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# **Early Years Pre-School Limited**



# **St Andrews, St Peters & ST Marys**

**POLICES, PROCEDURES, TERMS AND CONDITIONS  
OF ST PETERS PRE- SCHOOL  
SETTING**

Updated January 2012



## **INTRODUCTION**

It is our aim to provide all children within our care a safe, enjoyable and educational experience through play and learning. The policies, procedures, terms and conditions set out in this document apply in full to all parents, guardians and carers of the children placed or pending a placement within the setting.

This document will be subject to change in line with OFSTED, St Peters Pre-school and any other regulatory organisation relevant to this pre-school. Amendments, updates and inclusions added to any section of this document will be issued to all parents, guardians and carers of children placed or pending a placement within the setting.

The policies, procedures, terms and conditions outlined in this policy will apply throughout the duration of your child's time within the setting.

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## **1.1 Admissions Policy**

The pre-school is open to every family in the community. The waiting list form received from parents or carers is dated and placed on the waiting list according to date of application and term to start the oldest child being given priority. A minimum of 2 sessions per-week are allocated per child, we are currently unable to allocate less than 2 sessions per week at this time. Should you decide to cancel sessions offered for any reason we are unable to guarantee a place for your child at the Pre-Schools next intake of children.

Families joining the pre-school are made aware of its equal opportunities policy.

Policy Reviewed 03<sup>rd</sup> Jan 2012

*EM Bowd*

## **1.2 Admissions Aim**

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

- ❖ Ensure that the existence of the pre-school is widely known in all local communities. We will place notices advertising the pre-school in places where all sections of the community can see them.
- ❖ 10 places per session will be used for new children.
- ❖ 20 spaces per session will be allocated to children by date of birth.
- ❖ Describe the pre-school and its practises in terms which make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders, and people from all cultural, ethnic, religious and social groups, with and without disabilities.
- ❖ Monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination is taking place.
- ❖ Provide an open session for children & families to attend the term prior to starting the group.
- ❖ Respect individual family methods of settling their child to the group and advice if asked.
- ❖ Each family will be informed of the child/rens key worker at admission to enable a relationship to form.

Make our equal opportunities policy widely known.

Policy Reviewed 03<sup>rd</sup> Jan 2012

*EM Bowd*

## **2.1 Fees for children under the age of Three years**

❖ Families are required to pay for the sessions at St Peters Pre-School until the term after their child is 3 years of age.

❖ The rate is £3.00 per hour; in the event of absence fees will not be reimbursed.

❖ **Invoices are issued and fees must be paid one month in advance; in ADVANCE of the sessions**, cheques should be made payable to “**Early Years Pre-School Limited**”.

❖ If individual's fees are going to be late, **please** approach us to make individual arrangements. Unfortunately if this is a regular occurrence, it may be necessary to terminate the sessions. The manager will inform you in writing if this is to be the case.

❖ A charge will apply to fees that are paid late, £5 for fees late by up to 10 days, £10 for fees late by up to 15 days. More than 15 days will incur administration costs of £20.

❖ The Pre-School will take any action it feels appropriate to recoup any outstanding monies owed to St Peters Pre-school this may result in the commencement of legal proceedings.

❖ **One month's written Notice** is required for children leaving the setting for any reason.

### **Absence terms and Conditions for unfunded placements**

❖ All fees will be claimed for in each period without exception.

❖ In the event of a long term absence please contact the manager.

❖ A late collection fee will be applied for parents who collect their child later than 20minutes past your child's collection time. This being £10.00 for each period (a period being a maximum of 20minutes) a parent is late collecting their child.

❖ The setting reserves the right to withdraw your child from session day(s) if your child's attendance is less than 97%.

Policy updated: 29<sup>th</sup> August 2011

*EM Bowd*

## **2.2 Funding for children of three years and over**

### **Dates of Eligibility for funding**

The table below is a guide to when your child will be eligible to funded sessions after their third birthday.

