, plans and assessments and records of reviews to the next setting/school when the child leaves Ide Hill Pre-School. Our SENCO liaises with other settings when the child moves on or if they attend more than one setting at the same time.



Our building is suitable for wheelchair access and we have a purpose-built toilet for the disabled.

This policy was adopted at a meeting of the pre-school held on (date) 17/03/11

Signed on behalf of the pre-school

Reviewed and signed on behalf of the pre-school

Louise Doherty

Date 06/06/12

This policy will be reviewed in June 2013



Staff Code of Conduct Policy

Compliance with the Code of Conduct

The Code of Conduct forms part of an employee's contract. Failure to comply with Ide Hill Pre-School policies may result in disciplinary action being taken and Ide Hill Pre-School reserves the right to take legal action against employees where breaches of the Code warrant such action.

- Staff should remember that the welfare of the child should always come first.
- Staff should provide an example of good conduct that you wish others to follow.
- Staff should not raise their voices in front of children.
- Staff should only restrain children for their own safety or the safety of others.
- Adults and children have a responsibility to treat each other with dignity and respect.
- Staff should be able to tune into the children's physical, verbal and gesture/sign language, to understand and interpret what is being expressed.
- Diversity is a tremendous asset at Ide Hill Pre-School and we are committed to providing equality of opportunity and will not tolerate any illegal discrimination or harassment based on race, colour, religion, sex, national origin or any other class.
- We encourage all staff to challenge any behaviour (staff, parent, child) that goes against this ethos
- Ensure that your behaviour at work or outside does not cause embarrassment to Ide Hill Pre-School or reflect negatively on Ide Hill Pre-School in any way that would bring its reputation into disrepute or cause a loss of public confidence. This includes through the use of social networking sites.
- Staff must adhere to Ide Hill Pre-School's Safeguarding Policy, First aid Policy and Administering Medicines Policy. Non compliance will be viewed as Gross Misconduct.
- Staff should be clear about the purpose of any activity, which involves photography or video of children. Staff must not take, display or distribute images of children, unless they have consent to do so.
- Staff must report any behaviour by colleagues that raises concerns, by following Ide Hill Pre-School's Whistle Blowing Policy. Staff must take responsibility for recording and reporting any incident, which may result in being misinterpreted and/or an allegation being made.

This policy was adopted at a meeting of the pre-school held on (date)

17/3/11
.....

Signed on behalf of the pre-school

Reviewed and signed on behalf of the pre-school

Date 6/06/12
.....

This policy will be reviewed in June 2013



SUN CREAM PROTECTION POLICY AND PROCEDURE

There is a Permission Slip in the Welcome Pack for new parents to sign.

A note will go up on the notice board and in the half termly newsletters asking parents/carers to put sun cream on their children – and sun hats.

We shall notify parents that we have sun cream on the premises and what type it is.

If we are in any doubt that a child needs protecting from the sun, we shall put sun cream on the child unless a parent has indicated otherwise and we shall re-apply sun cream when necessary.

*This policy was adopted at a meeting of the pre-school held on
17/3/11*

.....
Signed on behalf of the pre-school

.....
Reviewed and signed on behalf of the pre-school

.....
Date

06/06/12

This policy will be reviewed in June 2013



SWINE FLU POLICY

We will ask all parents/carers to:

- Encourage their children to use tissues to blow their nose, to dispose of the tissues in the bins provided and to wash their hands afterwards.
- Keep their child/children at home if they exhibit any flu symptoms.
- If your child has a temperature please **DO NOT** bring them into pre-school.

To protect against the spread of germs:

- An alcohol gel hand wash will be provided for all adults.
- We will provide bins for the disposal of used tissues.
- Children will be encouraged to use tissues to blow their nose, to dispose of used tissues in the bins provided and to wash their hands afterwards.
- Staff will be responsible for cleaning the tabletops and door handles and surrounding areas with disinfectant each day.
- Staff will be encouraged to stay at home if they exhibit any flu symptoms to avoid the spreading of the flu.

In the event of your child/children being ill:

- We ask parents **not** to send their children in until they are completely recovered from all symptoms.
- We shall keep any child, which develops symptoms whilst with us, separated from the other children whilst awaiting collections from their parent/carer.
- We will continue to operate as normally as possible unless, in the unlikely circumstances, there are not enough staff to ensure safe ratios.

