

# **PLAISTOW PRESCHOOL CURRICULUM, POLICIES AND PROCEDURES**

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# Plaistow Preschool Staff Acknowledgement

I have read and understood Plaistow Preschool's policies and procedures (see list of policies attached) and understand that they must be adhered to at all times.

Name	Signature	Date

## Early Years Foundation Stage Curriculum

Plaistow Preschool follows the Statutory Framework for the Early Years Foundation Stage (EYFS). This framework is based on four main principles, each of which is incorporated into the caring relationships we build with each child and the fun and stimulating learning environment we provide.

The four principles are:

### **A Unique Child.**

This principle recognises that every child is a competent learner from birth, who can be resilient, capable, confident and self-assured. The commitments are focused around development, inclusion, safety, health and wellbeing. Ensuring children develop sense of self identity, we respect all children equally and identify and children in need of additional support.

### **Positive Relationships.**

This principle describes how children learn to be strong and independent from the base of a loving and caring relationship with parents or carers and a key person. Be sensitive to the needs of children and their families, encourage independence, with consistent clear boundaries.

### **Enabling Environments.**

This principle explains how the environment plays a key role in supporting and extending children's learning and development. The commitments are focused around rich learning opportunities delivered through play, inspiring resources that are relevant to the children's interests. Supporting children to explore and lead their own play, to value process over product.

### **Learning and Development.**

This principle recognises that children develop and learn in different ways and at different rates and that all areas of learning and development are equally important and inter-connected.

Practitioners teach children by ensuring challenging, playful opportunities across all areas of learning and development

They foster the characteristics of effective learning; playing and exploring, active, learning and thinking creatively and critically.

There are seven areas of learning and development which shape the curriculum in our setting. All areas of learning and development are important and inter-connected.

Emphasis is placed on three **PRIME** areas of development that are particularly crucial for igniting children's curiosity and enthusiasm for learning and for them to form relationships and thrive.

#### **PRIME AREAS:**

- **Personal, Social and Emotional Development.**
- **Communication and Language.**
- **Physical Development.**

We also support all children in four **SPECIFIC** areas of development.

#### **SPECIFIC AREAS:**

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

Based on the principles and the seven areas of learning and development, Plaistow Preschool:

- Aim to provide activities and experiences appropriate to the stage of development of the children who attend the setting. The experiences offered are based on an individual's needs and interests. The setting will support children in practising and extending existing skills and help them to acquire new skills, understanding and knowledge. Plaistow Preschool encourages all children to develop a passion for learning, exploring as well as achieving.
- We understand that children learn in many different ways by playing, talking, observing, doing, questioning, reflecting and responding to adults and their peers. With a medium term plan and in the moment planning we are able to be responsive and flexible following children's inspirations and ideas. Our provision is predominantly outdoors, with space and without walls children have a wonderful sense of freedom, their conversations flow more freely and are far more in touch with nature, understanding of the world in greater depth. During extreme weather conditions; high winds, thunder and lightning or when the temperature drops significantly we offer regular free flow play. Our indoor provision has all seven areas of learning and will follow the play and learning from the children. Indoor provision may also be used for small group work where targeted, focussed is identified as being required. eg. speech and language needs.

Learning and education is a life-long process, which changes and develops the preschool promotes a holistic approach ensuring all areas of development are valued, rather than 'tick box' or product led education.

- We build positive relationships with parents and carers as well as the wider community. We use the Family management system where the manager will give weekly updates with photos and a synopsis of the activities the children have enjoyed together with the way activities were scaffolded to enhance and develop learning. Families are able to send in videos and photos sharing their children's home life, in order to promote discussion and reinforce the links between home and preschool.
- Building links with the wider community are important and at the preschool we welcome visits from outside our preschool in order to enable children to understand others, what they do, why it is important and how they help us eg. religious leaders, our local head teacher, firefighters, paramedics and local people with interesting hobbies they would like to share with the children.
- We promote fundraising for local charities including the local food bank and Macmillan Cancer Support, this supports our children in their understanding of being kind and developing empathy and the importance of considering the needs of others.
- All children are encouraged to share and take turns, using their skills: considering others and problem solving, when resolving conflict.
- Children are given opportunities to express their feelings through activities such as physical play, role play and puppets. Adults talk through the different emotions, showing acknowledgement and acceptance of all emotions; anger, frustration, happiness, sadness, jealousy, surprise, anxiety etc. We use a tent as a safe area, where children can retreat if they become overwhelmed. In the tent we use a fidget box, containing lots of 'happy things' . We also have a treasure chest to investigate as well as soft fleece blankets. Plaistow does not recognise labelling such as a child being 'unkind' ; the children are in a process of understanding social norms and are on a path to understand how behaviour affects others. All practitioners reinforce positive behaviour and support situations of conflict.
- We use High Scope Conflict Resolution Theory to approach behaviour. There are six steps to resolving conflict:
  - Approach calmly and stop any hurtful actions, engage at the children's level.
  - Acknowledge feelings.
  - Gather information.
  - Restate the issue.
  - Ask the children to suggest solutions.
  - Give the children opportunity to problem solve and follow up support if unresolved.

The preschool manager is very happy to discuss any concerns with parents and will put individual plans in place if necessary to support children and their friends.

**Date for review: October 2022**

# PLAISTOW PRESCHOOL SAFEGUARDING CHILDREN

## 1.1 Children's rights and entitlements

### Policy statement:

- We promote **children's right** to be **strong, resilient** and **listened to** by creating an environment in our setting that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
- We promote **children's right** to be **strong, resilient** and **listened to** by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- We help children to establish and sustain satisfying relationships within their families, with peers and with other adults.
- We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

### What it means to promote children's *rights and entitlements* to be **strong, resilient** and **listened to**.

To be **strong** means to be:

- **Secure** in their foremost attachment relationships where they are loved and cared for by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on.
- **Safe and valued** as individuals in their families and in relationships beyond the family, such as day care or school.
- **Self-assured** and able to form a positive sense of themselves – including all aspects of their identity and heritage.
- **Included equally and to belong** in early years settings and in community life.
- **Confident in abilities** and **proud** of their achievements.
- **Progressing optimally** in all aspects of their development and learning.
- **To be part of a peer group** in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world.
- **To participate and be able to represent themselves** in aspects of service delivery that affect them as well as aspects of key decisions that affect their lives.

To be **resilient** means to:

- **Be sure** of their self-worth and dignity.
- Be able to be **assertive** and state their needs effectively.
- Be able to **overcome** difficulties and problems.
- **Be positive** in their outlook and life.
- Be able to **cope** with challenge and change.

- Have a **sense of justice** towards self and others.
- To develop a **sense of responsibility** towards self and others.
- To be able to **represent** themselves and others in key decision making processes.

To be **listened to** means:

- Adults who are close to children recognise their need and **right to express and communicate** their need and right to express and communicate their thoughts, feelings and ideas.
- Adults who are close to children are able to **tune in** to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated.
- Adults who are close to children are able to **respond appropriately and when required, act upon their understanding** of what children express and communicate.
- Adults **respect children's rights** and **facilitate children's participation and representation** in imaginative and child centred ways in all aspects of core services.
- Adults will always encourage all children to **use their voice**, adults will not take over, children **must feel heard**. Adults will **promote the use of the children's words** to describe their feelings. Adults will support those children with speech and language difficulties promptly.

**Date for review: October 2022**



# PLAISTOW PRESCHOOL SAFEGUARDING CHILDREN

## 1.2 Safeguarding children and child protection.

(Including managing allegations of abuse against a member of staff.)

### Policy statement:

Our setting will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. Our safeguarding policy is based on the three key commitments of the Pre-school Learning Alliance Safeguarding Children Policy.

### Procedures:

We carry out the following procedures to ensure we meet the three key commitments of the Alliance Safeguarding Children Policy (2020):

#### 1. To build a culture of safety; children are protected from abuse and harm. To develop children's holistic wellbeing.

##### Staff and volunteers

Our designated member of staff who coordinates child protection issues is the **DESIGNATED SAFEGUARDING LEAD (DSL): Nicola Holben** (Oct 2021)

The information is disseminated to:

- Our designated officer, a committee member, who oversees this work is:

Plaistow Preschool Chairman:

- We ensure all staff and parents are made aware of our safeguarding policies and procedures.
- We provide adequate and appropriate staffing resources to meet the needs of children.
- Information is recorded about staff qualifications, and identity checks and vetting processes that have been completed including:
  - The criminal records disclosure reference number.
  - The date the disclosure was obtained.
  - Details of who obtained it.
- All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether before or during their employment with us).
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act (1974).

- Candidates are informed of the need to carry out “enhanced disclosure” checks with the Disclosure and Barring Service (DBS) before posts can be confirmed. Where applicants are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect of references and Disclosure and Barring Service checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Volunteers do not work in a regulated way / unsupervised.
- We inform the Disclosure and Barring Service in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons for child protection concern.
- We have procedures for recording the details of visitors to the setting (see visitors book)
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- Steps are taken to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their children.

## **2. To respond promptly and appropriately to any concerns that abuse might be occurring. To work inter-professionally, liaising with other agencies to ensure protection from harm and the promotion of positive wellbeing.**

### **Home Injuries.**

If a child comes into the setting with an injury. The Manager or Deputy (this is the Designated Safeguarding Lead, Nicola Holben), will ask the parents to complete a HOME INJURY FORM. These are kept on the safeguarding file and must be, when completed, given to Nicola should be made aware of this. If similar incidents occur or suspicion of abuse or neglect is raised Nicola will follow the safeguarding procedure.

### **Book of concern.**

A book of concern will be completed by practitioners if any concern is noted, eg. repeated nappy rash, bruising, unusual behaviour for the child or parent etc, ongoing illness or absence etc.

The book of concern will be checked monthly and any concerns will be dealt with by the DSL and Safeguarding policies followed.

## Responding to suspicions of abuse.

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:
  - significant changes in their behaviour;
  - deterioration in their general well-being;
  - their comments which may give cause for concern, or the things they say (direct or indirect disclosure);
  - changes in their appearance, their behaviour, or their play;
  - unexplained bruising, marks or signs of possible abuse or neglect; and
  - Any reason to suspect neglect or abuse outside the setting.
- We take into account factors affecting parental capacity, such as social exclusion, domestic violence, parent's drug or alcohol abuse, mental or physical illness or parent's learning disability.
- We are aware of other factors that affect children's vulnerability such as, abuse of disabled children; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, such as through internet abuse; and Female Genital Mutilation; that may affect, or may have affected, children and young people using our provision.
- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or 'honour-based' violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.
- Where we believe that a child in our care or that is known to us may be affected by some or any of these factors, we follow the procedures below for reporting child protection concerns.
- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the member of staff who is acting as the 'designated person'. The information is stored on the child's personal file.
- We refer concerns to the local authority children's social care department and co-operate fully in any subsequent investigation. NB In some cases this may mean the police or another agency identified by the Local Safeguarding Children Board.
- We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
- We take account of the need to protect young people aged 16-19 as defined by the Children Act (1989; 2004). This may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to

prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.

#### Recording suspicions of abuse and disclosures:

- Where a child makes comments to a member of staff that gives cause for concern (disclosure), observes signs or signals that gives cause for concern, such as significant changes in behaviour, deterioration in general well-being, unexplained bruising, marks or signs of possible abuse or neglect that member of staff:
- Listens to the child, offers reassurance and gives assurance that she or he will take action.
- Does not question the child.
- Makes a written record that forms an objective record of the observation or disclosure that includes:
  - The date and time of the observation or disclosure.
  - The exact words spoken by the child as far as possible.
  - The name of the person to whom the concern was reported, with date and time and the names of any other person present at the time.
- These records are signed and kept in the child's personal file which is kept securely and confidentially.
- The member of staff acting as the "designated person" is informed of the issue at the earliest opportunity.
- The Local Safeguarding Children Board (LSCB), a multi-agency body in Sussex, stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding Children Board.

#### Making a referral to the local authority social care team:

- The Pre-school Learning Alliance's publication "Child Protection Record" contains detailed procedures for making a referral to the local social care team, as well as a template form for recording concerns and making a referral.
- We keep a copy of this document alongside the procedures for recording and reporting set down by our Local Safeguarding Children Board, which we follow where local procedures differ from those of the Preschool Learning Alliance.
- All members of staff are familiar with the Alliance's Child Protection Record and follow the procedures for recording and reporting.

#### Informing parents:

- Parents are normally the first point of contact. Concerns are discussed with parents to gain their view of events, unless it is felt that this may put the child in greater danger.

- Parents are informed when we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the Local Safeguarding Children Board does not allow this, for example, where it is believed that the child may be placed in greater danger.
- This will usually be the case where the parent is the likely abuser. In these cases, the social workers will inform parents.

#### Liaison with other agencies:

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

#### Allegations against staff:

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff, or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child.
- We respond to any inappropriate behaviour displayed by members of staff, volunteer or any other person living or working on the premises, which includes:
  - Inappropriate sexual comments.
  - Excessive one to one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, may have taken or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to the Local Authority Designated Officer (LADO) to investigate. We also report any such alleged incident to Ofsted within 14

days of the allegation and inform them of what measures we have taken. We are aware that it is an offence not to do this.

- We co-operate entirely with any investigation carried out by children's social care in conjunction with police.
- Where the management committee and children's social care agree it is appropriate in the circumstances, the chairperson will suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not any indication of admission that the alleged incident has taken place, but is it to protect the staff as well as the children and families throughout the process.

Disciplinary action:

- Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Disclosure and Barring Service of relevant information so that individuals who pose a threat to children (and vulnerable groups), can be identified and barred from working with these groups.

**To promote awareness of child abuse issues through rigorous training and refresher continuing professional development courses. To ensure staff are aware of the impact of wider factors in relation to safeguarding and what to do if they suspect this.**

**To ensure young people are empowered to feel their voice is listened to.**

Training:

- We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.
- Designated persons receive training in accordance with that recommended by the Local Safeguarding Children Board.
- We ensure that all staff know the procedures for reporting and recording any concerns they may have about the provision.

Planning:

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

Curriculum:

- We introduce key elements of keeping children safe in our programme to promote the personal, social and emotional development of all children, so that they may grow

to be **strong, resilient** and **listened to** and that they develop an understanding of why and how to keep safe.

- We create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

#### Confidentiality:

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

#### Support to families:

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

**Staff at Plaistow Preschool are aware of wider, contextual issues affecting children's holistic development, especially in relation to safeguarding. These include, though not exhaustive, the following:**

- **Children being exposed to atmospheres of domestic violence, sexualised behaviours or unrealistic expectations being placed upon them for their chronological age. Children who experience neglect by omission or commission of their basic needs being and unfulfilled emotional needs. The introduction of new persons (such as partners) entering the home who may constitute a safeguarding risk**
- **Radicalisation of views, ideologies and beliefs, especially in relation to violent criminal extremism, 'honour' based abuse or murder. Cultural or religious beliefs which promote unlawful surgical procedures such as Female Genital Mutilation (FGM). The preschool lead has completed Prevent Training.**

- **‘Upskirting’, taking pictures or filming (using cameras or similar digitalised devices) to obtain images of others genitals or buttocks, with or without their underwear.**

### **Legal Framework:**

- Children Act (1989 s47; 2004). London: Stationary Office.
- Children and Families Act (2014). London: Stationary Office
- Every Child Matters (2004). London: Stationary Office
- Working together to Safeguard Children (2018). London: Stationary Office
- Home Office: The Prevent Duty. Channel Awareness: Radicalisation training.
- Sexual Offences Act (2003). London: Stationary Office
- Criminal Justice and Courts Act (2015). London: Stationary Office
- Equality Act (2010). London: Stationary Office
- Keeping Children Safe in Education (2015) - September 2020 updates. London: Stationary Office
- Special Educational Needs and Disability Code of Practice: 0-25 years (2014). London: Stationary Office.

### **Further Guidance:**

- MASH / FAST for West Sussex.  
<https://www.westsussex.gov.uk/social-care-and-health/social-care-support/children/contact-us-for-childrens-social-care-support/>
- West Sussex LADO. Guidance and Information. West Sussex County Council. (2020).  
<https://www.westsussexscp.org.uk/wp-content/uploads/LADO-Information-Pack-27.4.20.pdf>
- The Common Assessment Framework. Children and Family Integrated Support (for West Sussex) (2020).  
[https://www.westsussexcpd.co.uk/cpd/content\\_detail.asp?contentid=600#sthash.gu24OCMT.dpbs](https://www.westsussexcpd.co.uk/cpd/content_detail.asp?contentid=600#sthash.gu24OCMT.dpbs)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act (2004)
- Disclosure and Barring Service. Check someone's criminal record as an employer.  
<https://www.gov.uk/dbs-check-applicant-criminal-record>
- Safeguarding in the Early Years (2020).  
<https://www.eyalliance.org.uk/safeguarding-early-years>

**Date for review: October 2022**



# PLAISTOW PRESCHOOL SAFEGUARDING CHILDREN

## 1.3 'Looked After Children' (LAC)

### Policy statement:

Early years settings are committed to providing quality provision based on equality and opportunity for all children and their families. All staff are committed to doing all they can to enable "looked after" children in their care to achieve and reach their full potential.

Children looked after by local authorities in England Guide to the SSDA903 collection 1 April 2018 to 31 March 2019 - Version 1.3 (2019:16) states:

Under the Children Act (1989), a child is looked after by a local authority if he or she falls into one of the following: • is provided with accommodation, for a continuous period of more than 24 hours, [Children Act 1989, Section 20 and 21] • is subject to a care order [Children Act 1989, Part IV] • is subject to a placement order.

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being. Most local authorities do not place children under five with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works. It is not appropriate for a looked after child who is under two years to be placed in a day care setting in addition to a foster placement.