A Child Born between:	Will be <b>Eligible</b> for a free place from:
1 <sup>st</sup> April & 31 <sup>st</sup> August	Start of the <b>Autumn</b> Term following their 3 <sup>rd</sup> birthday until statutory school age
1 <sup>st</sup> September & 31 <sup>st</sup> December	Start of the <b>Spring</b> Term following their 3 <sup>rd</sup> birthday until statutory school age
1 <sup>st</sup> January & 31 <sup>st</sup> March	Start of the <b>Summer</b> Term following their 3 <sup>rd</sup> birthday until statutory school age

- ❖ 3+ and 4+ funding is claimed for by St Peters following the head count by the pre-school each term.

❖ A nursery education funded place entitles St Peters to 15 hours per child for each hour. The full entitlement each term is no more than 15hours per week may be claimed. For a total of 38 weeks per academic year, (please note this may differ in other pre-school or private settings).

❖ St Peters claims a minimum of 2 ½ hours funding per day your child attends. The start times of the sessions vary and funding is claimed from your child's start and finish time. If your child is consistently late or leaves consistently early the pre-school will be unable to claim for the full funding as agreed on your parents statement of undertaking. The setting will contact you if it is felt that your child is at risk of funding being withdrawn from the setting. The setting reserves the right to withdraw your child from session day(s) in question.

❖ **You are required to complete a form and provide a copy of your child's birth certificate, the term prior to your free sessions and subsequently each term to be returned prior to the headcount date.**

❖ HEADCOUNT DATES:

These are usually the 2<sup>nd</sup> week of each new term

❖ Failure to return a completed funding form or copy of birth certificate by the headcount date will result in funding being withdrawn and an invoice at the funded rate will be issued by St Peter's immediately.

❖ On the headcount date if your child will not be attending due to illness, holiday or personal circumstances and it is normally your child's session you will be required to inform the pre-school in writing of the reason for your child's absence.

❖ **If we are refused funding for a child by county hall due to a child claiming funding else where, parents, guardians or carers will be liable to pay the fees in full within ONE Month.**

❖ All records regarding funding will be kept secure for 6 years at the Directors address.

❖ **Children who do not attend a minimum of 95% in a single term may be asked to withdraw your child from the session day(s) in question.**

❖ **One month's written Notice is required for children leaving the setting for any reason.**

❖ If you are not satisfied with explanations relating to funding entitlements outline in this section you may contact the 'children's information service team at county Hall who will help you with any questions on 0116-2656545.

❖ If you require information regarding childcare Tax Credits which may entitle you to funding for some sessions contact the Children's Information Service on 0116-2656545.

(An invoice from the pre-school for these sessions may be required in order to claim, please speak to the pre-school leader to arrange this.)

#### **Absence terms and Conditions for funded placements**

❖ All fees will be claimed for in each period without exception.

❖ In the event of a long term absence please contact the manager.

❖ A total of 2weeks sickness is permitted by the education authority per Year; any more than this can be deemed as too much & risk funding being withdrawn by the Finance and Business Support team.

❖ A maximum of 2 week holiday is permitted per year for children during term time.

❖

A late collection fee will be applied for parents who collect their child later than 20minutes past your child's collection time. This being £10.00 for each period (a period being a maximum of 20 20minutes) a parent is late collecting their child.

Policy updated: 19<sup>th</sup> August 2011 *EM Bird*

## **2.3 Fees applicable to children who have exceeded funded sessions between two settings**

❖ **Please read section 2, 2.2 in addition to this section.**

❖ If you use more than one childcare provider and your child will attend more than 15 hours per week in total. You will be charged at the funded rate of £3.52 per hour your child attends at St Peters over the maximum nursery education funding you are entitled to. This amount differs to the sessional fees outline in section 2.1 (fees for children under the age of three year) to meet the OFSTED requirements of providing the curriculum to all children of three years and over entitled to receive funding.

Any invoices issued by St Peter's will show any funded entitlement and any outstanding amounts payable.