Reviewed and signed on behalf of the pre-school

.....



Date 17/03/11

Reviewed and signed on behalf of the pre-school



.....

Date 06/06/12

This policy will be reviewed in June 2013



TERMS AND CONDITIONS

Ide Hill Pre-School is a committee-run (member of the Pre-School Learning Alliance), non-profit-making organisation which relies on parental involvement.

Hours	9:15 a.m. – 12:15 p.m. Monday, Tuesday, Wednesday, Thursday and Friday. Children must not be left before 9:15 a.m. and must be collected promptly at 12:15 p.m. In addition, there is an afternoon session from 1:00 to 2:45 p.m. on Monday, Tuesdays, Wednesday, Thursday and Fridays, there is also a lunch club from 12:15 p.m. to 1:00 p.m. on all of these days.
Child collection	The staff <u>must</u> be notified in writing if a different person than usual is to collect your child.
Terms	Three terms with half-term breaks.
Fees	For non-funded children: <u>£16.00</u> per morning session. <u>£13.00</u> per afternoon session, both include snack. Lunch club £2.50 per session. For funded children: <u>£4.00</u> per morning session. <u>£1.00</u> per afternoon session, both include snack. (However, snack is optional and you may bring your own snack for your child. Therefore the above prices will be reduced by £1.00)
Payment terms	Fees are payable half termly in full within fourteen days of the issue date unless alternative arrangements have been made with the manager. If payment is not received within fourteen days from the date of issue, a flat fee of £10 will be charged. Payment is due for all sessions, irrespective of those missed due to illness or term-time holidays.
Withdrawal	Half a term's notice is required when a child leaves the pre-school; failure to give this may result in liability for half a term's fees.
Requirements	<ol style="list-style-type: none">1) You must notify us if your child has any special needs, concerns, fears or allergies so that we may be able to cater for him/her in the best possible way and so aid his/her development.2) You must inform the manager if your child has been in contact with any infectious diseases or if any significant event has occurred which may affect your child's behaviour.3) Should your child become ill or suffer an accident, Ide Hill Pre-School undertakes to contact you immediately.4) No responsibility is accepted for any child outside pre-school hours.

This policy was adopted at a meeting of the pre-school held on 17/03/11

Signed on behalf of the pre-school

Reviewed and signed on behalf of the pre-school

Wen P-School
Louise D



Date 06/06/12.....

This policy will be reviewed in June 2013



TEMPORARY STAFF/VOLUNTEERS POLICY

Ide Hill Pre-School is happy to have a temporary helper if there is a shortage of employed staff. However, this helper would not be left alone with the children under any circumstances, including trips to the toilet. The temporary helper would be with a permanent member of staff at all times. The temporary member of staff would be paid on the day and would not have any entitlement to holiday pay.

*This policy was adopted at a meeting of the pre-school held on
17/03/10*

.....

Signed on behalf of the pre-school

.....

Reviewed and signed on behalf of the pre-school

.....

Date06/06/12.....

This policy will be reviewed in June 2013



TRANSITIONS POLICY

Aim

Following a successful introduction to the setting we want your child's next transition to primary school to be as successful.

Methods

- We work with parents to try to place children in groups with others who will be attending the same primary school. This helps children in their first days at the new setting.
- We actively pursue links with other settings, inviting teachers/support staff to visit the children at the setting in the period leading up to the transition.
- When teachers/support staff cannot visit, we offer to meet with them for a professional discussion on the children in our care.
- Before any approaches are made to external bodies, the support and consent of the parents is sought.
- During the final half term at the setting, activities are organised to reflect the transition process, and children are given the opportunity to express any concerns and fears they have. These are discussed within the activities and shared sensitively with parents.
- The setting will provide a copy of each child's records to the parents for them to keep. If they wish these can also be shared with the receiving setting. Prior to sending this, parents will be asked to sign their consent for sharing this information, and will have the opportunity to look at the report and discuss it with their child's key person.

*This policy was adopted at a meeting of the pre-school held on
17/03/11*

.....
Signed on behalf of the pre-school

.....
Reviewed and signed on behalf of the pre-school

.....
Date 06/06/12

This policy will be reviewed in June 2013



VISITORS

Visitors are welcome to come to the Pre-school. On arrival they are asked to sign in the Visitors Book and wear a "Visitors" badge and on departure they must sign out. Visitors will be asked to place their mobile phones in the kitchen while they are visiting the pre-school.