In our setting, we place emphasis on promoting children's right to be **strong, resilient** and **listened to**. Our policy and practice guidelines for looked after children are based on these two important concepts, *attachment* and *resilience*. The basis of this is to promote secure attachments in children's lives as the basis for resilience. These aspects of well-being underpin the child's responsiveness to learning and are the basis in developing positive dispositions *for* learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

### Principles:

- The term "looked after child" denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as "LAC".

- We do not offer placements for babies and children under two years who are in care; we offer instead other services to enable a child to play and engage with other children where their carer stays with the child.
- We offer places to two year old children in exceptional circumstances who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer and where the placement in the setting will last a minimum of three months.
- We offer places for funded three and four year olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and has formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.
- We will always offer “stay and play” provision for a child who is two to five years old who is still settling with their foster carer or who is only temporarily being looked after.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer we will continue to offer the placement for the child.

### **Procedures:**

- The designated person for looked after children is the designated child protection coordinator.
- Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child’s needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure appropriate information is gained and shared.
- The setting recognises the role of the local authority social care department as the child’s “corporate parent” and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parents or foster carer’s role in relation to the setting without prior discussion and agreement with the child’s social worker.
- At the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates the child’s learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The care plan needs to consider such issues for the child as:
  - *The child’s emotional needs and how they are to be met.*

- *How any emotional issues and problems that affect behaviour are to be managed.*
- *The child's sense of self, culture, language/s and identity-how this is to be supported.*
- *The child's need for sociability and friendship.*
- *The child's interests and abilities and possible learning journey pathway.*
- *How any special needs will be supported.*
- In addition, the care plan will also consider:
  - How information will be shared with the foster carer and local authority (as the "corporate parent") as well as what information is shared with whom and how it will be recorded and stored.
  - What contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be the setting, when, where and what the contact will take will be discussed and agreed.
  - What written reporting is required.
  - Wherever possible, and where the plan is for the child to return home, the birth parent(s) should be involved in planning.
  - With the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents such as outings, fun-days etc. alongside the foster carer.
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the "proximity" stage is followed until it is visible that the child has formed a relationship with his or her key person sufficient to act as a "secure base" to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
- In the first two weeks after settling-in the child's wellbeing is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- Transition to school will be handled sensitively and the designated person and/or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

**Further guidance:**

- Children looked after by local authorities in England Guide to the SSSA903 collection 1 April 2018 to 31 March 2019 - Version 1.3. (2019). London: Stationary Office
- Supporting Looked After Learners – A Practical Guide for Local Authorities (2018). London: Stationary Office.  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/683556/Promoting\\_the\\_education\\_of\\_looked-after\\_children\\_and\\_previously\\_looked-after\\_children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting_the_education_of_looked-after_children_and_previously_looked-after_children.pdf)
- Children and Social Work Act. (2019). Social Work England.org.uk  
<https://www.socialworkengland.org.uk/about/what-we-do/publications/children-and-social-work-act-2017/>
- National Institute for Health and Care Excellence (NICE), Statement 7- looked after children and young people are supported to fulfil their potential

**Date for review: October 2022**

# PLAISTOW PRESCHOOL SAFEGUARDING CHILDREN

## 1.4 Confidentiality and client access to records

### Policy statement:

In our setting, staff and managers can be said to have a “confidential relationship” with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used in line with the framework of the Human Rights Act (1998) and the General Data Protection Regulation (GDPR), (2018).

### Confidentiality procedures:

- Most things that happen between the family, the child and the setting are confidential to our setting. In exceptional circumstances information is shared, for example with other professionals or possibly social care or the police.
- Information shared with other agencies is done in line with our Information Sharing Policy.
- We always check whether parents regard the information they share with us to be confidential or not.
- Some parents may share information about themselves with other parents as well as with our staff we cannot be held responsible if information is shared by those parents whom the person has ‘confided’ in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it. We are not responsible should that confidentiality be breached by participants.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our Children's Records Policy) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
- We keep all records securely (see our Children's Records Policy).
- Most information is kept in a manual file. However, our staff may use a computer to type reports, or letters. Where this is the case, the typed document is deleted from the PC and only the hard copy kept. We do not keep electronic records on children, other than the register and financial data.
- Where it is helpful to keep an electronic copy, we download it onto a disc, labelled with the child’s name and kept securely in the child’s file. No documents are kept on the hard drive. This is because the settings PC’s do not have facilities for confidential user folders.

- Our staff discuss children's general progress and wellbeing together in meetings, but more sensitive information is restricted to our manager and the child's key person, and is shared with other staff on a need to know basis.
- We do not discuss children with staff who are not involved in the child's care, nor with other parents or anyone else outside of the setting.
- Our discussions with other professionals take place within a professional framework and not on an informal or ad-hoc basis.
- Where third parties share information about an individual; our practitioners and managers check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.

### **Client access to records procedures:**

Parents may request access to any confidential records held on their child and family following the procedure below:

- The parent is the 'subject' of the file in the case where a child is too young to give 'informed consent' and has a right to see information that our setting has compiled on them.
- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the setting leader or manager.
- The setting leader informs the chairperson of the management committee and legal advice may be sought before sharing a file.
- The setting leader sends a written acknowledgement, informing the parent that an arrangement will be made for him/her to see the file contents, subject to third party consent.
- Our written acknowledgement allows 40 working days for the file to be made ready.
- The setting's leader or manager and chairperson of the management committee prepare the file for viewing, ensuring that all documents have been filed correctly, the entries are in date order and that there are no missing pages.
- They note any information, entry or correspondence or other document which mentions a third party.
- All third parties are written to, explaining that the subject has requested sight of the file, which contains a reference to them, stating what this is. Copies of these letters and their replies are kept on the child's file.
- "Third parties" include all family members who may be referred to in the records. Where there are separate entries pertaining to each parent, step parent, grandparent etc., we write to each of them to request third party consent.
- Third parties also include workers from any other agency who may be referred to in the records, including children's social care and the health authority for example. It is usual for agencies to refuse consent to disclose, preferring instead for the parent to be redirected to those agencies for a request to see their file held by that agency.
- Members of our staff should also be written to, but we reserve the right under the legislation to override a refusal for consent or to just delete the name of the staff member and not the information. We may grant refusal if the member of staff has provided information that could be considered 'sensitive' and the staff member may

be in danger if that information is disclosed, or if that information is the basis of a police investigation. However, if the information is not sensitive, then it is not in our interest to withhold that information from a parent. In each case this should be discussed with members of staff and decisions recorded.

- When all the consents/refusals to disclose have been received these are attached to the copy of the request letter.
- A photocopy of the complete file is taken.
- The setting leader and chairperson of the management committee go through the file and remove any information which a third party has refused consent to disclose. This is best done with a thick black marker, to score through every reference to the third party and information they have added to the file.
- The copy file is then checked by the chairperson of the management committee and legal advisors to verify that the file has been prepared appropriately. Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another (third party) agency.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the “clean copy”.
- The “clean copy” is photocopied for the parents who are then invited in to discuss the contents.
- The setting leader and chairperson of the management committee meet with the parent to go through the file, explaining the process as well as what the content of the file records about the child and the work that has been done. Only the person(s) with parental responsibility can attend that meeting, or the parent’s legal representative or interpreter.
- The parent may take a copy of the prepared file away, but, to ensure it is properly explained to and understood by the parent, we never hand it over without discussion.
- It is an offence to remove material that is controversial or to rewrite records to make them more acceptable. Our recording procedures and guidelines ensure that the material reflects an accurate and non-judgemental account of the work we have done with the family.
- If a parent feels aggrieved about any entry in the file, or the resulting outcome, then we refer the parent to our complaints procedure.
- The law requires that the information we hold must be accurate. If a parent says that the information we hold is inaccurate, then the parent has a right to request for it to be changed. However, this only pertains to factual inaccuracies. Where the disputed entry is a matter of opinion, professional judgement, or represents a different view of the matter than that held by the parent, we retain the right not to change that entry, but we can record the parent’s view of the matter. In most cases, we would have given a parent the opportunity at the time to state their side of the matter, and it would have been recorded there and then.
- If there are any controversial aspects of the content of a child’s file, we must seek legal advice. This might be where there is a court case between parents, where social care or the police may be considering legal action, or where a case has already completed and an appeal process is underway.

- We never ‘under-record’ for fear of the parent seeing, nor do we make ‘personal notes’ elsewhere.

All the undertaking above are subject to the paramount commitment of the setting, which is to the safety and well-being of the child. Please see also our policy on Safeguarding Children and Child Protection.

Telephone advice regarding general queries may be made to The Information Commissioner’s Office Helpline 0303 123 1113.

#### **Legal framework:**

- General Data Protection Regulation, GDPR (2018). London: Stationary Office
- Human Rights Act (1998). London: Stationary Office.

#### **Further guidance:**

Information sharing advice for safeguarding practitioners. Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers. (2018). Accessed:

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>. London: Stationary Office.

**Date for review: October 2022**



## PLAISTOW PRESCHOOL SAFEGUARDING CHILDREN

### 1.5 Information sharing

'Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. It is a key factor identified in many serious case reviews (SCRs), where poor information sharing has resulted in missed opportunities to take action that keeps children and young people safe.'

Information sharing advice for safeguarding practitioners. Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers (2018:3).

#### **Policy statement:**

We recognise that parents have a right to know that information they share will be regarded as confidential as well as be informed about the circumstances, and reasons, when we are obliged to share information.

We are obliged to share confidential information without authorisation from the person who provided it or to whom it relates if it is in the public interest. That is when:

- It is to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult; or
- Not sharing it could be worse than the outcome of having shared it.

The decision should never be made as an individual, but with the back-up of management committee officers. The three critical criteria are:

- Where there is *evidence* that the child is suffering or is at risk of suffering, significant harm.
- Where there is *reasonable cause to believe* that a child may be suffering, or at risk of suffering significant harm.
- To *prevent* significant harm arising to children and young people or serious harm to adult, including the prevention, detection and prosecution of serious crime.

#### **Procedures:**

Our procedure is based upon Information sharing advice for safeguarding practitioners. Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers (2018):

1. Remember that GDPR (2018) are not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately. The GDPR (2018) does not prevent or limit the sharing of information to ensure children are safeguarded.

- Our policy and procedures on information sharing provide guidance to appropriate sharing of information with external agencies.

2. Be open and honest. Explain to families how, when and why information will be shared about them and with whom. Seek consent to share information, unless it puts the child at risk or undermines a criminal investigation.

In our setting we ensure parents:

- Receive information about our information sharing policy when starting their child in the setting and they sign a form to say that they *understand* circumstances when information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult. This is on our registration form;
- Have information about our Safeguarding Children and Child Protection policy; and
- Have information about the circumstances when information will be shared with external agencies, for example with regard to any special needs the child may have or transition to school.

3. Seek advice when there are doubts about possible significant harm to a child or others.

- Managers contact children's social care for advice where they have doubts or are unsure.
- Our staff discuss concerns about a child routinely in supervision and any actions are recorded in the child's file.
- Our manager routinely seeks advice and support from their line manager about possible significant harm.
- Our Safeguarding Children and Child Protection Policy sets out the duty of all members of our staff to refer concerns to our manager or deputy, as designated person, who will contact children's social care for advice where they have doubts or are unsure.
- Our managers seek advice if they need to share information without consent to disclose.

4. Share with consent where appropriate. Respect the wishes of children and parents not to consent to share confidential information. However, in the interests of the child, know when it is reasonable to override their wish.

- Guidelines for consent are part of this procedure.
- We base decisions to share information without consent on judgements about the facts of the case and whether it is 'in the public interest'.
- Our guidelines for consent are part of this procedure.
- Our manager is conversant with this and they are able to advise staff accordingly. Consider the safety and welfare of the child when making a decision about sharing information – if there are concerns regarding “significant harm” the child’s well-being and safety is paramount.

5. Consider safety and well-being: We base our information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.

In our setting we:

- record concerns and discuss these with our designated person and/or designated officer from the management team for child protection matters;
- record decisions made and the reasons why information will be shared and to whom; and
- Follow the procedures for reporting concerns and record keeping as set out in our Safeguarding Children and Child Protection Policy.

6. Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.

- Our Safeguarding Children and Child Protection Policy and Children's Records Policy set out how and where information should be recorded and what information should be shared with another agency when making a referral

7. Reasons for decisions to share or not share information, are recorded. If you decide to share, then record what you have shared, with whom and for what purpose.

- Provision for this is set out in our Children’s Records Policy.

### **Consent:**

Parents have a right to be informed that their consent to share information will be sought in most cases, as well as the kinds of circumstances when their consent may not be sought, or their refusal to give consent may be overridden. We do this as follows:

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.

- We may cover this verbally when the child starts or include this in our prospectus.
- Parents sign a form at registration to say they understand this.
- Parents are asked to give written consent to share information about any additional needs their child may have, or to pass on child development summaries, to the next provider/school.
- Copies given to parents of the forms they sign.

We consider the following questions when we need to share:

- Is there a legitimate purpose to sharing the information?
  - Does the information enable the person to be identified?
  - Is the information confidential?
  - If the information is confidential, do we have consent to share?
  - Is there a statutory duty or court order requiring us to share information?
  - If consent is refused, or there are good reasons not to seek consent, is there sufficient public interest to share information?
  - If the decision is to share, are we sharing the right information in the right way?
  - Have we properly recorded our decision?
- Consent must be informed - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information. Consent may be explicit, verbally but preferably in writing, or implicit, implied if the context is such that sharing information is an intrinsic part of our service or it has been explained and agreed at the outset.

We explain our Information Sharing Policy to parents.

Separated parents

- Consent to share need only be sought from one parent. Where parents are separated, this would normally be the parent with whom the child resides. Where there is a dispute, we will consider this carefully.
- Where the child is looked after, we may also need to consult the Local Authority, as 'corporate parent' before information is shared.

All the undertakings above are subject to the paramount commitment of the setting, which is to the safety and well-being of the child. Please also see our Safeguarding Children and Child Protection policy.

**Legal framework:**

- Human Rights Act (1998).
- General Data Protection Regulation (2018).

**Further guidance:**

- Information sharing advice for safeguarding practitioners. Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers (2018).

**Date for review: October 2022**

## **PLAISTOW PRESCHOOL SAFEGUARDING CHILDREN**

### **1.6 Uncollected child**

#### **Policy statement**

In the event that a child is not collected by an authorised adult at the end of a session/day, the setting puts into practise agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. We will ensure that the child receives a high standard of care in order to cause as little distress as possible.

We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

#### **Procedures:**

- 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 a close relative.
  - Place of work, address and telephone number (if applicable).
  - Mobile telephone number(s) if applicable.
  - Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a child-minder 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 not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with the parents on how to verify the identity of the person who is to collect their child. E.g. password.
- 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 number.
- 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 the

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:

- 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 at 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 on their file.
- If no-one collect the child after one hour and there is no-one who can be contacted to collect the child, we apply procedures for uncollected children.
- We contact our local authority children's social services care team on:

- 
- Multi-Agency Safeguarding Hub (MASH) - Email: [cap@westsussex.gcsx.gov.uk](mailto:cap@westsussex.gcsx.gov.uk) - please include your address and phone number
  - Phone: 01403 229900
  - OUT OF HOURS TEAM – 0330 222 6664
  - FEMALE GENITAL MUTILATION HELPLINE – 0800 028 3550
  - POLICE 101 or in an emergency 999
  - If you would prefer to write to us, our address is: Multi-Agency Safeguarding Hub (MASH), 4th Floor, County Hall North (Parkside), Chart Way, Horsham, West Sussex, RH12 1XH
- 

- The child stays at the setting in the care of two Disclosure and Barring Service (DBS) checked workers until the child is safely collected by either parents or by a social care worker.
  - Social Care will aim to find the parent or relative however 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 on the child's file.
  - Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
  - Ofsted may be informed on: 0300 1231231
  - West Sussex County Council Early Childhood Services may also be informed on 01243 777807.

**Date for review: October 2022**

## **PLAISTOW PRESCHOOL SAFEGUARDING CHILDREN.**

### **1.7 Missing Child.**

#### **Policy statement.**

Children's safety is maintained as the highest priority at all times both on and off the premises. Every attempt is made through carrying out the outings procedure and the exit/entrance procedure to ensure the security of the children is maintained at all times. In the unlikely event of a child going missing, our missing children procedure is followed.

#### **Procedures:**

Child going missing on the premises.

- As soon as it is noticed that a child is missing, the key person/staff alerts the setting leader.
- The setting leader will carry out a thorough search of the building and garden.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security, whereby a child could wander out.
- If the child is not found, the parent is contacted and the missing child is reported to the police.
- A recent photo and a note of what the child is wearing is given to police.
- The setting leader talks to the staff to find out when and where the child was last seen and records this.
- The setting leader contacts the chairperson and reports the incident. The chairperson, with the management committee, (or proprietor) carries out an investigation and may come to the setting immediately.

Child going missing on an outing.

This describes what to do when staff have taken a small group on an outing, leaving the setting leader and/or other staff back in the setting. If the setting Leader has accompanied children on the outing, the procedures are adjusted accordingly.

What to do when a child goes missing from a whole setting outing may be a little different, as parents usually attend and are responsible for their own child.

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.
- The setting leader or manager is contacted immediately and the incident is reported.
- The setting leader or manager contacts the police and reports the child as missing.
- The setting leader contacts the parent, who makes their way to the setting or outing venue as agreed with the setting leader. The setting is advised as the best place as by the time the parent arrives the child may have been returned to the setting.
- A recent photo and a description of what the child is wearing is given to the police.
- Staff take the remaining children back to the setting.
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.
- The setting leader contacts the chairperson and reports the incident. The chairperson with the management committee, (or proprietor) carries out an investigation and may come to the setting immediately.
- The setting leader, or designated staff member may be advised by the police to stay at the venue until they arrive.
- Our staff keep calm and do not let the other children become anxious or worried.