❖ If individual's fees are going to be late, **please** approach us to make individual arrangements. Unfortunately if this is a regular occurrence, it may be necessary to terminate the sessions. The manager will inform you in writing if this is to be the case.

❖ A charge will apply to fees that are paid late, £5 for fees late by up to 10 days, £10 for fees late by up to 15 days. More than 15 days will incur administration costs of £20.

❖ The Pre-School will take any action it feels appropriate to recoup any outstanding monies owed to St Peters Pre-school this may result in the commencement of legal proceedings.

❖ **One month's written Notice** is required for children leaving the setting for any reason.

### **Absence terms and Conditions for funded / unfunded placements**

❖ All fees will be claimed and paid for in each period without exception.

❖ In the event of a long term absence please contact the manager.

❖ A total of 2 weeks sickness is permitted by the education authority per Year; any more than this can be deemed as too much & risk funding being withdrawn by the Finance and Business support Team.

A maximum of 2 week holiday is permitted per year for children during term time.

A late collection fee will be applied for parents who collect their child later than 20 minutes past your child's collection time. This being £10.00 for each period (a period being a maximum of 20 minutes) a parent is late collecting their child.

### **3.1 Viewing the setting**

We welcome children and families from all aspects of the community and as such respect the needs of each child and family individually.

St Peters has an (open door) attitude, prospective parents who are interested in placing their child's name on our waiting list are welcome to call in at any session without an appointment for an application form and if it is convenient, parents may discuss the Pre-School with the Leader. If it is not a convenient time (i.e. the needs of the children within the pre-school are a priority) then an appointment can be made to view the setting.

Policy Reviewed 03<sup>rd</sup> Jan 2012

*EMB*

### **3.2 Settling in procedure**

We recognise that starting pre-school for the first time or coming into a new environment can on occasion be distressing for both parents and children.

St Peters does its very best to ensure that this is taken into consideration when a child commences within the setting and strive to achieve a successful and smooth transition into the pre-school. It is helpful for parents to prepare the child by discussing pre-school as a positive place to come and stay.

Our system is flexible to meet the needs of all family members and includes the following methods:

- ❖ The parent leaves their child at an activity or with a member of staff, it is common for children to be upset when left at first
- ❖ We ensure the security of your child by stationing members of staff at the doors as parents bring and leave their children.
- ❖ If the child is distressed after 30/40 minutes the parent will be contacted to come and stay with their child or collect
- ❖ If parents are upset or concerned they may telephone the pre-school to be reassured of their child's welfare.
- ❖ It is necessary for some children to gradually build up the time they spend with us.
- ❖ Some parents may wish to stay with their child for the first few sessions and we are happy to accommodate this; however this generally prolongs the time it takes for the child to settle in to the pre-school and begin to accept this as part of the routine.

Policy Reviewed 03<sup>rd</sup> Jan 2012

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### **3.3 Home Visits**

Home visits are optional but some parents and staff find it beneficial to visit parents in the child's home environment to help build up a stronger relationship with the child and their family.

Policy Reviewed 03<sup>rd</sup> Jan 2012

*EMB*

### **3.4 Parental Involvement**

Parents are the first educators of their young children. The aim of the group is to support each child's individual needs with regard to the Early Years Foundation Stage.

We will:

- ❖ Make all new parents aware of the group's systems and policies.
- ❖ Ensure that all parents are informed on a regular basis about their child's progress by the key person
- ❖ Ensure that all parents have opportunities to contribute from their own skills, knowledge and interests to the activities of individual children.
- ❖ Involve parents in shared record keeping about their own child, either formally or informally and information is put into their child's Learning Journey.
- ❖ Obtain information using parent questionnaires, Photographs from Home ... to help inform each child's Learning journey.
- ❖ Ensure that all parents are fully informed about meetings, open days, fundraising events and festivals.
- ❖ Consult with families about the times of meetings to avoid excluding anyone.
- ❖ Hold meetings in venues, which are accessible and appropriate for all.
- ❖ Welcome the contributions of parents, whatever form this may take.
- ❖ Make known to all parents the systems for registering queries, complaints or suggestions.
- ❖ Provide opportunities for parents to learn about the pre-school curriculum and about young children's learning, in pre-school and at home.