Visitors are never left alone with any children. They would be accompanied by a member of staff at all times (unless they are looking after their own child).

This policy was adopted at a meeting of the pre-school held on (date)

17/03/11
.....

Signed on behalf of the pre-school
.....

Reviewed and signed on behalf of the pre-school

Date06/06/12.....

This policy will be reviewed in June 2013



WHISTLE BLOWING POLICY AND GUIDANCE

Ide Hill Pre-School is committed to the highest possible standards of openness, honesty and accountability. In line with that commitment we encourage employees and others with serious concerns about any aspect of the settings, operations to come forward and voice those concerns. It is recognised that certain cases will have to proceed on a confidential basis. This policy document makes it clear that employees can do something without fear of reprisals. This Whistle Blowing Policy is intended to encourage and enable employees to raise serious concerns within the setting rather than overlooking a problem or blowing the whistle outside.

Staff have the right and individual responsibility to raise any matters of concern regarding poor practice at work. Staff are responsible for safety and well being of all children attending the setting and this is priority over loyalty towards colleagues.

General principles:

The policy is intended to;

- Encourage and enable individuals to raise genuine and legitimate concerns.
- Support staff to take an active role in the elimination of poor practice.
- Ensure concerns are appropriately investigated.
- Protect those making the complaint from victimisation or retaliation.

In addition to the whistle blowing policy, the setting has other policies and procedures covering discipline, grievance and complaints. This policy is intended to complement these, and to cover concerns that fall outside the scope of other procedures.

The management/committee will investigate, promptly and thoroughly, all concerns raised in accordance with this policy, and will take appropriate action.

Confidentiality

The management/committee will do its best to protect a person's identity when a concern is raised, however in some circumstances identities will have to be revealed to the person complained against and the complainant may be asked to provide written or verbal evidence in support of their complaint. If a person's identity is to be disclosed, he or she will be told before the disclosure and the reasons why the disclosure is necessary. Having raised the concerns the management/committee will expect the complainant not to talk about it to any other person, inside or outside the setting.

Anonymous complaints

Concerns expressed anonymously, are much less powerful and harder to investigate, however they may be considered.

Untrue allegations

If an allegation is made in good faith but it is not confirmed by the investigation, no action will be taken against the complainant. If, however, an allegation proves to be malicious, action may be taken against the person responsible for the malicious act.

How to raise a concern

If a member of staff had a serious concern about the behaviour or conduct of another member of the staff, this concern would be taken to the Manager. If the concern was about the Manager then the concern would be discussed with the Chair of the Committee. Concerns are best raised in writing. You are invited to set out the background and history of the concern giving names, dates and places where possible, and the reason why you are particularly concerned. The earlier you express your concerns the easier it is to take action. If you do not wish to put the allegations in writing, the person to whom you are making the complaint will make a written record of the interview and will ask you to sign to confirm accuracy of the notes taken. Although you will not be expected to prove the truth about your allegations, you will be required to demonstrate that there are sufficient grounds for your concern.



You should NOT:

- Investigate the matter yourself.
- Alert those suspected of being involved.
- Approach or accuse individuals.
- Tell anyone other than the designated persons (i.e. manager/chairperson).

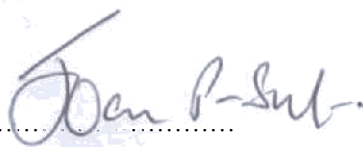
Within a week of the receipt of your concern, you will receive a written acknowledgment of your concern, with a copy of your statement where appropriate.

The manager/chairperson will investigate your concern and within 2 weeks you will be informed of what action is being taken and will be kept up to date on the progress of the investigation. You will also be informed of the outcome any investigation. If you are not satisfied with the outcome of the investigation, you may elevate your concerns directly to Claire Ray on: 01732 525371 or 07920 108828 E-mail Claire.ray@kent.gov.uk or Sevenoaks social services or to Ofsted Tel: 08456 404046, email whistleblowing@ofsted.gov.uk.

This policy was adopted at a meeting of the pre-school held on (date)

17/03/11
.....

Signed on behalf of the pre-school
.....



Reviewed and signed on behalf of the pre-school


.....

Date06/06/12.....

This policy will be reviewed in June 2013