#### The investigation

- Ofsted are informed as soon as possible and kept up-to-date with the investigation.
- Our chairperson carries out a full investigation, taking written statements from all our staff and volunteers who were present.
- Our manager, together with our chairperson or representative of our management team speaks with the parent(s) and explains the process of the investigation.
- The parent(s) may also raise a complaint with us or Ofsted.
- Each member of staff present writes an incident report detailing:
  - The date and time of the incident.
  - Where the child went missing from e.g. the setting or an outing venue.
  - Which staff/children were in the premises/on the outing and the name of the staff member who was designated as responsible for the missing child.
  - When the child was last seen in the premises/or on the outing, including the time it is estimated that the child went missing.
  - What has taken place in the premises or on the outing since the child went missing.
- The report is countersigned by the senior member of staff and the date and time added.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all our staff cooperate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff and parents. Children's social care may be involved if it seems likely that there is a child protection issue to address.
- In the event of disciplinary action needing to be taken, Ofsted are advised.
- The insurance provider is informed



## Managing people.

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- The staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
- Staff may be the understandable target of parental anger and they may be afraid. Setting leaders need to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable.
- The parents will feel angry, and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the setting leader. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the setting leader and the other should be the chairperson of the management committee or representative, or the proprietor. No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated, and the police should be called.
- The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer the children's questions honestly but also reassure them.
- In accordance with the severity of the final outcome, staff may need counselling and support. If a child is not found, or is injured, or worse this will be a very difficult time. The chairperson or proprietor will use their discretion to decide what action to take.
- Staff must not discuss any missing child incident with the press without taking advice.

This highlights the importance of regular head counts in the setting and on outings by all staff and volunteers and the necessity of keeping the register updated throughout each day.

**Date for review: October 2022**

# PLAISTOW PRESCHOOL SAFEGUARDING CHILDREN

## 1.8 Supervision of children on outings and visits

### Policy statement

Children benefit from being taken out of the setting to go on visits or trips to local parks or other suitable venues for activities which enhance their learning experiences. Some settings do not have direct access to outdoor provision on their premises and will need to take their children out daily. Staff in our setting ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures below.

### Procedures

- Parents sign a general consent on registration for their children to be taken out as part of the daily activities of the setting.
- This general consent details the venues used for daily activities.
- There is a risk assessment for each venue carried out, which is reviewed regularly.
- Parents are always asked to sign specific consent forms before major outings.
- A risk assessment is carried out before an outing takes place.
- All venue risk assessments are made available for parents to see.
- Our adult to child ratio is high, normally one adult to two children, depending on their age, sensibility and type of venue as well as how it is to be reached.
- Named children are assigned to individual staff to ensure each child is individually supervised, to ensure no child goes astray, and that there is no unauthorised access to children.
- Staff take a mobile phone on outings, and supplies of tissues, wipes, spare underwear/clothing and nappies, medicines required for individual children. a mini first aid pack, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for. We request that parents apply sun cream to children as needed and ensure they are dressed appropriately for the type of outing and weather conditions.
- Staff take a list of children with them with contact numbers of parents/carers, as well as an accident record sheet and a copy of our Missing Child Policy.
- We provide children with badges to wear that contain the name and pre-school outing mobile telephone number and a pre-determined telephone number in case of no signal – but not the name of the child.
- We do not transport children, parents transport their own children to and from the outing destination.
- A minimum of two staff should accompany children on outings and a minimum of two should remain behind with the rest of the children.

**Other useful Pre-School Learning Alliance publications:**

- Daily Register and Outings record (2012).
- Managing Risk (2020).

**Date for review: October 2022**

# PLAISTOW PRESCHOOL SAFEGUARDING CHILDREN

## 1.9 Maintaining children's safety and security on the premises

### Policy statement

We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us.

### Procedures

#### *Children's personal safety.*

- We ensure all employed staff have been checked for criminal records by an enhanced disclosure from the Disclosure and Barring Service (DBS).
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessments to ensure children are not made vulnerable within any part of our premises, nor by any activity.

#### *Security.*

- Systems are in place for the safe arrival and departure of children.
- The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults – staff, volunteers, and visitors are recorded.
- We only allow access to visitors with prior appointments.
- Our staff check the identity of any person who is not known before they enter the premises.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- The personal possessions of staff and volunteers, especially mobile phones, camera devices are securely stored during sessions.

**Date for review: October 2022**

# PLAISTOW PRESCHOOL SAFEGUARDING CHILDREN

## 1.10 Making a complaint

### Policy statement

Our setting believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

### Procedures

All settings are required to keep a “summary log” of all complaints that reach stage two or beyond. This is to be made available to parents as well as to Ofsted inspectors. A full procedure is set out in the Pre-School Learning Alliance publication *Complaint Investigation Record (2019)* which acts as the “summary log” for this purpose.

### Making a complaint

#### Stage 1.

- Any parent who has a concern about an aspect of the setting’s provision talks over, first of all his/her concerns with the setting leader.
- Most complaints should be resolved amicably and informally at this stage.
- We record the issue, and how it was resolved, in the child’s file.

#### Stage 2.

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing to the setting leader and the owner or the chair of the management committee.
- For parents who are not comfortable with making written complaints, there is a template form for recording complaints in the above-mentioned publication; the form may be completed with the person in charge and signed by the parent.
- The setting stores written complaints from parents in the child’s personal file. However if the complaint involves detailed investigation, the setting leader may wish to store all information relating to the investigation in a separate file designated for this complaint.

- When the investigation into the complaint is completed, the setting leader or manager meets with the parent to discuss the outcome.
- Parents must be informed of the outcome of the investigation within 28 days of making the complaint.
- When the complaint is resolved at this stage, the summative points are logged in the Complaints Investigation Record, which is made available to Ofsted on request.

### **Stage 3.**

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the setting leader and the owner/chair of the management committee. The parent should have a friend or partner present if required and the leader should have the support of the chairperson of the management committee, or the proprietor/senior manager present.
- An agreed written record of the discussion is made as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaints Investigation Record.

### **Stage 4.**

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

### **Stage 5.**

- When the mediator has concluded his/her 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.

*The role of the Office for Standards in Education, Children's Services and Skills (Ofsted) and the Local Safeguarding Children Board.*

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage (EYFS) are adhered to.
- The address and telephone number to call Ofsted with regard to a complaint is:
  - **Address: Ofsted National Business Unit, Piccadilly Gate, Store Street, Manchester M1 2WD**
  - **Telephone: 0300 123 1231**
- These details are displayed on our setting's notice board.
- If a child appears to be at risk, our setting follows the procedure of the Local Safeguarding Children's 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 for at least three years, including the date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all complaints is recorded in the Complaint Investigation Record which is available for parents and Ofsted inspectors on request.

**Other useful Pre-School Learning Alliance publications:**

- Complaint Investigation Record (2019).

**Date for review: October 2022**



# PLAISTOW PRESCHOOL EQUALITY OF OPPORTUNITY

## 1.11 Valuing diversity and promoting equality

### Policy statement

We are committed to ensuring that our service is fully inclusive in meeting the needs of all children.

We recognise that children and their families come from a wide range of backgrounds with individual needs, beliefs and values. They may grow up in family structures that include one or two parents of the same or different sex. Children may have close links or live with extended families of grandparents, aunts, uncles and cousins; while other children may be more removed from close kin, or may live with other relatives or foster carers. Some children come from families who experience social exclusion, severe hardship; discrimination and prejudice because of their ethnicity, disability and/or ability, the languages they speak, their religious or personal beliefs, their sexual orientation and marital status. Some individuals face discrimination linked to their gender and some women are discriminated against because of their pregnancy and maternity status. We understand that all these factors can affect the wellbeing of children within these families and may adversely impact on children's learning, attainment and life outcomes.

Our setting is committed to anti discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- Include and value the contribution of all families to our understanding of equality and diversity;
- Provide positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms;
- Improve our knowledge and understanding of issues of anti-discriminatory practice,
- Make inclusion a thread that runs through all of the activities of the setting.
- Challenge and eliminate discriminatory actions on the basis of a protected characteristic as defined by the Equality Act (2010) namely:
  - age;
  - gender;
  - gender reassignment;
  - marital status;
  - pregnancy and maternity;
  - race;
  - disability;
  - sexual orientation; and
  - religion or belief.

- Where possible, take positive action to benefit groups or individuals with protected characteristics who are disadvantaged, have a disproportional representation within the service or need different things from the service.

## **Procedures**

### *Admissions.*

Our setting is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our Valuing Diversity and Promoting Equality Policy.
- We do not discriminate against a child or their family, or prevent entry to our setting based on a protected characteristic as defined by the Equality Act (2010).
- We provide information on our offer of provision for children with special educational needs and disabilities.
- We ensure wherever possible that we have a balanced intake of boys and girls in the setting.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name calling or threatening behaviour are unacceptable on or around the premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

### *Employment.*

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This ensures fairness in selection process.
- All job descriptions include a commitment to promoting equality and recognising respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

### *Training.*

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

### *Curriculum.*

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves.

It encourages development of confidence and self-esteem, empathy, critical thinking and reflection.

Our environment is as accessible as possible for all visitors and service users. If access to the setting is found to treat disabled children or adults less favourably then we make reasonable adjustments to accommodate the needs of disabled children and adults. We ensure that our practice is fully inclusive by:

- Making children feel valued and good about themselves;
- Ensuring that children have equality of access to learning;
- Undertaking an access audit to establish if the setting is accessible to all disabled children and adults;
- Making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- Making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities,
- Positively reflecting the widest possible range of communities in the choice of resources;
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- Celebrating a wide range of festivals and holy days;
- Creating an environment of mutual respect and tolerance.
- Differentiating the curriculum to meet children's special educational needs;
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

### *Valuing diversity in families.*

- We welcome the diversity of family lifestyles and work with all families.
- We encourage the children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.
- We take positive action to encourage disadvantaged and under-represented groups to use the setting.

#### *Food.*

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

#### *Meetings.*

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

#### *Monitoring and reviewing.*

- To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meet the overall aims to promote equality, inclusion and valuing diversity.
- We provide a complaints procedure and a complaints summary records for parents to see.

#### *Public Sector Equality Duty.*

- We have regard to the Duty to eliminate discrimination, promote equality of opportunity, and foster good relations between people who share a protected characteristic and those who do not.

### **Legal framework**

- The Equality Act (2010). London: Stationary Office

- The Children Act (1989; 2004). London: Stationary Office
- Children and Families Act (2014). London: Stationary Office
- Special Educational Needs and Disabilities Code of Practice (2014). London: Stationary Office.

### **Other useful Pre-school Learning Alliance publications**

- Equality Act 2010 - discrimination and your rights. When are you protected from discrimination? (2018).  
<https://www.citizensadvice.org.uk/law-and-courts/discrimination/about-discrimination/equality-act-2010-discrimination-and-your-rights/>
- Equality and Human Rights Commission. Your rights under the Equality Act 2010.  
<https://www.equalityhumanrights.com/en/advice-and-guidance/your-rights-under-equality-act-2010>
- Gibson, N. (2011). Guide to the Equality Act and Good Practice (2011). London: Pre-School Learning Alliance Publishing.
- SEND Code of Practice 2014 for the Early Years (2014). London: Stationary Office.

**Date for review: October 2022**

## PLAISTOW PRESCHOOL EQUALITY OF OPPORTUNITY

### 1.12 Supporting children with special educational needs

#### Policy statement

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We have regard for the Special Education Needs and Disability Code of Practice (2014), especially the EYFS section, section 5 and schools, section 6.
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special education needs (SEN).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies. We have a SEN register and Record of Concern (ROC).
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

#### Procedures

- We designate a member of staff to be the Special Educational Needs and Disabilities (SEND) / Inclusion Lead, and give his/her name to parents.

Our SEND is: **Nicola Holben**

- 
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
  - We ensure that our inclusive admissions practice ensures equality of access and opportunity.

- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- **We use the graduated approach waves of intervention - a system (to assess, plan, implement, monitor, evaluate and review). We recognise a Quality First Education is vital for all children.**
- We have systems in place for referring children for further assessment Common Assessment Framework, Early Help Assessment and Education, Health and Care assessment (EHC).
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We ensure that all staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN.
- We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of our special education provision via our website and or promotional materials.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Action plan reviews, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

#### **Further guidance:**

- Early Years Foundation Stage Statutory Framework. (2014). London: Stationary Office.
- Working Together to Safeguard Children (2018). London: Stationary Office.
- Special Educational Needs and Disability Code of Practice (2014). London: Stationary Office.

#### **Other useful Pre-school Learning Alliance publications**

- Guide to the Equality Act and Good Practice (2010)
- SEND Code of Practice for the Early Years (2014)

**Date for review: October 2022**

## **PLAISTOW PRESCHOOL EQUALITY OF OPPORTUNITY**

### **1.13 Local Offer**

Plaistow Preschool holds sessions in the local village hall, has an equal opportunities policy and welcomes all children. There is wheelchair access to both the hall and garden area, and there are disabled toilet facilities. There is soft play equipment and a sensory area could be developed where necessary.

All families are invited to share their children's likes and preferences in writing, so the setting can provide for their individual needs. If a key person working with a child feels that there could be a need then communication would be made with the parent(s) on a one-to-one basis to determine whether an Education Health Care Plan would be the best option. All steps in the process would be shared with the child and parent(s), and if it appears that outside agencies would be of help they will be contacted with the full agreement of the family concerned.

If we are approached by a family whose child has been diagnosed with a need then we would invite them to the setting to assess whether the facilities we have on offer would be suitable or could be adapted for them.

Plaistow Preschool aims to communicate to all families a willingness to share their concerns and worries, and deal with all situations to the best of our abilities. Confidentiality is observed at all times.



## PLAISTOW PRESCHOOL EQUALITY OF OPPORTUNITY

### 1.14 Promoting positive behaviour

#### Policy statement

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions.

#### Procedures

In order to manage children's behaviour in an appropriate way we will:

- attend relevant training to help understand and guide appropriate models of behaviour;
- implement the setting's behaviour procedures including the stepped approach;
- have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary;
- ensure all staff complete Promoting Positive Behaviour training

#### *Stepped approach*

##### **Step 1**

- We will ensure that EYFS guidance relating to 'behaviour management' is incorporated into relevant policy and procedures;
- We will be knowledgeable with, and apply the setting's procedures on Promoting Positive Behaviour;
- ensure that all staff are supported to address issues relating to behaviour including applying intervention approaches (see below).

## Step 2

- We address unwanted behaviours using the agreed and consistently applied initial intervention approach. If the unwanted behaviour does not reoccur or cause concern then normal monitoring will resume.
- Behaviours that result in concern for the child and/or others will be discussed between the key person, the behaviour coordinator and Special Educational Needs Coordinator (SENCO) or/and manager. During the meeting, the key person will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.
- If the behaviour continues to reoccur and remain a concern then the key person should liaise with parents to discuss possible reasons for the behaviour and to agree next steps.
- If a trigger is identified then the SENCO and key person will meet with the parents to plan support for the child through developing an action plan. If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan. Other members of the staff team should be informed of the agreed actions in the action plan and help implement the actions. The plan should be monitored and reviewed regularly by the key person and SENCO until improvement is noticed.

## Step 3

- If, despite applying the initial intervention approach, the behaviour continues to occur and/or is of significant concern, then the behaviour coordinator and SENCO will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting.
- It may be agreed that the Common Assessment Framework (CAF) or Early Help process should begin and that specialist help be sought for the child – this support may address either developmental or welfare needs. If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, follow the Safeguarding and Children and Child Protection Policy.

It may also be agreed that the child should be referred for an Education, Health and Care assessment. (See Supporting Children with SEN policy)

- Advice provided by external agencies should be incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress.

#### *Initial intervention approach*

- We use an initial problem-solving intervention for all situations in which a child or children are distressed or in conflict. All staff use this intervention consistently.
- This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.
- High Scope's Conflict Resolution process provides this type of approach but equally any other similar method would be suitable. Periodically the effectiveness of the approach will be checked.

#### *Use of rewards and sanctions*

- All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.
- Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a 'prize' is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be 'compliant' and respond to meet an adult's own expectations in order to obtain a reward (or for fear of a sanction). If used then the type of rewards and their functions must be carefully considered before applying.
- Children should not be labelled, criticised, humiliated, punished, shouted at or excluded by removing them from the group and left unaccompanied in 'time out' or on a 'reflection chair/area'. However, if necessary, staff can cautiously and judiciously accompany a child away from the wider group (for a short period of time, depending upon the severity of behaviour) in order to calm down, and if appropriate help to reflect on what has happened.

### *Use of physical intervention*

- The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. When a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.
- Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use "reasonable force in order to prevent children from injuring themselves or others or damage property" (EYFS).
- If "reasonable force" has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.
- Corporal (physical) punishment of any kind should never be used or threatened which could adversely affect a child's well-being.

### **Further guidance**

- Special Educational Needs and Disability Code of Practice (2014). London: Stationary Office.
- Promoting positive behaviour in EYFS. National Day Nurseries Association (NDNA), n.d., online. [Nurseryresources.org](http://Nurseryresources.org).

**Date for review: October 2022**



# PLAISTOW PRESCHOOL PROMOTING HEALTH AND HYGIENE

## 1.15 Animals in the setting

### Policy statement

Children learn about the natural world, its animals and other living creatures, as part of the Early Years Foundation Stage curriculum. This may include contact with animals, or other living creatures, either in the setting or in visits. We aim to ensure that this is in accordance with sensible hygiene and safety controls.