### **4.1 Information sources**

- ❖ Parents will have the opportunity to discuss health issues with pre-school staff and will have access to information available to the pre-school.
- ❖ The pre-school will maintain links with health visitors and gather health information and advice from the local health authority information services and/or other health agencies.
- ❖ The settings Public Liability Insurance Certificate will be displayed on the Groups main Notice Board

## **4.2 Health and hygiene**

St Peters Pre-School believes the Health and Safety of our children is of paramount importance and complies with the Welfare Requirements of the Early Years Foundation Stage.

We aim to prevent the spread of all infection, adults in the group will ensure that the following good practices are observed to minimise Hazards and Risks to enable children to grow, play and develop in a safe and healthy environment.

### **Personal Hygiene**

- ❖ Hands to be washed after using the toilet.
- ❖ A large box of tissues available and children encouraged to blow and wipe their noses when necessary. Soiled tissues disposed of hygienically.
- ❖ Individual towels available or paper towels used and disposed of appropriately.
- ❖ Hygiene rules related to bodily fluids followed with particular care and all staff and volunteers aware of how infectious, including **HIV** infection, can be transmitted.

### **Cleaning & Clearing**

- ❖ Any spills of blood, vomit or excrement wiped up and flushed away down the toilet. Rubber gloves always used when cleaning up spills of body fluids. Floors and other affected surfaces disinfected using chlorine or iodine bleach diluted according to the manufacturer's instructions. Fabrics contaminated with body fluids thoroughly washed in hot water.
- ❖ Spare laundered pants, and other clothing, available in case of accidents and polythene bags available in which to wrap soiled garments.
- ❖ All surfaces cleaned daily with appropriate cleaner.
- ❖ Risk assessments will be completed at the start of each day. Advice will be sort from Environment Health when and if found necessary.

### **Food**

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

- ❖ Snack time is arranged as a snack bar open for approximately 30 minutes per session, they are organised to provide an opportunity for children to socially interact with each other and with the adult on the snack bar.

- ❖ The snack bar is organised in a way that helps children to learn about healthy eating.
- ❖ Fresh drinking water will be available throughout each session for children to access for themselves

**In particular each adult will: -**

- ❖ Always wash hands under running water before handling food and after using the toilet.
- ❖ Not be involved with the preparation of food if suffering from any infectious/contagious illness or skin trouble.
- ❖ Never smoke in the setting.
- ❖ Use different cleaning cloths for kitchen and toilet areas.
- ❖ Prepare raw and cooked food in separate areas.
- ❖ Keep food covered and either refrigerated or piping hot.
- ❖ Ensure waste is disposed of properly and out of reach of children. Keep a lid on the dustbin and wash hands after using it.
- ❖ Wash fresh fruit and vegetables thoroughly before use.
- ❖ Any food or drink that requires heating will be heated immediately prior to serving and not left standing. No food or drink will be reheated.
- ❖ Tea towels will be kept scrupulously clean and washed between each session.
- ❖ All utensils will be kept clean and stored in a dust free place, e.g. closed cupboard or drawer.
- ❖ Cracked or chipped china will not be used.
- ❖ Snacks will represent all cultures
- ❖ A snack menu will be displayed on the notice board for parents to inspect
- ❖ If a child is known to have a particular food allergy, this food will not be served.
- ❖ Adults will wear an apron when preparing foods and drink
- ❖ Tables where children will have their snack will be cleaned before and after use with an anti bacteria spray.

## **5.1 Anti Bias/ Anti Discriminatory Policy**

St Peter's Pre-School works in accordance with all relevant legislation, including

- ❖ Disabled Persons Act 1958, 1986
- ❖ Race Relations Act 1976
- ❖ Sex Discrimination Act 1986
- ❖ Children Act 2004
- ❖ Human Rights Act 2001

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

### **Discriminatory Behaviour / Remarks**

These are unacceptable in the pre-school.