### Procedures

#### *Animals in the setting as pets.*

- We take account of the views of parents and children when selecting an animal or creature to keep as a pet in the setting, as well as any allergies or issues that individual children may have with any animals or creatures
- We carry out a risk assessment with a knowledgeable person accounting for any hygiene or safety risks posed by the animal or creature.
- We provide suitable housing for the animal or creature and ensure this is cleaned out regularly and is kept safely.
- We ensure the correct food is offered at the right times.
- We make arrangements for the weekend and holiday care for the animal or creature.
- We register with the local vet and take out appropriate pet care health insurance.
- We make sure all vaccinations, booster vaccinations and other regular health measures such as de-worming, flea treatments etc. are up to date and recorded.
- Children are taught correct handling and care of the animal or creature and are supervised at all times during handling.
- Children wash their hands after handling the animal or creature and do not have contact with animal faeces or soiled bedding.
- Staff wear fresh disposable gloves when cleaning housing or handling soiled bedding.
- If animals or creatures are brought in by visitors to show the children, the animals or creatures 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.
- Animals or creatures brought in by visitors should have up to date vaccinations as well as flea or worm treatments to prevent the spread of infection. The owner should provide proof of such treatments.

#### *Visits to farms.*

- 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.

- We contact the venue in advance to check whether there has been any recent outbreaks of E.coli or other infections. If there has been an outbreak of infection we will review the visit and may decide to postpone it.
- We advise staff/volunteers who may be pregnant to avoid contact with Ewes and to consult their GP prior to the visit.
- The outings procedure is followed.
- Children wash their hands after contact with animals.
- Outdoor footwear worn to visit farms are cleaned of mud and debris and appropriate anti-bacterial cleaner should be used. Footwear worn on a farm visit should not be worn indoors.

### **Legal framework**

- The Management of Health and Safety at Work Regulations (1999; 2006 amendment regulations).

[www.opsi.gov.uk/SI/si1999/19993242.htm](http://www.opsi.gov.uk/SI/si1999/19993242.htm)

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

### **Further guidance**

- Health and Safety Regulation. A short guide (2003). Health and Safety Executive.

[www.hse.gov.uk/pubns/hsc13.pdf](http://www.hse.gov.uk/pubns/hsc13.pdf)

**Date for review: October 2022**

# PLAISTOW PRESCHOOL PROMOTING HEALTH AND HYGIENE

## 1.16 Administering medicines

### Policy statement

While it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness. We ensure that where medicines are necessary to maintain health of the child they are administered appropriately and in accordance with legal requirements.

In many cases, it is possible for children's GP's to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given in the setting. If a child has not had a medication before, especially a baby or child under the age of two, it is advised that the parent keeps the child at home for the first 48 hours to ensure no adverse effect as well as to give time for the medication to take effect.

These procedures are written in line with current guidance in "Managing Medicines in Schools and Early Years Settings; the manager is responsible for ensuring all staff understand and follow these procedures.

The key person is responsible for the correct administration of medication to children for whom they are the key person. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. In the absence of the key person, the manager is responsible for the overseeing of administering medication.

### Procedures

- Children taking prescribed medication must be well enough to attend the setting.
- We only administer prescribed medication. It must be in-date and prescribed for the current condition.
- Children's prescribed medicines are stored in their original containers, are clearly labelled and inaccessible to the children.
- Parents give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign a consent form stating the following information:
  - Full name of the child.
  - Date of birth of the child.
  - The name/title of the Doctor prescribing the medication.



- The name of medication and strength.
  - Dosage to be given in the setting, time(s) of required dosage and the time of last dosage prior to arriving in the setting if applicable.
  - Method of administration.
  - How the medication should be stored and the expiry date of the medication.
  - Any possible side effects that may be expected should be noted; and
  - The parent's signature, printed name and date.
- The administration is recorded accurately each time it is given and is signed by staff. Parents sign the record book to acknowledge the administration of a medicine. The medication record books records:
    - The name of the child.
    - The name and strength of the medication.
    - The name of the doctor that prescribed it.
    - The date and time of the dose.
    - The dose given.
    - Method of administration.
    - The record is signed by the practitioner who administered the medication/manager of the setting and is verified by parent signature at the end of the day.
  - If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.
  - No child may self-administer. Where children are capable of understanding when they need medication for example with asthma, they should be encouraged to tell a member of staff about what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.
  - Only level three practitioners may administer medicines, they must be witnessed by another practitioner at the time of administering and parents sign the consent form each day.

#### *Storage of medicines.*

- All medication is stored safely in a locked cupboard or refrigerated (except inhalers). Where the cupboard or refrigerator is not used solely for storing medicines, they are kept in a marked plastic box.
- The child's key person is responsible for ensuring medicine is handed back at the end of the day to the parent.
- For some conditions, medication may be kept in the setting. Key person's check that any medication held to administer on an "as and when" required basis, or on a regular basis, is in date and returns any out of date medication back to the parent.

Where medication is stored in our setting: Epi-pens are stored in the Pre-School cupboard in a plastic container out of reach of children. Children's inhalers are stored in the child's own bag in the children's cloakroom.

Staff are informed by: the Lead Practitioner and a notice is added to the staff noticeboard in the Preschool cupboard (back of cupboard door)

*Children who have long term medical conditions and who may require ongoing medication.*

- A risk assessment is 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.
- 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 is sought if necessary where there are concerns.
- An individual health care plan for the child is 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 individual health care plan should include the measures to be taken in an emergency.
- The individual 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 individual 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 is taken in a sealed plastic box clearly labelled with the child's name and 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.
- On returning to the setting the card is stapled to the medicine record book and the parent signs it.
- If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box, clearly labelled with the child's name, name of the medication and inside the box is a copy of the consent form signed by the parent.

- This procedure is read alongside the outings procedure.

### **Legal framework.**

- Human Medicines Regulations (2012). Covid 19 – changes to the Human Medicine Regulations to support the roll out of Covid 19 vaccines (16<sup>th</sup> October 2020).

### **Other useful Pre-school Learning Alliance publications:**

- Medication Record (2013).
- Daily Register and Outings Record (2012)

## PLAISTOW PRESCHOOL PROMOTING HEALTH AND HYGIENE

### 1.17 Managing children with allergies, or who are sick and infectious

(Including reporting notifiable diseases.)

#### Policy statement

We aim to provide care for healthy children and promote health through identifying allergies and preventing contact with the allergenic substance and through preventing cross infection of viruses and bacterial infections.

#### Procedures for children with allergies

- When parents start their children at the setting they are asked if their child suffers from any known allergies. This is recorded on the registration form.
- If a child has an allergy, a risk assessment form is completed to detail the following:
  - The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats and so forth)
  - The nature of the allergic reactions. For example: anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.
  - What to do in case of allergic reactions, any medication(s) used and how it is to be used (e.g. Epi-pen).
  - Control measures – such as how the child can be prevented from contact with the allergen.
  - Review.
- This risk assessment form is kept in the child's personal file and a copy is displayed where staff can see it.
- Parents train staff in how to administer special medication in the event of an allergic reaction.
- Generally, no nuts or nut products are used within the setting.
- Parents are made aware so that no nut or nut products are accidentally brought in, for example to a party.

#### *Insurance requirements for children with allergies and disabilities.*

- The insurance will automatically include children with any disability or allergy but certain procedures must be strictly adhered to as set out below. For children suffering life threatening conditions, or requiring invasive treatments; written confirmation from the insurance provider to the setting must be obtained to extend the insurance.

**At all times the administration of medication must be compliant with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage.**

*Oral medication.*

Asthma inhalers are now regarded as “Oral medication” by insurers and so documents do not need to be forwarded to the setting’s insurance provider.

- Oral medications must be prescribed by a GP or have manufacturer’s instructions clearly written on them.
- The staff group must be provided with clear, written instructions on how to administer such medication.
- All risk assessment procedures need to be adhered to for the correct storage and administration of the medication.
- The setting must have the parents or guardians prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to your insurance provider.

*Lifesaving medication and invasive treatments.*

- Adrenaline injections (Epi-pens) for anaphylactic shock reactions (caused by allergies to nuts, eggs, gluten and so forth) or invasive treatments such as rectal administration of Diazepam (for Epilepsy).

The setting must have:

- A letter from the child’s GP/consultant stating the child’s condition and what medication if any is to be administered.
- Written consent from the parent or guardian allowing staff to administer medication; and
- Proof of training in the administration of such medication by the child’s GP, a district nurse, children’s nurse specialist or a community paediatric nurse.
- Copies of all three letters relating to these children may need to be sent to the pre-school’s insurance provider for appraisal (please check with the Preschool’s insurance provider what their requirements are on a case by case basis. Confirmation will then be issued in writing confirming that the insurance has been extended.

Nominated staff members for special needs children – children requiring help with tubes to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc.

- Prior written consent from the child’s parent or guardian to give treatment and/or medication prescribed by the child’s GP.
- Nominated staff to have the relevant medical training/experience, which may include those who have received appropriate instructions from parents or guardians, or who have qualifications.

- Copies of all three letters relating to these children may need to be sent to the pre-school's insurance provider for appraisal (please check with the Preschool's insurance provider what their requirements are on a case by case basis. Written confirmation that the insurance has been extended will be issued by return.

If staff are unsure about any aspect contact the Pre-school's insurance provider

### **Procedures for children who are sick or infectious.**

- If children appear unwell during the day – have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – the manager calls the parents and asks them to collect their child or send a known carer to collect on their behalf.
- If a child has a temperature, they are kept cool, by removing top clothing, sponging their heads with cool water but kept away from draughts.
- Temperature is taken using a “fever scan” kept near to the first aid box.
- In extreme cases of emergency, an ambulance is called and the parent informed.
- Parents are asked to take their child to the doctor before returning them to nursery; we can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease (in line with the Guidance on Infection Control in Schools and other Childcare settings by Public Health England).
- Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to the setting.
- After diarrhoea, parents are asked to keep children at home for 48 hours following the last episode.
- The setting has a list of excludable diseases and current exclusion times.
- Some activities such as sand and water play or self-serve snacks may be suspended during an infectious outbreak to limit the spread of infection.

### *Reporting of “notifiable diseases”.*

- If a child or adult is diagnosed as suffering from a notifiable disease under the Health Protection (Notification) Regulations (2010), the GP will report this to Public Health England.
- When the setting becomes aware, or is formally informed of the notifiable disease, the manager informs Ofsted and Public Health England and acts on any advice given.

### *HIV/AIDS/Hepatitis Procedure.*

- HIV virus, like other viruses such as Hepatitis, (A,B and C) are spread through bodily fluids. Hygiene precautions for dealing with bodily fluids are the same for all children and adults.
- Single use vinyl gloves and aprons are worn when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Protective rubber gloves are used for cleaning/slucing clothing after changing.

- Soiled clothing is rinsed and either bagged for parents to collect or laundered in the nursery. (Facility depending).
- Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and mops; cloths used are disposed of with the clinical waste.
- Tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit are cleaned using a disinfectant.
- Where applicable children do not share toothbrushes, these are soaked weekly in a sterilising solution.

#### *Nits and Head Lice.*

- Nits and head lice are not an excludable condition, although in exceptional cases a parent may be asked to keep the child away until the infestation has cleared.
- On identifying cases of head lice, all parents are informed and asked to treat their child and all the family if they are found to have head lice.

### **Oral Health and Hygiene Policy**

Following the changes to the EYFS (2021) Plaistow Preschool has put in the following measures to support children and their families.

#### **Milk subsidy**

Milk has been introduced using the milk subsidy scheme children under the age of five years are entitled to a free 189ml serving of milk. From the age of two years semi-skimmed milk will be available to all children during their sessions. Milk is well recognised for its many benefits to health. Children who drink milk regularly grow strong healthy teeth, bones and studies show that they are physically fitter in old age. Milk provides more than half a child's calcium and a third of their protein requirements. Milk and water are the only two drinks recommended between meals.

Milk will be offered as part of a rolling snack between 09:30 and 11:30.

#### **Health and nutritious snacks**

One piece of fruit, one vegetable and a healthy carbohydrate will be offered to each child throughout the morning.

Fruits shall include:

Apples  
Pears  
Satsumas  
Oranges  
Melon (no water melon)

Vegetables shall include:

Carrots  
Peppers  
Cucumbers  
Tomatoes  
Cauliflower

Carbohydrates include:

Bread sticks

Rice cakes  
Oat cakes

Occasionally cheddar cheese may be offered.

Teeth cleaning will be introduced after lunch for those who stay after 13:00 on Tuesdays, Wednesdays and Thursdays. Named brushes will be provided by the pre-school, instructions given and excellent supervision maintained in small groups.

Teeth will be brushed with a dry brush first, then water and a smear of toothpaste. Seven circular motions around each tooth, then toothbrushes shall be rinsed using water. Toothbrushes shall not touch taps and shall be sterilised after use and left to dry in the fresh air. Once dry toothbrushes shall be returned to the children's named drawstring bag.

All parents will complete an allergy/intolerance form to ensure appropriate foods are provided.

Adult led activities shall provide further support to the children in the preschool.

### **Other useful Pre-school Learning Alliance publications**

- Controlling infection in your early years setting. (2020).  
<https://www.eyalliance.org.uk/controlling-infection-your-early-years-setting>
- Medication Administration Record (2013)



**Date for review: October 2022**

## **PLAISTOW PRESCHOOL PROMOTING HEALTH AND HYGIENE**

### **1.18 Nappy Changing**

#### **Policy statement**

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

We make necessary adjustments to our bathroom provision and hygiene practice in order to accommodate children who are not yet toilet trained.

We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgmental concern of adults.

#### **Procedures**

- Practitioners will change nappies immediately if soiled and at least every two hours whilst in the preschool. More frequent changes will be given if required.
- All staff undertake changing young children when required, in the setting.
- Changing areas are warm and there are safe areas to lay young children if they need their bottoms cleaned.
- Each young child has their own bag from home to hand with their nappies or “pull-ups” and changing wipes.
- Gloves must be worn when dealing with personal care including nappy changing or if a child needs cleaning or a change of clothes.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- In addition, staff ensure that nappy changing is relaxed and a time to promote independence in young children.
- Staff never turn their backs on children on a changing mat or leave them unattended whilst on the changing mat. Changing mats must remain on the floor.
- 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.

- 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.
- Anti-bacterial hand wash liquid or soap should not be used for young children as young skin is delicate and these products can damage their developing natural resistance to infection.
- Staff are gentle when changing; they avoid pulling faces and making negative comments about “nappy contents”.
- Staff 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. The nappy or “pull-up” is wrapped up, bagged up and disposed of in the household waste bin. Cloth nappies, training pants and ordinary underwear that have been wet or soiled are rinsed and bagged for the parent to take home.
- If young children are left in wet or soiled nappies or “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.
- The nappy changing record must be completed at the time of change and any concerns must be noted. Nappy changing records are kept within the care box in the disabled toilet.

**Date for review: October 2022**

# PLAISTOW PRESCHOOL PROMOTING HEALTH AND HYGIENE

## 1.19 No smoking

### Policy statement

We comply with health and safety regulations and the Safeguarding and Welfare Requirements of the EYFS in making our setting a no-smoking environment – both indoor and outdoor.

### Procedures

- All staff, parents and volunteers are made aware of our no-smoking policy.
- We display no-smoking signs.
- Staff who smoke do not do so during working hours. Unless on a break and off the premises.
- Staff who smoke during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues.

### Legal framework

- The Smoke-free (Premises and Enforcement) Regulations 2006.  
[www.opsi.gov.uk/si/si2006/20063368.htm](http://www.opsi.gov.uk/si/si2006/20063368.htm)
- The Smoke-free (Signs) Regulations (2012). London: Department of Health.

**Date for review: October 2022**

# PLAISTOW PRESCHOOL PROMOTING HEALTH AND HYGIENE

## 1.20 Food and drink

### Policy statement

This setting regards snack and meal times as an important part of the setting's day. Eating represents a social time for children and adults and helps children to learn about healthy eating.

We promote healthy eating using resources and materials from the Pre-school Learning Alliance. At snack and meal times, we aim to provide nutritious food, which meets the children's individual dietary needs.

### Procedures

We follow these procedures to promote healthy eating in our setting.

- Before a child starts to attend the setting, we find out from parents their children's dietary needs and preferences, including any allergies. (See Managing Children who are Sick, Infectious or with Allergies policy.)
- We record information about each child's dietary needs in her/his registration records and parents sign the record to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs- including any allergies – are up to date. Parents sign the up-dated record to signify that it is correct.
- We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parent's wishes.
- We plan menus in advance, involving children and parents in the planning.
- We provide nutritious snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of his/her diet or allergy.
- We organise meal and snack times so that they are social occasions in which children and staff participate.
- We use meal and snack times to help children develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
- We have fresh milk and drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day.

- In accordance with parent's wishes, we offer children arriving early in the morning – and/or staying late – an appropriate meal or snack. We will not allow children to go without food and will offer a snack in the afternoon if a child has not eaten well.
- We inform parents who provide food for their children about the storage facilities available in the setting.
- We give parents who provide food for their children information about suitable containers for food.
- In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.
- We offer semi skimmed milk to all children in the setting with oat milk available for those with intolerances, allergies or preferences.

### *Packed lunches.*

Children are required to bring packed lunches we:

- Ensure perishable contents of packed lunches are refrigerated or contain an ice pack to keep food cool;
- Inform parents of our policy on healthy eating;
- Encourage parents to provide sandwiches with a healthy filling, fruit, and milk-based desserts such as yoghurts or crème fraiche where we can only provide cold food from home. We discourage sweet drinks and can provide children with water or diluted fresh fruit juice;
- Discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. We reserve the right to return this food to the parent as a last resort;
- Provide children, bringing packed lunches, with plates, cups and cutlery; and
- Ensure adults sit with children to eat their lunch so that the mealtime is a social occasion.

In short, the legislative summary consists, primarily of:

Food Safety Act 1990 – deals with food standards

Food Safety and Hygiene Regulations 2013 – general food hygiene requirements and enforcements action

General Foods Regulation 2004 – legal duties for safe food.

Regulation EC 178/ 2002 - definitions and basic principles of food hygiene

Regulation EC 853/2004 – rules with animal origin

Regulation EC 2073/2005 – microbiological standards for foods.

### **Legal framework**

- Food Safety Act (1990)
- Food Standards Act (1999)
- Regulation (EC) 853/2004 of the European Parliament and of the Council on the hygiene of foodstuffs.
- Food Safety and Hygiene Regulations (2013)

### **Further guidance**

- Safer Food, Better Business, SFBB (2011).

[www.food.gov.uk/foodindustry/regulation/hygleg/hyglegresources/sfbb/](http://www.food.gov.uk/foodindustry/regulation/hygleg/hyglegresources/sfbb/)

**Date for review: October 2022**

# PLAISTOW PRESCHOOL SAFEGUARDING CHILDREN

## 1.21 Social Development Plan

### Policy Statement

We provide an environment where children are free to develop their play and learning based on their individual needs and interests. We aim to work towards a situation in which children can develop self-discipline and high self-esteem, in a calm, friendly but stimulating atmosphere.

### Procedure

In order to achieve this:

- Adults will provide a positive role model for the children with regard to friendliness, care and courtesy. They will be kind and respectful to each other at all times.
- Adults will build good relationships with the children, listening to what they are saying and recognising any changes in behaviour and discussing any concerns with parents.
- The structure of our sessions fosters a feeling of security, children soon become familiar with routine and visual/audio aids are used to help with this.
- A quiet tent with cushions is provided to retreat to when children may feel overwhelmed or just need a little space.
- We recognise the need for children to “let off steam” and be “active learners” and physical play is always available.
- The activities we provide are both stimulating and challenging and are based on the children’s individual needs and interests with a balance of free and adult led activities.
- Every child is given individual time and positive attention.

**Date for review: October 2022**

## **PLAISTOW PRESCHOOL SAFEGUARDING CHILDREN**

### **1.22 Use of mobile phones and cameras**

#### **Policy statement**

We take steps to ensure that there are effective procedures in place to protect children, young people, and vulnerable adults from the unacceptable use of mobile phones and cameras in the setting.

#### **Procedures**

##### *Personal mobile phones*

- The manager always keeps a mobile phone on their person at all times, with large amounts of time spent outside it is essential in case of fire, emergency and the ability to be contactable. All practitioners may access their phones during breaks, or in the event of an emergency with prior permission gained from the manager.
- At the beginning of each individual's shift, personal mobile phones are stored in the staff cloakroom cupboard until staff depart from the setting at the end of their working day.
- In the event of an emergency, personal mobile phones may be used in privacy, where there are no children present, with permission from the manager.
- Our staff and volunteers ensure that the work telephone number is known to immediate family and other people who need to contact them in an emergency.
- If our members of staff or volunteers take their own mobile phones on outings, for use in the case of an emergency, they must not make or receive personal calls as this will distract them.
- Our staff and volunteers will not use their personal mobile phones for taking photographs of children.
- Parents and visitors are requested not to use their mobile phones whilst on the premises. We make an exception if a visitor's company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space where they can use their mobile phone, where there are no children present.

##### *Cameras and videos*

- Our staff and volunteers must not bring their own cameras or video recorders into the setting.
- Photographs and recordings of children are only taken for valid reasons, i.e. to record their learning and development, or for displays within the setting whilst children are present.



- Photographs or recordings of children are only taken on equipment belonging to the setting.
- Camera and video use is monitored by our manager.
- Where parents request permission to photograph or record their own children at special events, permission will first be gained from all parents for their children to be included.
- Photographs and recordings of children are only taken of children if parents provide written permission to do so (found on the individual child's Registration Form).

**Date for review: October 2022**

## PLAISTOW PRESCHOOL SAFEGUARDING CHILDREN

### 1.23 The role of the key person and settling-in

#### Policy statement

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. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, our staff are committed and the setting is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with our staff. We also want parents to have confidence in both their children's well-being and their role as active partners with our setting. We aim to make our 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 Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each child must have a key person. These procedures set out a model for developing a key person approach that promotes effective and positive relationships for children.

#### Procedures

- We allocate a key person before the child starts.
  - For children aged three and over the key person shall be the Manager and EY lead.
  - For children aged under three the key person shall be the Deputy Manager.
- The key person is responsible for:
  - Providing an induction for the family and for settling the child into our setting.
  - Offering unconditional regard for the child and being non-judgemental.

- Working with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.
- Acting as the key contact for the parents.
- 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.
- Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers.
- Encouraging positive relationships between children in her/his key group, spending time with them as a group each day.
- 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 adults and children.

### *Settling-in*

- Before a child starts to attend our setting, we use a variety of ways to provide his/her parents with information. Plaistow Preschool values the individual child and understands that there is no one fit approach that works for all. Children will be given the opportunity to join for a play and stay session. They will be invited back with their parents for an hour and build up to being completely independent. Each child must be communicated to if the parents decide they are ready to leave the child. Parents are requested not to slip away unnoticed. This can damage the child's trust.
- The key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We may offer a home visit by the person who will be the child's key person to ensure all relevant information about the child can be made known.
- We use pre-start visits and the first session to go through a care plan and any individual needs.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- We have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child; increasing this time as and when the child is able to cope.

- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parents to be on hand to re-settle them.
- We recognise that some children will settle more readily than others, but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay for at least the first week, or possibly longer, until their child can stay happily without them.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first four to six weeks of starting, we discuss and work with the child's parents to begin to create their child's record of achievement.

#### *The progress check at age two*

- The key person carries out the progress check at age two in accordance with any local procedures that are in place and refers to the guidance *A Know How Guide: The EYFS progress check at age two*.
- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.
- Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.
- The progress check will describe the actions that will be taken by us to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
- The key person will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.
- The two year check will be overseen by the EY Lead.

#### **Other useful Pre-school Learning Alliance publications**

- Play is What I Do (2018)
- Statutory Framework for the Early Years Foundation Stage: With supporting documentation (2012)

**Date for review: October 2022**

# PLAISTOW PRESCHOOL SAFEGUARDING CHILDREN

## 1.24 Admissions

### Policy statement

It is our intention to make our setting accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

### Procedures

- We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.
- We ensure that information about our setting is accessible, using simple plain English, in written and spoken form and, where appropriate, provided in different community languages and in other formats on request.
- We arrange our waiting list in birth order. In addition, our policy may take into account:
  - the age of the child, with priority given to children who are eligible for the free entitlement – including eligible two year old children;
  - the length of time on the waiting list;
  - the vicinity of the home to the setting;
  - whether any siblings already attend the setting; and
  - the capacity of the setting to meet the individual needs of the child.
- We offer funded places in accordance with the Local Code of Practice for Early Years Funded Free Entitlement and any local conditions in place at the time.
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
- Our setting and its practices are welcoming and make it clear that fathers, mothers, other relations and carers are all welcome.
- Our setting and its practices operate in a way that encourages positive regard for and understanding of difference and ability - whether gender, family structure, class, background, religion, ethnicity or competence in spoken English.

- We support children and/or parents with disabilities to take full part in all activities within our setting.
- We monitor the needs and background of children joining our setting on the Registration Form, to ensure that no accidental or unintentional discrimination is taking place.
- We share and widely promote our Valuing Diversity and Promoting Equality Policy.
- We consult with families about the opening times of our setting to ensure that we accommodate a broad range of families' needs.
- We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.
- Failure to comply with the terms and conditions may ultimately result in the provision of a place being withdrawn.

## **PLAISTOW PRESCHOOL SAFEGUARDING CHILDREN**

### **1.25 Social Networking**

#### **Policy Statement**

Plaistow Preschool realises that social networking has now become an integral part of everyday life and that many people enjoy membership of social network sites such as Personal blogs, Facebook, Twitter, My Space, Instagram, Personal websites, MSN etc.

Social networking sites allow for more personal information to be accessed by the public than ever before in history. With this in mind, because of the nature of our business we have a strict policy regarding our employees' use of these social networking sites.

The following policy has been designed to give staff members clear guidelines as to what we at Plaistow Preschool expect of our staff when accessing these sites.

The absence of, or lack of explicit reference to a specific site does not limit the extent of the application of this policy. Where no reference exists, employees should use their professional judgement and take the most prudent action possible.

Consult with the Lead Practitioner if you are uncertain.

Breach of this policy will result in disciplinary action and may result in the termination of your contract.

#### **Procedures**

##### Staff

When using social networking sites, staff must **not**:

- state the name Plaistow Preschool on any social networking site.
- identify themselves as an employee of Plaistow Preschool. A social networker becomes, to some extent, a representative of their workplace, and everything he/she posts has the potential to reflect on the group and its image.



- identify themselves as working with children; this can lead to being a specific target by unscrupulous members of the web in order to gain access to children.
- discuss or refer to information regarding anything to do with Plaistow Preschool, even in private messaging with restricted access between site members.
- disclosure any personal information or make personal comments with regard to other members of Plaistow Preschool staff, children, parents, carers and other professionals associated with Plaistow Preschool.
- log on to any social networking site during working hours, including designated lunch breaks.
- refer to children or their parents in any way. This includes coded reference of people or incidents surrounding them. These can be easily worked out or misinterpreted.  
Preschool's relationship with parents is considered an important and valuable asset that can be irrevocably damaged through a thoughtless comment.
- share or post photographs/videos that show any child from the group or their families. Even if the picture format has no connection to the setting.
- share or post photographs/videos of themselves or other staff members which may be perceived as inappropriate behaviour for a childcare professional.
- Knowingly or recklessly fail to comply with relevant terms of service for each social networking site they use or relevant laws such as those concerning copyright, plagiarism, libel and/or defamation of character.
- request or accept as network 'friends' parents of children currently attending the group or their known family members. If you have an existing friendship with a parent/family please inform the Lead Practitioner. In this social setting, a line may be crossed by inadvertently discussing the child even with the parent's permission. All staff must comply with the Data Protection Act in and out of work time.

### Parents/carers

When using social networking sites, parents/carers must:

- Not refer to staff members and children by their name or a set of facts which would otherwise identify them.
- Not post any photographs/videos of the children or their families without their consent
- Ensure that personal comments are not made about staff, children or other parents.

## Plaistow Preschool's social networking sites

When updating Plaistow Preschool's social networking sites, the below should be followed:

- Only staff or committee members authorised by the Lead Practitioner and Chairperson can update Plaistow Preschool's social networking sites.
- Information and comments published on Plaistow Preschool social media sites should comply with Plaistow Preschool Confidentiality policies.
- Do NOT reference or cite Plaistow Preschool parents or children without their express consent.
- Respect Copyright laws, and reference cite sources appropriately. Plagiarism applies online as well.
- Plaistow Preschool Logos and Trademarks may not be used without consent from the Lead Practitioner and the Chairperson.
- Promoting or advertising Plaistow Preschool or Plaistow Preschool events on any social networking site can only be made with consent from the Lead Practitioner and Chairperson.
- Any committee member or staff member, who becomes aware of social networking activity that would be deemed distasteful or in breach of this policy, should make the Lead Practitioner/Chairperson aware immediately.

Please remember that no information sent over the web is totally secure and as such if you do not wish the information to be made public refrain from sending it over a social network site. Even though you may think you are anonymous or use an alias you may be recognised.

**All staff and committee members must adhere to this policy; breach of this policy may result in disciplinary action.**

## **PLAISTOW PRESCHOOL EMPLOYMENT**

### **2.1 Employment and staffing**

(Including vetting, contingency plans, training and development.)

#### **Policy Statement**

We provide a staffing ratio in line with the Safeguarding and Welfare requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and we carry out checks for criminal and other records through the Disclosure and Barring Service in accordance with statutory requirements.

#### **Procedures**

*Ratios:*

To meet this aim we use the following ratios of adults to children:

- Children under 2 years of age: 1 adult to 3 children.
- Children aged 2 years of age: 1 adult to 4 children.

Children aged 3 years and over: 1 adult to 8 children.

- We only include those aged 17 years or older within our ratios. Where they are competent and responsible, we may include students on long-term placements and regular volunteers.
- A minimum of two staff/adults are on duty at any one time; one of whom is either our manager or deputy.
- Our manager deploys our staff, students and volunteers to give adequate supervision of indoor and outdoor areas, ensuring that children are usually within sight and hearing of staff, and always within sight *or* hearing of staff at all times.
- Our staff, students and volunteers inform their colleagues if they have to leave their area and tell colleagues where they are going.

- Our staff, students and volunteers focus their attention on children at all times and do not spend time in social conversation with colleagues while they are working with children.
- We use a key person approach to ensure that each child has a named member of staff with whom to form a relationship and who plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress and offers support in guiding their development at home.
- We hold monthly staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

#### *Vetting and staff selection:*

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff have job descriptions which set out their staff roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We follow the requirements of the EYFS and Ofsted guidance on obtaining references and enhanced criminal record check with barred list(s) check through the Disclosure and Barring Service (DBS) for staff and volunteers who will have unsupervised access to children.
- Where an individual is subscribed to the DBS Update Service, we carry out a status of their DBS certificate, after checking their identity and viewing their original enhanced DBS certificate to ensure that it does not reveal any information that would affect their suitability for the post.
- We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the DBS check.
- Our staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before, or at any time during, their employment with us.
- We obtain consent from our staff and volunteers to carry out on-going status checks of the Update Service to establish that their DBS certificate is up-to-date for the duration of their employment with us.
- Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person's employment with us will be terminated.

### *Changes to staff:*

- We inform Ofsted of any changes in the person responsible for our setting.

### *Training and staff development:*

- Our setting manager and Early Years Lead holds a First Class level 6 BA (Hons) in Early Childhood, the deputy holds a NCFE Cache Level 3 Diploma for the Early Years Workforce (Early Years Educator) A minimum of half of our staff hold the CACHE Level 2 Certificate for the Children and Young People's Workforce or an equivalent or higher qualification.
- We provide regular in-service training to all staff – whether paid staff or volunteers – through the Preschool Learning Alliance and external agencies.
- Our setting budget allocates resources to training.
- We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures will be introduced with an induction plan.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

### **Expectations of all staff and committee members**

It is the expectation of Plaistow Preschool that **all staff and committee members** treat others with kindness, dignity and respect. They must remain professional at all times, behaving with honour and integrity. **Bullying of any kind** will not be tolerated and in the event of such behaviour the disciplinary policy will be followed. Staff will not make detrimental remarks to or about other staff, committee members, children or their families. Staff and committee members shall all adhere to an agreement of full confidentiality. There is an expectation that conversations about children, families, other staff and committee members will remain positive and in the preschool and in the event of a grievance, the grievance procedure will be followed professionally according to the policy.

No member of staff or committee are permitted to discuss events that go on at the preschool outside the setting, with anyone other than those employed at the preschool. Confidentiality must be maintained at all times.

### *Staff taking medication/other substances*

- If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. Our staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.

- Staff medication on the premises will be stored securely and kept out of reach of the children at all times.
- If we have reason to believe that a member of our staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly with the children and further action will be taken.
- All staff must complete an annual suitability declaration and inform the manager immediately if any changes to their suitability has arisen.

*Managing staff absences and contingency plans for emergencies:*

- In term time only settings, our staff take their holiday breaks when the setting is closed. Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the manager with sufficient notice.
- Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
- Sick leave is monitored and action is taken where necessary in accordance with the contract of employment.
- All staff must phone and speak to the manager if they are calling in sick by 7am on the day of absence. They must phone again at 2pm to notify whether they will be fit for work the following day in order to arrange suitable cover and ensure ratios are always met.
- We have contingency plans to cover staff absences as follows:

**See Safer Recruitment training.**

<https://ssscpd.co.uk/education/safeguarding-training/safer-recruitment>

**Other useful Pre-school Learning Alliance publications**

- Employee Handbook (2020).
- Recruiting and Managing Employees (2016).

**Date for review: October 2022**

## **PLAISTOW PRESCHOOL EMPLOYMENT**

### **2.2 Induction of staff, volunteers and managers**

#### **Policy statement**

We provide an induction for all staff, volunteers and managers in order to fully brief them about the setting, the families we serve, our policies and procedures, curriculum and daily practice.

#### **Procedures:**

- We have a written induction plan for all new staff, which includes the following:
  - Introductions to all employees and volunteers including management committee members.
  - Familiarisation with the building, health and safety, and fire and evacuation procedures.
  - Ensuring our policies and procedures are read and adhered to.
  - Introduction to the parents, especially parents of allocated key children where appropriate.
  - Familiarisation with confidential information in relation to any key children where applicable.
  - Details of the tasks and daily routines to be completed.
- The induction period lasts at least two weeks. The manager inducts new employees and volunteers. A member of the senior management team inducts new managers.
- During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.
- Successful completion of the induction forms part of the probationary period.
- Following induction, we continue to support our staff to deliver high quality performance through regular supervision and appraisal of their work.

#### **Other useful Pre-school Learning Alliance publications**

- Employee Handbook (2020).
- Recruiting and Managing Employees (2016).

**Date for review: October 2022**

## **Plaistow Preschool's Induction Plan for New Employees**

**At Plaistow Preschool all staff have a collective and individual responsibility to ensure that effective learning takes place in the setting. Staff development is an essential part of that responsibility. We must continue to update our skills, knowledge and understanding so that we are able to develop and deliver a curriculum that leads to continuing success for all our children.**

### **AIMS**

We aim to meet children's needs by enabling staff to work in a supportive atmosphere where job satisfaction is given high priority. Staff are encouraged to prepare for career progression by a continuing process of updating professional knowledge and expertise. This process begins with the Induction Period.

### **INDUCTION PROCEDURE FOR NEW EMPLOYEES**

New members of staff will be introduced to all members of staff, committee members and welcomed to Plaistow Preschool. They will then be given a tour of the Preschool showing the location of the main equipment required to carry out their role.

### **Induction Meetings**

All new members of staff will be attached to the Lead Practitioner for their first year at Plaistow Preschool, who will assist with all aspects of routine planning and resources. An Induction Meeting with the Lead Practitioner will be held on or before the first day of work. The New Staff Induction Checklist will form the basis of this meeting. A further meeting will take place at the end of the Probation Period of three months. Interim meetings will take place with the Lead Practitioner on a regular basis.