The response will aim to be sensitive to the feeling of the victim(s) and to help those responsible to understand and overcome their prejudices. Please support this at home.

### **Employment**

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

Commitments to implementing the groups Equal Opportunities Policy will form part of the job description for all workers. Criminal Records checks will be sort for all adults working in the setting.

### **Families**

The pre-school recognises that many different types of family successfully love and care for children.

The pre-school offers a flexible payment system for families with different means.

### **Festivals**

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

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

- ❖ Without indoctrination of any specific faith, children will be made aware of the festivals, which are being celebrated by their own families or others, and will be introduced where appropriate to the stories behind the festivals.

❖ Before introducing a festival with which the adults in the pre-school are not themselves familiar, appropriate advice will be sought from people to whom that festival is a familiar one.

❖ Children and families who celebrate at home festivals with which the rest of the pre-school is not familiar will be invited to share their festival with the rest of the group, if they themselves wish to do so.

❖ Children will be encouraged to welcome a range of different festivals, together with the stories, celebrations and special food and clothing they involve, as part of the diversity of life.

### **Language**

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

Bilingual / Multilingual children and adults are an asset. They will be welcomed and respected in the pre-school.

### **Food**

We will work in partnership with parents to meet the needs of our children's cultural differences with respect to food.

We will use the Early Years Foundation Stage development to teach respect of cultural differences.

Medical, cultural and dietary needs will be met.

### **The Curriculum**

All children will be respected and their individuality and potential recognised, valued and nurtured, Activities and the use of play equipment offer children opportunities to develop and environment free from prejudice and discrimination. Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

### **Resources**

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

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

## **5.2 Special Needs**

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

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

### **Special Educational Needs**

Our pre-school aims to have regard to the DFEE Code of Practice on the identification and assessment of special educational needs, and to provide a welcome, and appropriate learning opportunities for all children. Staff are committed to provide equal opportunities for all children to ensure inclusion to a structured and stimulating curriculum.

- ❖ Children with special needs, like all other children, are admitted to the pre-school after consultation between parents, pre-school leader and key-worker, following procedures laid down in our flexible settling in policy.
- ❖ Our SEN co-ordinator is [Samantha Frost](#) who will attend any training with regard to the SEN policy
- ❖ Role of the SEN co-ordinator:
  1. To ensure information on children with SEN is collected, records are updated.
  2. Monitor and review the SEN policy annually.
  3. To address staff training needs
  4. Ensure appropriate records and Individual Education Plans (IEP's) are in place and updated regularly and that those working with the child are following them.
  5. To liaise with staff, parents and other professionals on SEN issues.
- ❖ Our system of observation and record keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis. These are in the form of colour coded assessment sheets – Individual Learning profiles (ILP's) to assess progress. We also use various methods of observations such as time sampling and flow charts to help us with assessment.
- ❖ We work in liaison with staff outside the group, including therapists, health visitors, psychologists, social workers and paediatricians, to meet children's specific needs, to seek information, advice and support. We also liaise with schools in the area to help with the transition from pre-school to school.
- ❖ We value parental knowledge and time will be available to share any information, which will be kept confidential (unless written permission is given to share information) and treated with discretion.
- ❖ Our staff attend whenever possible, in-service training on special needs arranged by the Pre-School Learning Alliance and other professional bodies.

❖ If it is felt that a child's needs cannot be met in the pre-school without the support of a one-to-one worker, efforts will be sought to provide assistance/help.

❖ Admission of children to the SEN register is usually via a referral from other childcare professionals, if however through observations a need is identified staff will consult with parents at the first stage and monitor progress through a graduated response.

❖ Graduated response recognises that children learn in different ways, this means there will be different levels/types of SEN.

1. Early Years Action – extra support may be necessary for a short time or longer if a child has an identified need. An Individual Education Plan will put into place to specify action or help needed. This will be in consultation with parents/carers and a date will be set to review the child's needs and act accordingly.