### **Induction Administration**

Enhanced DBS checks and references will have been completed during the employment procedure. The following documents will now need to be completed by or collected from all new employees:

- *New Starter Form – providing personal details and medical information*
- *Identification documents– proving right to work in the UK (UK passport or birth certificate and National insurance Card) and copy to be retained on file*
- *DBS certificate – a copy to be retained on file.*
- *Relevant qualification certificates and copy to be retained on file.*
- *A P45 (if applicable)*
- *2 satisfactory references: one of which must be from their previous employer and another from a place or work or character reference (with ability to comment upon their*



*professional capabilities. Not from a family member or relative). They must rate the person 'good' or 'outstanding' in their professional ability and conduct.*

## **Documents**

Newly appointed staff will have the following documents made available to them:

- Prospectus
- Most recent Ofsted report
- All policies

## **Policies**

Please read our policies and procedures as your practice within the setting will be based on these documents. Please take particular note of our safeguarding children and child protection policies as well as our confidentiality and health and safety policies. If you have any queries regarding the information in our policies do not hesitate to talk to the Lead Practitioner.

## **Procedures**

Certain procedures may need to be carried out by yourself during your employment with us. These will include the recording and care of accidents by children and staff/volunteers, medication administered to children while in your care and the effective deployment of our fire drill procedure. You shall be shown the location of the first aid kit and the accident/incident record sheets on your first day and will take part in at least one fire drill during your induction period.

## **Links with parents/carers**

We encourage strong links with parents /carers within Plaistow Pre-School and effective communications are vital between staff and parents/carers. Parents/carers should play a key role in their child's development and life at the preschool and be active members in our committee. They are asked and encouraged to be involved as, parent/carer helpers with fund raising and attending committee meetings. Please refer to our parental involvement policy.

## **EXPECTATIONS**

### **Punctuality**

Consistent arrival times and dates as contracted.

### **Dress Code**

Appropriate clothing, footwear and jewellery (studs only). Staff should role model for children by wearing smart clothes, no jeans or gym wear.

### **Health and Safety**

Plaistow Preschool operates a no smoking policy throughout the pre-school setting. Alcohol is not to be consumed on the premises.

### **Attendance at training**

Training courses are available throughout the year, you may be required to attend some, depending on responsibilities and requirements.

### **Level of performance**

Every employee should maintain a high level of professionalism, treating every child and adult with respect and keeping all information gained confidential. Maintaining the safety and wellbeing of the children at all times, as well as creating a happy and secure environment for children. Please refer to the job description for further details on performance required.

## **PRE-SCHOOL ROUTINE**

### **Session times**

Plaistow Pre-School is open term time, our session times are:

Morning: 9am – 12pm Monday to Friday

Lunch Club: 12pm – 1pm

Afternoon: 1pm – 3pm Tuesday, Wednesday and Thursday.

Staff should be present for set up and pack up when contracted to do so, see employee contract for your hours of work.

All staff must be present ten minutes before children arrive at 9am.

### **Observing and record keeping**

A key person system is in place. You will, once settled and confident in your role be assigned a small group of children to observe and record their development, and also liaise with their parents/carers.

The Lead Practitioner will discuss further details of key person system.

## **Duties of specific members of staff**

Certain members of staff may have specific roles and responsibilities. Your basic roles and responsibilities are highlighted in your job description. More specific or detailed roles will be identified or attributed to you by the Lead Practitioner. For example: Named First Aider, Designated Safeguarding Lead, Special Needs and Disabilities Co-ordinator (SENDSCO).

## **QUALITY ASSURANCE PROCEDURE**

### **Probation period**

The probation period is six months.

There will be a review after one month and again after three months. Support plans will be put in place to develop practice, including in house training and continued professional development.

### **Appraisals**

First appraisal after a six month probationary period, then one appraisal every year followed by regular reviews. The aim is to carry out and discuss your progress and progression while in our employment and for your career.

### **Training and Development**

This is ongoing and courses are available at regular intervals. If directly relevant to responsibilities and requirements, staff can attend courses during preschool time if funding is available. There is the expectation that all staff develop their practice and undertaking regular training.

### **Change of Role**

Where staff change role they will, where possible, work with the previous person before assuming full responsibility for an area. The Lead Practitioner will observe their progress and meet with them on a regular basis to review their planning, targets and training needs for the first term of the change.

### **Appendices**

*Appendix A Staff Induction Checklist*

## APPENDIX A - STAFF INDUCTION CHECKLIST

Documentation	Date completed
Staff Personal File Prepared:	
Enhanced DBS check (obtain copy of certificate)	
2 references	
Qualification certificates and copies taken (They must be checked to be full and relevant qualifications)	
Proof of right to work in UK - Certify and obtain copy of UK passport or birth certificate and NI card	
New Starter form – providing personal details	
Terms of employment	
Access to policies & procedures on FAMLY	
Provide copy of EYFS Framework (2021) and Development Matters	
Explain probation period	
<p>Certify training completed at previous settings (copy of certificates obtained for file) and note any additional training needed:</p> <ul style="list-style-type: none"> <li>- Childcare/Early Years qualifications</li> <li>- Paediatric First Aid (Ofsted approved)</li> <li>- Food Hygiene</li> <li>- Safeguarding Children</li> <li>- Health and Safety at Work</li> <li>- Fire Safety Awareness</li> <li>- Safe Moving and Handling</li> <li>- Promoting positive behaviour</li> </ul>	

<b>General</b>	
General information/history of setting; staff structure	
Mission Statement – aims of Plaistow Pre-School	
Introduction to all members of staff and volunteers, including committee members	
Familiarising with the building, resources cupboard, toilets, emergency evacuation procedures and health and safety issues (including safe lifting)	
Fire Drill procedures	
Ensuring our policies and procedures have been read and any questions asked - Draw attention to Safeguarding, Equality, Confidentiality and Health & Safety.	
Access to Prospectus	
Access to last Ofsted report online	
Designated child protection person Nicola Holben	
Special Needs Co-ordinator Nicola Holben	
Introduction to parents, in particular to parents of allocated key children if appropriate	
<p>Familiarisation with general and confidential information in relation to children</p> <ul style="list-style-type: none"> <li>- Accident/incident record FAMLY</li> <li>- Medication records/where medicines are kept</li> <li>- Allergies list / notes</li> <li>- Register</li> </ul>	
<p><b>Rhythm of the day:</b>  09:00 Children arrive 09:15 Good morning song 09:30 Rolling snack 10:00-11:00 Focus Adult led activity 11:15 Rolling snack ends 12:00 End of am session 12:15 Lunch (Staff lunches begin) 13:00 (Staff lunches end) 13:00 After lunch session ends 13:15 teeth cleaning 14:00 Snack offered 15:00 End of afternoon session.</p>	
<b>Safeguarding and Welfare Requirement: Staff Qualifications, Training, Support and Skills</b>	
Providers must ensure that all staff receive induction training to help them understand their roles and responsibilities.	

Details of the tasks and daily routines to be completed – Daily plans/rhythm of the day, Long and Medium plan and Development Plan	
Security – Visitors and storage of staff/visitors possessions e.g. mobile phones	
First Aid – who, where kits (3) are kept Nicola Holben Outdoor classroom Hall cupboard and kitchen	
Collection of children – only by parent or through password system	
Snacks & Lunch – how this is done	
<b>Terms and Conditions</b>	
Absence/sickness procedure	
Working hours	
Arrangement of breaks – be very aware of ratios Refreshment arrangements/facilities 20 minutes when working four hours.	
Awareness of social media policy and use of mobile phone & cameras	
<b>Expectations of Staff</b>	
Punctuality	
Dress code smart role modelling - Personal Appearance	
Personal telephone calls/Mobile phones	
Attendance at training	
<b>Quality Assurance</b>	
Probationary period as per terms of employment (induction is part of it)	
Appraisals – once per year	
Staff development – training will always be supported	

Any areas of interest or strengths - so that we can plan accordingly	
Time is allowed to ask and answer any questions	

**If you have any further questions, please do not hesitate to ask the Lead Practitioner or Chairman of Plaistow Pre-School Committee.**

**Record of Induction Procedure**

**Induction completed**

Manager name.....

Manager signature..... Date:.....

New Staff member:

Name.....

I hereby confirm that I have been given the aforementioned induction

I have read and understood all the policies and procedures and understand that they must be adhered to at all times as well as the details highlighted in the staff induction procedure.

Signed:..... Date:.....

**PLAISTOW PRESCHOOL EMPLOYMENT**

**2.3 Student placements**

**Policy Statement:**

We recognise that qualifications and training make an important contribution to the quality of the care and education we provide. As part of our commitment to quality, we offer placements to students undertaking Early Years qualifications and training. We also offer placements for school pupils on work experience.

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

**Procedures:**

- We require students on qualification courses to meet the Suitable Person requirements of the Early Years Foundation Stage and have a satisfactory enhanced DBS check with barred list check(s).
- We require students in our setting to have a sufficient understanding and use of English to contribute to the well-being of children in our care.
- We require schools, colleges or universities placing students under the age of 17 years with us to vouch for their good character.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in our setting on a short term basis are not counted in our staffing ratios.
- Trainee staff over the age of 17 may be included in the ratios if they are deemed competent and responsible.
- We take out employers' liability insurance and public liability insurance, which covers both students and voluntary helpers.
- We require students to keep to our Confidentiality and Client Access to Records Policy.
- We cooperate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
- We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.



**Date for review: October 2022**

## **2.4 PLAISTOW PRESCHOOL STAFF HOLIDAYS AND SICK PAY**

### **Staff Holidays**

In addition to bank and public holidays, the Employee's annual holiday entitlement is 32.5 days per year (or 6.5 weeks).

Holiday entitlement for part-time employees is pro rata, based on the number of hours worked compared with those worked by a full-time employee. Because the employee may work irregular hours, the formula used to calculate holiday entitlement is as follows: 6.5 weeks x by the number of hours worked on a weekly basis = holiday entitlement.

Holiday pay is paid during the school holidays. The employee will be paid 50% of their salary during school holiday breaks, including half terms.

Any holidays taken outside of school holiday periods must be agreed with the Lead Practitioner. Also, if holiday is taken during term time, this will not be paid as holiday pay is paid during school holidays in accordance with the total entitlement for the year.

The employee must give at least one week's notice of holiday requests and whilst every endeavour will be made to cooperate with the Employee in fixing the holiday dates, such dates will remain in the ultimate discretion of the Employer. The Employer will give the

Employee at least one week's notice if he/she is required to take holiday other than during notice.

## **Sick Pay**

### Earnings-related qualification for statutory sick pay

To qualify for statutory sick pay (SSP), an employee must have average weekly earnings (AWE) at or above the National Insurance lower earnings limit (LEL) for the current tax year (for example, in 2021 this is £96.35 a week for up to 28 weeks), regardless of whether they are required to pay National Insurance contributions and have been off work sick for 4 or more days in a row.

AWE is calculated by using a set period of time (the relevant period) prior to the start of the employee's 'period of incapacity for work'. The period must be at least eight weeks long and is marked by two pay dates:

- Date one – the last normal pay date before the employee's first complete day of sickness
- Date two – the last normal pay date falling not less than eight weeks before the pay date above

The relevant period is calculated from the day after date two up to and including date one.

The payment for monthly paid employees is calculated on the same basis as weekly paid employees:

- Add together the gross earnings during the period
- Divide the total by the number of months in the relevant period. If this is not a whole number of months, round to the nearest whole number
- Multiply by 12
- Divide by 52

To claim statutory sick pay (SSP), the lead practitioner must be informed in writing within 7 days of being off work with sickness.

**Date for review: October 2022**

## **PLAISTOW PRESCHOOL HEALTH AND SAFETY**

### **3.1 Risk assessment**

#### **Policy statement**

We believe that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment.

#### **Risk assessment means:**

Taking note of aspects of your workplace and activities that could cause harm, either to yourself or to others, and deciding what needs to be done to prevent that harm, making sure this is adhered to.

The law does not require that all risk is eliminated, but that 'reasonable precaution' is taken. This is particularly important when balancing the need for children to be able to take appropriate risks through physically challenging play. Children need the opportunity to work out what is not safe and what they should do when faced with a risk.

Health and safety risk assessments inform procedures. Staff and parents should be involved in reviewing risk assessments and procedures – they are the ones with first-hand knowledge as to whether the control measures are effective – and they can give an informed view to help update procedures accordingly.

This policy is based on the five steps below:

- Identification of a risk: Where is it and what is it?
- Who is at risk: Childcare staff, children, parents, cooks, cleaners etc.?
- Assessment as to whether the level of a risk is high, medium, low. This takes into account both the likelihood of it happening, as well as the possible impact if it did.
- Control measures to reduce/eliminate risk: What will you need to do, or ensure others will do, in order to reduce that risk?
- Monitoring and review: How do you know if what you have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution.

### **Procedures:**

Our manager undertakes training and ensures our staff and volunteers have adequate training in health and safety matters.

- Our risk assessment process covers adults and children and includes:
  - determining where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how we are managing risks if asked by parents and/or carers and inspectors;
  - checking for and noting hazards and risks indoors and outside, in relation to our premises and activities;
  - assessing the level of risk and who might be affected;
  - deciding which areas need attention; and
  - developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.
- Where more than five staff and volunteers are employed, the risk assessment is written and is reviewed regularly.
- We maintain lists of health and safety issues, which are checked daily before the session begins, as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.
- Our manager ensures that checks, such as electricity and gas safety checks, and any necessary work to the setting premises are carried out annually and records are kept.

- Our manager ensures that staff members carry out risk assessments that include relevant aspects of fire safety, food safety for all areas of the premises.
- Our manager ensures that staff members carry out risk assessments for work practice including:
  - changing children;
  - preparation and serving of food/drink for children;
  - children with allergies;
  - cooking activities with children;
  - supervising outdoor play and indoor/outdoor climbing equipment;
  - assessment, use and storage of equipment for disabled children;
  - the use and storage of substances which may be hazardous to health, such as cleaning chemicals;
  - visitors to the setting who are bringing equipment or animals in as part of children's learning experiences:
  - following any incidents involving threats against staff or volunteers.
- Our manager ensures that staff members carry out risk assessments for off-site activities if required, including:
  - children's outings;
  - forest schools;
  - walks to the park;
  - home visits; and
  - other off-site duties such as attending meetings, banking etc.

## **Legal framework**

- Management of Health and Safety at Work Regulations (1999). London: Stationary Office.

## **Further guidance**

- Five Steps to Risk Assessment. Health and Safety Executive (2019). <https://www.hse.gov.uk/>
- Five steps to risk assessment explained. Risk Assessor.net. (2019).
- Covid-19. RIDDOR and PPE. Health and Safety Executive (2020). [https://www.hse.gov.uk/coronavirus/riddor/index.htm?utm\\_source=hse.gov.uk&utm\\_medium=referral&utm\\_campaign=coronavirus&utm\\_term=riddor-reporting&utm\\_content=home-page-popular](https://www.hse.gov.uk/coronavirus/riddor/index.htm?utm_source=hse.gov.uk&utm_medium=referral&utm_campaign=coronavirus&utm_term=riddor-reporting&utm_content=home-page-popular)

**Date for review: October 2022**

## **PLAISTOW PRESCHOOL HEALTH AND SAFETY**

### **3.2 Health and safety general standards**

#### **Policy statement:**

We believe that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers.

- We aim to make children, parents, staff and volunteers aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.
- Our member of staff responsible for health and safety is:

Plaistow Preschool's Lead Practitioner

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- He/she is competent to carry out these responsibilities.
- He/she has undertaken health and safety training and regularly updates their knowledge and understanding.
- For employers: We display the necessary health and safety poster in:

Plaistow Preschool's secure cupboard

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#### *Insurance cover*

- We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed on:

Plaistow Preschool's parent noticeboard

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### *Awareness raising*

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues, so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- We keep records of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.
- We explain health and safety issues to the parents of new children, so that they understand the part played by these issues in the daily life of the setting.
- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at our staff meetings.
- We operate a no-smoking policy.
- We make children aware of health and safety issues through discussions, planned activities and routines.

### *Windows*

- Low level windows are made from materials that prevent accidental breakage or we ensure that they are made safe.
- Windows are protected from accidental breakage or vandalism from people outside the building.
- Windows above the ground floor are secured so that children cannot climb through them.
- We ensure that any blind cords are secured safely and do not pose a strangulation risk for young children.

### *Doors*

- We take precautions to prevent children's fingers from being trapped in doors.

### *Floors and walkways*

- All of our floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged. Any wet spills are mopped up immediately.
- Walkways and stairs are left clear and uncluttered.
- Stair gates are in place at the foot and top of the stairs.

### *Electrical/gas equipment*

- We ensure that all electrical/gas equipment conforms to safety requirements and is checked regularly.
- Our boiler/electrical switch gear/meter cupboard is not accessible to the children.
- Fires, heaters, electric sockets, wires and leads are properly guarded and we teach the children not to touch them.
- We check storage heaters daily to make sure they are not covered.
- There are sufficient sockets in our setting to prevent overloading.
- We switch electrical devices off from the plug after use.
- We ensure that the temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas of our setting, including storage areas.

### *Storage*

- All our resources and materials, which are used by the children, are stored safely.
- All our equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

### *Outdoor area*

- Our outdoor area is securely fenced. All gates and fences are childproof and safe.
- Our outdoor area is checked for safety and cleared of rubbish, animal droppings and any other unsafe items before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- Our sandpit is securely covered and cleaned regularly.



- We leave receptacles upturned to prevent collection of rainwater. Where water can form a pool on equipment, it is emptied and cleaned before children start playing outside.
- We check that children are suitably attired for the weather conditions and type of outdoor activities; ensuring that sun cream is applied and hats are worn during the summer months.
- We supervise outdoor activities at all times; and particular children on climbing equipment.