2. Individual Education Plan – Devised to include strengths, needs and targets. A weekly diary is kept and is maintained within the setting, this is available at the end of each week for parents to view, and this will also be reviewed at a specified date.

3. Early Years Action Plus – help/advice from outside agencies is sought, in conjunction with parents; if it is identified that insufficient progress has been made. IEP'S will be continued and updated with a meeting with parents and any outside agencies involved with the child.

❖ St Peters will hold a register of SEN children with individual needs identified, this will be confidential and stored in a locked cupboard. The only persons who will have access to this are the pre-school leader, SEN co-ordinator and parents to individual records.

❖ When additional resources or modification to resources are required at the pre-school, advice and finances will be sought through the appropriate agencies. This may include physical adaptations e.g. toileting facilities, services of an area SENCo, and toy library etc.

❖ Complaints procedure – please refer to section 13.1 (complaints).

Policy Reviewed: 07<sup>th</sup> November 2011

*EM Bowd*

**Training attended by SENCo:**

30th April 2009- The SEN Code of Practice and Role of the SENCO -  
Samantha Frost

11th June 2009- Observation, Play-based Assessment and Writing IEPs -  
Samantha Frost

23rd June 2009- Good Practice for Managing Behaviour in Early Years  
Settings - Samantha Frost

7th July 2009 -Sharing Concerns with Parents/Carers - Samantha Frost

18th November 2009- Hands On... Promoting Social Communication in the  
Early Years – Samantha Frost

12<sup>th</sup> October 2005 - Hands on ... Communication & Social Skills – Elaine  
Bird

21<sup>st</sup> September 2005- Let's Communicate With Signs & Symbols –Elaine Bird

8<sup>th</sup> February 2006 - Observation, Play-based Assessment & Writing IEP's –  
Elaine Bird

8<sup>th</sup> March 2006 - Good Practice for Managing Behaviour in Early Years  
Settings - Elaine Bird

## **6.1 Behaviour Strategy**

In accordance and running concurrently with the behaviour Management Policy the following behaviour strategies are commonly in use at St Peter's Pre-School, to promote positive behaviour consistently. The use of regular methods helps the children to understand the boundaries of the setting.

To aid in continued positive behaviour from the children, staff continually praise the children as a group and individually verbally, with the reward of attention, stickers, verbal praise given back to parents and special jobs the children enjoy.

The pre-school staff recognise the importance of remaining calm throughout the process of delivering any strategy. We acknowledge that it is the behaviour Not the child that is unacceptable.

Corporal Punishment will never be used.

### **Distractions**

This is especially used for children who have less understanding of what is or is not acceptable behaviour. They quickly forget what they were doing if offered a different and more interesting alternative. This is particularly useful in the early stages of a tantrum, inappropriate touching, climbing or whining. This involves ignoring the inappropriate behaviour and distracting immediately by making the new activity sound exciting.

### **Stuck Record Method**

This method is used to encourage a child to carry out a task. Calmly the child will be asked to carry out the task in a short sentence delivered in a way suitable for the development age of the child. The tone of voice will be the same each time the sentence is delivered. If the child tries to interrupt they will be stopped by again repeating the sentence as many times as is necessary. As soon as the child has completed the task they are verbally praised.

### **When and Then**

The adult must show a consistency in the expectations he/she requires of the child's behaviour to enable them to quickly understand the boundaries set. This method is a positive way to encourage the child to do something. Instructions must be clear and simple i.e. "when you have helped tidy away the toys, then we can share the story together".

The reward must be positive e.g. the next activity the child wants some attention from the adult, a special job they enjoy. The reward does not have to be money, food or sweets!

The reward must only be given after the request has been completed. Younger children may only need the task to be broken down into the child completing part of the task and the adult then helping.

### **Two Choice Method**

To stop a particular behaviour or carry out a request the child is given two choices, which can be carried out within a short space of time and are within the adult's plans. E.g. "you can play with the cars nicely or you can put them away". Or 'you can either read a book or listen to a tape'. The key to this is the child must choose between the two activities only or the adult will choose for

the child. Invariably the child makes the choice to remain in control but the choices are limited to those the adult expects.

#### Time out

If a child behaves aggressively to either adults or children they will be taken to one side and be given adult guidance on how they are expected to behave. If a child is continually disruptive during group activities they will firstly be given a chance to change their behaviour including one to one support to continue to participate. They may be removed from the activity with an adult for as many minutes as the child's age, before they are offered the "two choice method". During the time the child is excluded from the activity they will not be given close one to one attention as attention seeking can be a cause for unacceptable behaviour.

#### Observations

Children, who continually display unacceptable behaviour, are observed by their Key Person in the form of recorded observations. Parents should be kept fully informed of their child's progress and support and advice will be given either verbally or written to help change the behaviour of the child. Working together as partners with parents will aid with consistency of care of the child and so aid to positive development.

#### **Professional Support**

If the advice or support of outside professionals/specialists is required this will be accessed using the procedures laid down in our Special Needs Policy and with the full written consent of parents.

Policy Reviewed 03<sup>rd</sup> Jan 2012

## **7.1 Safety – Policy & Practice**

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

- ❖ All children are supervised by adults at all times with the correct ratios of staff
- ❖ A book is available at each session for the reporting of any accident / incident.
- ❖ Regular safety monitoring will include checking of the accident and incident record.
- ❖ All adults are aware of the system(s) in operation for children's arrivals and departures and an adult will be at the door during these periods.

- ❖ Children will leave the group only with authorised adults.
- ❖ Safety checks on premises, both outdoors and indoors, are made before every day/session and recorded on the risk assessment form.
- ❖ If the main entrance has to be locked, there is a key close by at adult's level.
- ❖ Low-level glass will be covered, or replaced by safety glass.
- ❖ Equipment is checked regularly and any dangerous items repaired/discarded.
- ❖ The layout and space ratios allow children and adults to move safely and freely between activities.
- ❖ Fire doors are never obstructed.
- ❖ Fires/heaters/electric points/wires and leads are adequately guarded.
- ❖ All dangerous materials, including medicines and cleaning materials are stored out of reach of children.
- ❖ Children do not have access to kitchens, cookers or any cupboards storing hazardous materials including matches.
- ❖ Adults do not walk about with hot drinks or place hot drinks within reach of children.
- ❖ Fire drills are to be held over the five sessions per week once per term and recorded in the register and on a fire drill report.
- ❖ A register of both adults and children is completed as people arrive so that a complete record of all those present is available in an emergency.
- ❖ There is no smoking in the setting.
- ❖ A correctly stocked first aid box is available at all times.
- ❖ Fire extinguishers are checked annually.
- ❖ Whenever children are on the premises at least two adults are present.
- ❖ Large equipment is erected with care and checked regularly.
- ❖ Activities such as cooking, woodwork and energetic play receive close and constant supervision.
- ❖ On outings, the adult, child ratio will be at least one adult to 4 children.

- ❖ If a small group goes out, there will be sufficient adults to maintain appropriate ratios for staff and children remaining on the premises and parental permission has been authorised in writing
- ❖ Children who are sleeping are checked regularly.
- ❖ Equipment offered to children is developmentally appropriate, recognising that materials suitable for an older child may pose a risk to younger/less mature children.
- ❖ Internal safety gates/barriers are used as necessary.
- ❖ The premises are checked before locking up at the end of the day/session.
- ❖ The leader maintains a risk assessment file and any areas identified are recorded and actioned this is to be reviewed each term.
- ❖ When the group organises a special event or trip and parents are required to stay with their child, the parents will be responsible for the safety and welfare of their child at all times.

Policy Reviewed 03<sup>rd</sup> Jan 2012

*EM Bond*

## **8.1 Confidentiality Policy**

The pre-school's work with children and families will sometimes bring us into contact with confidential information.