### *Hygiene*

- We seek information from the Public Health England to ensure that we keep up-to-date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the setting, which includes the play room(s), kitchen, rest area, toilets and nappy changing areas. Children do not have unsupervised access to the kitchen.
- We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
- The toilet area has a high standard of hygiene, including hand washing and drying facilities and disposal facilities for nappies.
- We implement good hygiene practices by:
  - cleaning tables between activities;
  - cleaning and checking toilets regularly;
  - wearing protective clothing - such as aprons and disposable gloves - as appropriate;
  - providing sets of clean clothes;
  - providing tissues and wipes; and
  - ensuring individual use of flannels, towels and toothbrushes.

### *Activities, resources and repairs*

- Before purchase or loan, we check equipment and resources to ensure that they are safe for the ages and stages of the children currently attending the setting.

- We keep a full inventory of all items in the setting for audit and insurance purposes.
- The layout of our play equipment allows adults and children to move safely and freely between activities.
- All our equipment is regularly checked for cleanliness and safety, and any dangerous items are repaired or discarded.
- We make safe and separate from general use any areas that are unsafe because of repair is needed.
- All our materials, including paint and glue, are non-toxic.
- We ensure that sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- We teach children to handle and store tools safely.
- We check children who are sleeping regularly.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded. Large pieces of equipment are discarded only with the consent of the manager and the management team.

#### *Jewellery and accessories*

- Our staff do not wear jewellery or fashion accessories, such as high heels, that may pose a danger to themselves or children.
- Parents must ensure that any jewellery worn by children poses no danger; particularly earrings which may get pulled, bracelets which can get caught when climbing or necklaces that may pose a risk of strangulation.
- We ensure that hair accessories are removed before children sleep or rest.

#### *Safety of adults*

- We ensure that adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- We provide safe equipment for adults to use when they need to reach up to store equipment or to change light bulbs.
- We ensure that all warning signs are clear and in appropriate languages.

- We ensure that adults do not remain in the building on their own, or leave on their own after dark.
- We record the sickness of staff and their involvement in accidents. The records are reviewed termly to identify any issues that need to be addressed.

#### *Control of substances hazardous to health (COSHH).*

- Our staff implement the current guidelines of the *Control of Substances Hazardous to Health Regulations (COSHH)*.
- We keep a record of all substances that may be hazardous to health - such as cleaning chemicals, or gardening chemicals if used and where they are stored.
- Hazardous substances are stored safely away from the children.
- We carry out a risk assessment for all chemicals used in the setting. This states what the risks are and what to do if they have contact with eyes or skin or are ingested.
- We keep all cleaning chemicals in their original containers.
- We keep the chemicals used in the setting to the minimum in order to ensure health and hygiene is maintained.

We do not use:

- Bleach;
- anti-bacterial soap/hand wash, **unless specifically advised during an infection outbreak such as Pandemic flu or corona virus (covid 19)**
- anti-bacterial cleaning agents, except in the toilets, nappy changing area and food preparation areas. Anti-bacterial spays are not used when children are in close proximity.
- Environmental factors are taken into account when purchasing, using and disposing of chemicals.
- All members of staff are vigilant and use chemicals safely.
- Members of staff wear protective gloves when using cleaning chemicals.

#### **Legal framework**

- Health and Safety at Work Act (1974). London: Stationary Office
- Management of Health and Safety at Work Regulations (1999). London: Stationary Office

- Electricity at Work Regulations (1989, s 635). London: Stationary Office
- Health and Safety (Display Screen Equipment) Regulations (2002). London: Stationary Office.

## Further guidance

- Health and Safety Executive (2020). Corona Virus. Making your workplace COVID-secure during the coronavirus pandemic  
[https://www.hse.gov.uk/coronavirus/working-safely/index.htm?utm\\_source=hse.gov.uk&utm\\_medium=refferal&utm\\_campaign=coronavirus&utm\\_term=working-safely&utm\\_content=home-page-popular](https://www.hse.gov.uk/coronavirus/working-safely/index.htm?utm_source=hse.gov.uk&utm_medium=refferal&utm_campaign=coronavirus&utm_term=working-safely&utm_content=home-page-popular)
- COSHH. Health and Safety Executive. (2020).  
<https://www.hse.gov.uk/search/search-results.htm?gsc.q=fire%20safety#gsc.tab=0&gsc.q=electricity%20at%20work%20safe%20working%20practices>
- Health and Safety Law: What You Need to Know. Health and Safety Executive (2020).  
<https://www.hse.gov.uk/search/search-results.htm?gsc.q=fire%20safety#gsc.tab=0&gsc.q=%E2%97%8F%09Health%20and%20Safety%20Law>
- Electrical Safety and You: A Brief Guide. Health and Safety Executive (2020).  
<https://www.hse.gov.uk/search/search-results.htm?gsc.q=fire%20safety#gsc.tab=0&gsc.q=fire%20safety&gsc.page=1>
- <https://www.hse.gov.uk/search/search-results.htm?gsc.q=fire%20safety#gsc.tab=0&gsc.q=electricity%20at%20work%20safe%20working%20practices>
- Getting to Grips with Manual Handling - Frequently Asked Questions: A Short Guide Health and Safety Executive. (2019).  
<https://www.hse.gov.uk/search/search-results.htm?gsc.q=fire%20safety#gsc.tab=0&gsc.q>manual-handling-at-work>

**Date for review: October 2022**

## **PLAISTOW PRESCHOOL HEALTH AND SAFETY**

### **3.3 Fire safety and emergency evacuation**

#### **Policy statement**

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The person in charge and our staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as our Fire Officer or Fire Safety Consultant. A Fire Safety Log Book is used to record the findings of risk assessment, any actions taken or incidents that have occurred and our fire drills.

Fire Safety Lead / setting manager: Nicola Holben.

Designated Fire Marshal: Sarah Mear.

#### **Procedures**

##### *Fire safety risk assessment*

- The basis of fire safety is risk assessment, carried out by a 'competent person'.

- The manager has received training in fire safety sufficient to be competent to carry out the risk assessment; this will be written where there are more than five staff and will follow the Government guidance Fire Safety Risk Assessment - Educational Premises (2006).
- Our fire safety risk assessment focuses on the following for each area of the setting:
  - Electrical plugs, wires and sockets.
  - Electrical items.
  - Gas boilers.
  - Cookers.
  - Matches.
  - Flammable materials – including furniture, furnishings, paper etc.
  - Flammable chemicals.
  - Means of escape.
  - Anything else identified.
- Where we rent premises, we will ensure that we have a copy of the fire safety risk assessment that applies to the building and that we contribute to regular reviews.

#### *Fire safety precautions taken*

- We ensure that fire doors are clearly marked, never obstructed and easily opened from the inside.
- We ensure that smoke detectors/alarms and firefighting appliances conform to BS EN standards, are fitted in appropriate high- risk areas of the building and are checked as specified by the manufacturer.
- We have all electrical equipment checked annually by a qualified electrician. Any faulty electrical equipment is taken out of use and either repaired or replaced.
- We ensure sockets are covered. Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
  - clearly displayed in the premises;
  - explained to new members of staff, volunteers and parents; and
  - practised regularly, at least termly.
- Records are kept of fire drills and the Winterton Hall Committee keep records of the servicing of fire safety equipment.

### *Emergency evacuation procedure*

Every setting is different and the evacuation procedure will be suitable for each setting. It must cover procedures for practice drills including:

- How children are familiar with the sound of the fire alarm.
- How the children, staff and parents know where the fire exits are.
- How children are led from the building to the assembly point.
- How children will be accounted for and who by.
- How long it takes to get the children out safely.
- Who calls the emergency services, and when, in the event of a real fire.
- How parents are contacted.

### *Fire drills*

We hold fire drills termly and record the following information about each fire drill in the Fire Safety Log Book:

- The date and time of the drill.
- Number of adults and children involved.
- How long it took to evacuate.
- Whether there were any problems that delayed evacuation.
- Any further action taken to improve the drill procedure.

### **Legal framework**

- Fire Safety in the workplace. (2019). London: Stationary Office.  
<https://www.gov.uk/workplace-fire-safety-your-responsibilities>

### **Further guidance**

- Fire Safety Risk Assessment - Educational Premises. (2006). London: Stationary Office.  
<https://www.gov.uk/government/publications/fire-safety-risk-assessment-educational-prem>

**Date for review: October 2022**

## **PLAISTOW PRESCHOOL HEALTH AND SAFETY**

### **3.4 Recording and reporting of accidents and incidents.**

**(Including procedure for reporting to HSE, RIDDOR)**

#### **Policy statement**

We follow the guidelines of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) for the reporting of accidents and incidents. Child protection matters or behavioural incidents between children are not regarded as incidents and there are separate procedures for this.

#### **Procedures**

*Our accident/incident records sheet:*

- Is kept in a safe and secure place;
- Is accessible to our staff and volunteers, who all know how to complete it; and
- Is reviewed at least half termly to identify any potential or actual hazards.

*Reporting accidents and incidents*

- Ofsted is notified as soon as possible, but at least within 14 days, of any instances which involve:
  - food poisoning affecting two or more children looked after on our premises;
  - a serious accident or injury to, or serious illness of, a child in our care and the action we take in response; and
  - The death of a child in our care.
- Local child protection agencies are informed of any serious accident or injury to a child, or the death of any child, while in our care and we act on any advice given by those agencies.



- Any food poisoning affecting two or more children or adults on our premises is reported to the local Environmental Health Department.
- We meet our legal requirements in respect of the safety of our employees and the public by complying with RIDDOR. We report to the Health and Safety Executive (HSE):
  - Any work-related accident leading to an injury to a member of the public (child or adult), for which they are taken directly to hospital for treatment.
  - Any work-related accident leading to a specified injury to one of our employees. Specified injuries include injuries such as fractured bones, the loss of consciousness due to a head injury, serious burns or amputations.
  - Any work-related accident leading to an injury to one of our employees which results in them being unable to work for seven consecutive days. All work-related injuries that lead to one of our employees being incapacitated for three or more days are recorded in our accident/incident record sheets.
  - When one of our employees suffers from a reportable occupational disease or illness as specified by the HSE.
  - Any death, of a child or adult, that occurs in connection with a work-related accident.
  - Any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident, but could have done; such as a gas leak.
  - Information for reporting incidents to the Health and Safety Executive is provided in the Pre-school Learning Alliance's Accident Record publication. Any dangerous occurrence is recorded in our incident book (see below).

#### *Incident record sheet*

- We have ready access to telephone numbers for emergency services, including the local police. Where we are responsible for the premises we have contact numbers for the gas and electricity emergency services, and a carpenter and plumber. Where we rent premises we ensure we have access to the person responsible and that there is a shared procedure for dealing with emergencies.
- We ensure that our staff and volunteers carry out all health and safety procedures to minimise risk and that they know what to do in an emergency.

- On discovery of an incident, we report it to the appropriate emergency services – fire, police, ambulance etc. – if those services are needed.
- If an incident occurs before any children arrive, our manager risk assesses this situation and decides if the premises are safe to receive children. Our manager may decide to offer a limited service or to close the setting.
- Where an incident occurs whilst the children are in our care and it is necessary to evacuate the premises/area, we follow the procedures in our Fire Safety and Emergency Evacuation Policy or, when on an outing, the procedures identified in the risk assessment for the outing.
- If a crime may have been committed, we ask all adults witness to the incident make a witness statement including the date and time of the incident, what they saw or heard, what they did about it and their full name and signature.
- We keep an incident record sheet for recording major incidents, including some of those that are reportable to the Health and Safety Executive, as above.
- These incidents include:
  - a break in, burglary, or theft of personal or our setting's property;
  - an intruder gaining unauthorised access to our premises;
  - a fire, flood, gas leak or electrical failure;
  - an attack on an adult or child on our premises or nearby;
  - any racist incident involving families or our staff on the setting's premises;
  - a notifiable disease or illness, or an outbreak of food poisoning affecting two or more children looked after on our premises;
  - the death of a child or adult; and
  - a terrorist attack, or threat of one.
- In the incident record sheet we record the date and time of the incident, nature of the event, who was affected, what was done about it or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, is also recorded.
- In the event of a terrorist attack, we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety and Emergency Evacuation Policy will be followed and our staff will take charge of their key children. The incident is recorded when the threat is averted.

- In the unlikely event of a child dying on our premises, through cot death in the case of a baby for example, the emergency services are called and the advice of these services are followed.
- The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file.

### **Legal framework**

- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) (2013).
- RIDDOR (2020). Corona virus update.  
<https://www.hse.gov.uk/statistics/coronavirus/index.htm>

### **Further guidance**

- RIDDOR Guidance and Reporting Form: [www.hse.gov.uk/riddor](http://www.hse.gov.uk/riddor)

### **Other useful Pre-school Learning Alliance publications**

- Accident Record (2020)
- Reportable Incident Record (2020).

**Date for review: October 2022**

## **PLAISTOW PRESCHOOL HEALTH AND SAFETY**

### **3.5 Food hygiene**

#### **Policy statement**

Nicola Holben oversees food safety in the setting.

Nicola holds a level 2 Food Handler Award - Early Years.

At Plaistow Pre-School, we provide and/or serve food for children on the following basis:

- Snacks.
- Packed lunches.

We maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food.

We are registered as a food provider with the local authority Environmental Health Department. *(Local authorities will advise on whether individual providers are required to register.)*

#### **Procedures.**

- Our staff with responsibility for food preparation understand the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to our setting. This is set out in Safer Food, Better Business for Caterers and Food Standards Agency 2011.

The basis for this is risk assessment of the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.

- All our staff follow the guidelines of Safer Food, Better Business.
- All our staff who are involved in the preparation and handling of food have received training in food hygiene.
- The person responsible for food preparation and serving carries out daily opening and closing checks on the kitchen to ensure standards are met consistently
- We use reliable suppliers for the food we purchase.
- Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.
- Packed lunches are stored in a cool place, and parents are advised to supply an ice pack; un-refrigerated food is served to children within 4 hours of preparation at home.
- Food preparation areas are cleaned before and after use.
- There are separate facilities for hand-washing and for washing-up.
- All surfaces are clean and non-porous.
- All utensils, crockery etc. are clean and stored appropriately.
- Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have unsupervised access to the kitchen.
- When children take part in cooking activities, they:
  - are supervised at all times;
  - understand the importance of hand-washing and simple hygiene rules;
  - are kept away from hot surfaces and hot water; and
  - do not have unsupervised access to electrical equipment, such as blenders etc.

### *Reporting of food poisoning*

- Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.
- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the

outbreak is within our setting, the manager will contact the Environmental Health Department to report the outbreak and will comply with any investigation.

- We notify Ofsted as soon as reasonably practicable of any confirmed cases of food poisoning affecting two or more children looked after on the premises, and always within 14 days of the incident.

### **Legal framework**

Regulation (EC) 852/2004 of the European Parliament and of the Council on the Hygiene of Foodstuffs

### **Further guidance**

Safer Food Better Business. (2020). Food Standards Agency.

<https://www.food.gov.uk/business-guidance/safer-food-better-business>

This policy was adopted at a meeting of: **Plaistow Pre-School**.

Held on:

Signed on behalf of the management committee:

Name of signatory:

Role of signatory:

**Date for review: October 2022**

## **PLAISTOW PRESCHOOL HEALTH AND SAFETY**

### **3.6 First aid**

#### **Policy statement**

The health and safety of the children is a prime consideration at all times in all that takes place at Plaistow Preschool.

In all that the children do at the preschool, activities inside and outside, the moving around the setting from one activity to another, using equipment for physical development and so forth, staff are aware of the safety aspects for the children.

Nevertheless, accidents do happen and we are able to take action to apply first aid treatment in the event of an accident involving a child or adult. At least one adult with a current first aid certificate is on the premises, or on an outing, at any one time. The first aid qualification includes first aid training for infants and young children. We aim to ensure that first aid training is compliant with OFSTED and is relevant to adults caring for young children.

#### **Procedures**

*The first aid kit. We have three first aid kits. One in our outdoor classroom, two inside the hall (one in the kitchen, one in the cupboard).*

Our first aid kit is accessible at all times and contains the following items:

- Triangular bandages (ideally at least one should be sterile) x 3.
- Sterile dressings:
  - Small x 10.
  - Medium x 10.
  - Large x 10.
- 10 waterproof plasters.
- Sterile eye pads (with bandage or attachment) e.g. No 16 dressing x 3.
- Container of 6 safety pins x 1.
- Guidance card as recommended by HSE x 1.
- Guidance booklet by St John Ambulance.

In addition, the following equipment is kept near to the first aid box:

- 9 pairs of disposable plastic (PVC or vinyl) gloves.
- A children's forehead 'strip' thermometer.
- 1 microporous tape.
- 3 finger dressings.
- 1 face shield.
- 2 disposable heat retaining blankets
- 1 'tuff-kut' scissors
  
- Information about who has completed first aid training and the location of the first aid box is provided to all our staff and volunteers.
- The first aid box is easily accessible to adults and is kept out of the reach of children.
- There is a named person in the setting who is responsible for checking and replenishing the first aid box contents.
- Medication is only administered in line with our Administering Medicines policy.
- In the case of minor injury or accidents, first aid treatment is given by a qualified first aider.



- In the event of minor injuries or accidents, we normally inform parents when they collect their child, unless the child is unduly upset or we have concerns about the injury. In which case we will contact the child's parents for clarification of what they would like to do, i.e. whether they wish to collect the child and/or take them to their own GP. If a parent/carer cannot be contacted the child will be cared for by a member of staff.
- A note detailing the type of accident, the time of the occurrence and the treatment administered should be given to the parent/carer in addition to any feedback.
- An ambulance is called for children requiring emergency treatment. We contact parents immediately and inform them of what has happened and where their child has been taken.
- In the event of a parent/carer not being available, a member of staff should accompany the child to hospital, but ensuring that the remaining staffing levels for the other children remaining in the setting are adequate.
- Accidents and injuries are recorded in our accident record sheet and, where applicable, notified to the Health and Safety Executive, Ofsted and/or local child protection agencies in line with our Recording and Reporting of Accident and Incidents Policy.
- It is important that no one panics and staff remain calm so that the other children are reassured.

### **Legal framework**

- Health and Safety (First Aid) Regulations (1981). London: Stationary Office.

### **Further guidance**

- St John's Ambulance. What to put in a First Aid Kit. (2020). <https://www.sja.org.uk/get-advice/i-need-to-know/what-to-put-in-a-first-aid-kit/>
- First aid at work. The Health and Safety (First-Aid) Regulations 1981. Guidance on Regulation. (2013). Health and Safety Executive. <https://www.hse.gov.uk/pubns/books/l74.htm>

**Date for review: October 2022**

## **PLAISTOW PRESCHOOL HEALTH AND SAFETY**

### **3.7 Safety Outside**

Whilst the EYFS requires that safety of children is of paramount importance, at the same time it encourages children to be active learners, which inevitably involves taking risks and making mistakes.

The role of the practitioner is to support children and carry out daily risk assessments:

- A detailed risk assessment is carried out on the outside area before each session. Sometimes as a result of this, action may be taken, for example in wet or icy conditions the logs become slippery, and therefore children would not be allowed to play on them.
- The outside area is fully enclosed and access is gained via two gates. Part of the risk assessment is to ensure both bolts on each gate are secure.
- The outside area is checked daily for litter and other dangers.
- Equipment is checked regularly and any unsafe items are repaired or discarded.
- Appropriate staff ratios will be maintained in the outside area and children supervised by staff at all times and will always be within sight of an adult.

- Staff will ensure children are wearing appropriate clothing when playing outside.
- When children come in from outside play a head count is done to make sure everyone is safely inside.
- Any accident or incidents will be recorded in our accident/incident record sheets and monitored as part of our on-going risk assessment.

**Date for review: October 2022**

## **PLAISTOW PRESCHOOL PARTNERSHIP**

### **4.1 Parental Involvement**

#### **Policy statement**

We believe that children benefit most from early years education and care when parents and settings work together in partnership.

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of our setting. We also aim to support parents in their own continuing education and personal development.

Some parents are less well represented in Early Years settings; these include fathers, parents who live apart from their children, but who still play a part in their lives, as well as working parents. In carrying out the following procedures, we will ensure that all parents are included.

When we refer to 'parents', we mean both mothers and fathers; these include both natural or birth parents, as well as step-parents and parents who do not live with their children, but

have contact with them and play a part in their lives. 'Parents' also includes same sex parents, as well as foster parents.

- The Children Act (1989; 3:1) defines parental responsibility as 'all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property'. Moreover, Parental rights and responsibilities, Gov.uk. (2003, online), identifies the responsibilities of a parent as:
  - provide a home for the child
  - protect and maintain the child
  - disciplining the child
  - choosing and providing for the child's education
  - agreeing to the child's medical treatment
  - naming the child and agreeing to any change of name
  - looking after the child's property.

## **Procedures**

- Parents are made to feel welcome in our setting; they are greeted appropriately, there is adult seating and provision for refreshment.
- We have a means to ensure all parents are included - that may mean that we have different strategies for involving fathers, or parents who work or live apart from their children.
- We make every effort to accommodate parents who have a disability or impairment.
- We consult with all parents to find out what works best for them.
- We ensure on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies, through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.
- Information about a child and his or her family is kept confidential within our setting. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding child's development that need to be shared with another agency. We will seek parental permission unless there are reasons not to in order to protect the safety of the child.

Reference is made to our Information Sharing Policy on seeking consent for disclosure.

- We seek parental consent to administer medication, take a child for emergency treatment, take a child on an outing and take photographs for the purposes of record keeping.
- The expectations that we make on parents are made clear at the point of registration.
- We make clear our expectation that parents will participate in settling their child at the commencement of a place according to an agreed plan.
- We seek parents' views regarding changes in the delivery of our service.
- Parents are actively encouraged to participate in decision making processes according to the structure in place within our setting.
- We encourage parents to become involved in the social and cultural life of the setting and actively contribute to it.
- As far as possible our service is provided in a flexible way to meet the needs of parents without compromising the needs of children.
- We provide sufficient opportunity for parents to share necessary information with staff and this is recorded and stored to protect confidentiality.
- Our key persons meet regularly with parents to discuss their child's progress and to share concerns if they arise.
- Where applicable, our key persons work with parents to carry out an agreed plan to support special educational needs.
- Where applicable, our key persons work with parents to carry out any agreed tasks where a Protection Plan is in place for a child.
- We involve parents in the shared record keeping about their children - either formally or informally – and ensure parents have access to their children's written developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We support families to be involved in activities that promote their own learning and well-being; informing parents about relevant conferences, workshops and training.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an

additional language; making every effort to provide an interpreter for parents who speak a language other than English and to provide translated written materials.

- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and we check to ensure these are understood. All parents have access to our written complaints procedure.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home. There are opportunities for parents to take active roles in supporting their child's learning in the setting: informally through helping out or taking part in activities with their child, or through structured projects engaging parents and staff in learning about children's learning.
- In compliance with the Safeguarding and Welfare Requirements, the following documentation is also in place at our setting:
  - Admissions Policy.
  - Complaints procedure.
  - Record of complaints.
  - Developmental records of children.

### **Legal framework**

Parental rights and responsibilities, Gov.uk. (2003, online).

<https://www.gov.uk/parental-rights-responsibilities/who-has-parental-responsibility>

**Date for review: October 2022**

## **PLAISTOW PRESCHOOL PARTNERSHIP**

### **4.2 Working in partnership with other agencies**

#### **Policy statement**

We work in partnership with local and national agencies to promote the well-being of all children.

#### **Procedures**

- We work in partnership, or in tandem, with local and national agencies to promote the well-being of children.
- We have procedures in place for the sharing of information about children and families with other agencies. These are set out in our Information Sharing Policy, Safeguarding Children and Child Protection Policy and the Supporting Children with Special Educational Needs Policy.
- Information shared by other agencies with us is regarded as third-party information. This is also kept in confidence and not shared without consent from that agency.

- When working in partnership with staff from other agencies, we make those individuals welcome in our setting and respect their professional roles.
- We follow the protocols for working with agencies, for example on child protection.
- We ensure that staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other children during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary, we consult with and signpost to local and national agencies who offer a wealth of advice and information that help us to develop our understanding of the issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education. Our Early Years advisor visits annually and offers support to the preschool and the children in our care.

**Date for review: October 2022**

## **PLAISTOW PRESCHOOL RECORD KEEPING**

### **5.1 Children's Records**

#### **Policy statement**

We have record keeping systems in place that meet legal requirements; the means we use to store and share that information takes place within the legislative framework of the Human Rights Act (1998). Equally, we recognise the importance of GDPR (2018) in holding information, sharing data and who is permitted access secured records.

This policy and procedure should be read alongside our Confidentiality and Client Access to Records Policy and our Information Sharing Policy.

#### **Procedures**



If a child attends another setting, we establish a regular two-way flow of appropriate information with parents and other providers. Where appropriate, we will incorporate comments from other providers, as well as parents and/or carers into the child's records.

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

#### Developmental records

- These include observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports.
- These are usually kept in our locked preschool cupboard and can be accessed, and contributed to, by our staff, the child and the child's parents.

#### Personal records

- These may include the following (as applicable):
- Personal details – including the child's registration form and any consent forms.
- Contractual matters – including a copy of the signed parent contract, the child's days and times of attendance, a record of the child's fees, any fee reminders or records of disputes about fees.
- Child's development, health and well-being – including a summary only of the child's EYFS profile report, a record of discussions about every day matters
- about the child's development health and well-being with the parent.
- Early Support – including any additional intervention provided by our setting (e.g. support for behaviour, language or development that needs an Individual Education Plan) and records of any meetings held.
- Welfare and child protection concerns – including records of all welfare and protection concerns, and our resulting action, meetings and telephone conversations about the child, a Statement of Special Educational Need and any information regarding a Looked After Child.
- Correspondence and Reports – including a copy of the child's 2 Year Old Progress Check (as applicable), all letters and emails to and from other agencies and any confidential reports from other agencies.

- These confidential records are stored in a lockable file which is always locked when not in use and which our manager keeps secure in an office or other suitably safe place.
- We read any correspondence in relation to a child, note any actions and file it immediately
- We ensure that access to children's files is restricted to those authorised to see them and make entries in them, this being our manager, deputy or designated person for child protection, the child's key person, or other staff as authorised by our manager.
- We may be required to hand children's personal files to Ofsted as part of an inspection or investigation process; or to local authority staff conducting a S11 audit, as long as authorisation is seen. We ensure that children's personal files are not handed over to anyone else to look at.
- 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.
- Our staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs.
- Our staff induction programme includes an awareness of the importance of confidentiality in the role of the key person.
- We retain children's records for three years after they have left the setting; except records that relate to an accident or child protection matter, which are kept until a child reaches the age of 21 years or 24 years respectively. These are kept in a secure place (locked cabinet).

#### Archiving children's files

- When a child leaves our setting, we remove all paper documents from the child's personal file and place them in a robust envelope, with the child's name and date of birth on the front and the date they left.
- We seal this and place it in an archive box, stored in a safe place (i.e. a locked cabinet) for three years. After three years it is destroyed by shredding.
- Where there were child protection investigations, we mark the envelope with an asterisk and archive it for 25 years.
- We store financial information according to our finance procedures.

## Other records

- We keep a daily record of the names of the children we are caring for, their hours of attendance and the names of their key person.
- Students on Pre-school Learning Alliance or other recognised qualifications and training, when they are observing in the setting, are advised of our Confidentiality and Client Access to Records Policy and are required to respect it.

## Legal framework

- General Data Protection Regulation (2018). London: Stationary Office.
- Human Rights Act (1998). London: Stationary Office.

## Further guidance

- Guide to the General Data Protection Regulation. (2018). London: Stationary Office.  
<https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation>

**Date for review: October 2022**

# PLAISTOW PRESCHOOL RECORD KEEPING

## 5.2 Provider records

### Policy statement

We keep records and documentation for the purpose of maintaining our business/charity.

These include:

- Records pertaining to our registration.
- Landlord/lease documents and other contractual documentation pertaining to amenities, services and goods.
- Financial records pertaining to income and expenditure.
- Risk assessments.

- Employment records of our staff including their name, home address and telephone number.
- Names, addresses and telephone numbers of anyone else who is regularly in unsupervised contact with the children.

We consider our records as confidential based on the sensitivity of information, such as with employment records. These confidential records are maintained with regard to the framework of GDPR (2018) and the Human Rights Act (1998).

This policy and procedure should be read alongside our Confidentiality and Client Access to Records Policy and Information Sharing Policy.

### **Procedures**

- All records are the responsibility of our management team who ensure they are kept securely.
- All our records are kept in an orderly way in files and filing is kept up-to-date.
- Our financial records are kept up-to-date for audit purposes.
- We maintain health and safety records; 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.

We notify Ofsted of any:

- change in the address of our premises;
- change to our premises which may affect the space available to us or the quality of childcare we provide;
- change to the name and address of our registered provider, or the provider's contact information.
- change to the person managing our provision;
- significant event which is likely to affect our suitability to look after children; or

### **Legal framework**

- General Data Protection Regulation (2018). London: Stationary Office
- Human Rights Act (1998)

### **Other useful Pre-school Learning Alliance publications**

- Preparing your early years setting for GDPR (2018).  
<https://www.eyalliance.org.uk/preparing-your-early-years-setting-gdpr>

**Date for review: October 2022**

## **PLAISTOW PRESCHOOL RECORD KEEPING**

### **5.3 Transfer of records to school**

#### **Policy statement**

We recognise that children sometimes move to another early years setting before they go on to school, although many will leave our setting to enter a nursery or reception class.

We prepare children for these transitions and involve parents and the receiving setting or school in this process. We prepare records about a child's development and learning in the Early Years Foundation Stage in our setting; in order to enable smooth transitions, we share appropriate information with the receiving setting or school at transfer.

Confidential records are shared where there have been child protection concerns according to the process required by our Local Safeguarding Children Board.

The procedure guides this process and determines what information [we/I] can and cannot share with a receiving school or setting.

## **Procedures**

### *Transfer of development records for a child moving to another early years setting or school*

- Using the EYFS Statutory Framework (2021) and Characteristics of Learning (Development Matters) alongside our assessment of children's development and learning, the key person will prepare a summary of achievements in the seven areas of learning and development.
- The record refers to:
  - any additional language spoken by the child and his or her progress in both languages;
  - any additional needs that have been identified or addressed by [our/my] setting;
  - any special needs or disability, whether a was raised in respect of special needs or disability, whether there is an Educational Health and Care Plan (EHCP) in place or required, and the name of the lead professional.
- The record contains a summary by the key person and a summary of the parent's view of the child.
- The document may be accompanied by other evidence, such as photos or drawings that the child has made.
- When a child transfers to a school, most local authorities provide an assessment summary format or a transition record, which we will follow as applicable.
- If there have been any welfare or protection concerns, we place a star on the front of the assessment record.

### *Transfer of confidential information*

- The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in our setting and what was done about them.

- We will make a summary of the concerns to send to the receiving setting or school, along with the date of the last professional meeting or case conference. Some Local Safeguarding Children Boards will stipulate the forms to be used and provide these for us to use.
- Where there has been a s47 investigation regarding a child protection concern, we will pass the name and contact details of the child's social worker on to the receiving setting or school – regardless of the outcome of the investigation.
- Where an EHCP has been applied for or when an EHCP is required, information shall be shared by the Lead Practitioner with parents consent.
- We do not pass any other documentation from the child's personal file to the receiving setting or school.

### **Legal framework**

- General Data Protection Regulation (2018). London: Stationary Office
- Human Rights Act (1998)
- EYFS Statutory Framework. (2020)  
<https://foundationyears.org.uk/eyfs-statutory-framework/>

### **Further guidance**

- Child abuse concerns: a guide for practitioners (2015). London: Stationary Office.  
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- NSPCC. Spotting the signs of child abuse. [help@nspcc.org.uk](mailto:help@nspcc.org.uk) 0808 800 5000.
- Information sharing. (2019).  
<https://www.eyalliance.org.uk/information-sharing-and-data-protection>
- Changes to the EYFS 2021. (2020). Early Years Alliance.  
<https://www.eyalliance.org.uk/changes-eyfs-2021>

**Date for review: October 2022**

## 6.1 PLAISTOW PRE-SCHOOL FEES

### Payment of Fees

The hourly rate is currently £4.25 per hour. Fees are subject to review by the Plaistow Pre-School Committee. Payment of fees is to be made in advance and will be invoiced half-termly. Invoices will be given to the parent during the first week of half term where payment dates and amounts will be stated. Please give either cash or cheque to the lead practitioner or make payment using childcare vouchers. Payment is to be made within 14 days of the invoice date.

### Fees

Morning session without lunch club (9am – 12pm)	£12.75
Morning session with lunch club (9am – 1pm)	£17.00
All day session (9am – 3pm)	£25.50

### Session Times

<b>Monday</b>	9am – 1pm (inc. lunch club 12 – 1pm)	
<b>Tuesday</b>	9am – 1pm (inc. lunch club 12 – 1pm)	1 – 3pm afternoon session
<b>Wednesday</b>	9am – 1pm (inc. lunch club 12 – 1pm)	1 – 3pm afternoon session
<b>Thursday</b>	9am – 1pm (inc. lunch club 12 – 1pm)	1 – 3pm afternoon session
<b>Friday</b>	9am – 1pm (inc. lunch club 12– 1pm)	

### Sickness

In the event of sickness, fees will be non-refundable. If the child will be absent for more than a week, a medical certificate must be produced and half fees will be payable to ensure that the child remains on the register. In the event of a serious illness, the committee will assess the situation on a case-by-case basis.

### Holidays

If a child is on holiday during term-time the full fees for that term will still apply and will need to be paid.

### Late Payment of Fees

Fees should be paid within 14 days of the payment date given on the invoice. If payment is not made within this timescale, the following process applies:

- 1) First written reminder will be sent to the parent/carer requesting payment within 14 days of the date of the letter.



- 2) If fees continue to be outstanding, a second written reminder will be issued requesting payment within 7 days of the date of the letter otherwise the debt will be put through the small claims court.
  
- 3) If payment is still outstanding, the debt will be passed on to the small claims court to obtain the outstanding amount. Parents will also be asked to withdraw their child until the outstanding fee is paid. Any child who is receiving Government Funding will be able to remain at pre-school for their funded hours only.

Should a problem arise concerning payment of fees, parents should speak to the Pre-School Lead Practitioner or Treasurer as soon as possible to enable the pre-school to come to an agreement regarding payment. Confidentiality will be assured.

### **Government Funding**

Government funding is available the term following your child's third birthday. The funding covers 15 hours a week. The funding may include lunch club sessions. If the child's session times exceed 15 hours a week the parent/carer will be invoiced for the additional amount accordingly. For more information on obtaining this funding please speak to the Lead Practitioner.

Some two year olds are also eligible for free childcare. For further details please visit the HMRC website or speak to the Lead Practitioner.

30 hours childcare is also available to some families, Plaistow Preschool offers a maximum of 26 hours childcare.

### **Termination of the contract**

Plaistow Preschool reserves the right to terminate the contract without notice in the event of unsuitable behaviour of parents or non payment of fees following the late payment of fees procedure. At all other times one month's notice in writing will be given.

If you wish to terminate your contract with Plaistow Preschool a half term's notice in writing is required.

**Date for review: October 2022**