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

- ❖ Parents will have ready access to the files and records of their own children but will not have access to the information about any other child.
- ❖ All children's personal files will be stored for a three year period in a locked room after they leave the pre-school and then destroyed.
- ❖ Staff will not discuss individual children, other than for purposes of curriculum planning/group management, with people other than the parents/carers of that child.
- ❖ Information given by parents/carers to the pre-school leader will not be passed on to other adults without permission.
- ❖ Issues to do with the employment of staff, whether paid or unpaid, will remain confidential to the people directly involved with making personnel decisions.
- ❖ Any anxieties/evidence relating to a child's personal safety will be kept in a confidential file and will not be shared within the group except with the child's pre-school leader and the owner.

❖ Students on recognised courses observing in the pre-school will be advised of our confidentiality policy and required to respect it.

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

Policy Reviewed 03<sup>rd</sup> Jan 2012

## **9.1 Safe Guarding Children – Policy and Procedures**

We create in our pre-school an environment in which children are safe from abuse and in which any suspicion of abuse is promptly and appropriately responded to.

We will ensure the rights of the children are listened too.

The designated Child Protection Person is **Samantha Frost**.

In order to achieve this we will:

### **Exclude known abusers**

It will be made clear to applicants for posts within the pre-school that the position is exempt from the provisions of the Rehabilitation of Offenders Act 1974.

All applicants for work within the pre-school, whether voluntary or paid, will be interviewed before an appointment is made and will be asked to provide at least one reference. All such references will be followed up. In the case of the applicants with unexplained gaps in their employment history, or who have moved rapidly from one job to another, explanations will be sought.

All staff are subject to statutory police checks before being given supervisory or domestic roles with the children and these are subject for renewal every three years.

All appointments, both paid and voluntary, will be subjected to a probationary period and will not be confirmed unless the pre-school is confident that the applicant can be safely entrusted with children.

### **Seek and supply training**

We will seek out training opportunities for all adults involved in the group or with small groups to ensure that they recognise the symptoms of possible physical abuse, neglect, emotional abuse and sexual abuse.

### **Prevent abuse by means of good practise**

Adults will not be left alone for long periods with individual children or with small groups. An adult who needs to take a child aside – for example, for time out after behaviour, which needs improvement – will leave the door ajar.

Adults who have not been registered as “fit” persons will not take the children unaccompanied to the toilet.

Children will be encouraged to develop a sense of independence through adult support in making choices and in finding names for their own feelings and acceptable ways to express them. This will enable children to have the self-confidence and the vocabulary to resist inappropriate approaches. Praise will be used to encourage positive self images, self esteem and confidence.

The layout of the playroom(s) will permit constant supervision of all children.

### **Respond appropriately to suspicions of abuse**

Changes in children’s behaviour/appearance will be investigated.

Parents will normally be the first point of reference, though suspicions will also be referred as appropriate to the Social Services Department.

All such suspicions and investigations will be kept confidential, shared only with those who need to know. The people most commonly involved will be the member of staff/key worker, the pre-school leader and the Owner.

### **Keep records**

Whenever worrying changes are observed in a child’s behaviour, physical condition or appearance, a specific and confidential record will be set up, quite separate from the usual on-going records of children’s progress and development. The record will include, in addition to the name, and address and age of the child: timed and dated observation, describing objectively the child’s behaviour/appearance, without comment or interpretation; where possible, the exact words spoken by the child; the dated name and signature of the recorder.

Such records will be kept in a separate file and will not be accessible to people in the pre-school other than the pre-school leader, proprietor, key person or other member of staff if appropriate, these records will also be accessible to the parents of the child in question.

We will follow the procedures laid down in ‘What do you signs/symptoms Keeping Children Safe booklet for providers.

### **Liaise with other bodies**

The Pre-School operates in accordance with local authority guidelines. Confidential records kept on children about whom the pre-school is anxious will be shared with the Social Care Department if the Pre-School feels that adequate explanations for changes in the child’s condition have not been provided.

The group will maintain ongoing contact with the registering authority, including names, addresses and telephone numbers of individual social workers, to ensure that it would be easy, in an emergency, for the pre-school

and the Social Services Department (Child Welfare 0116-3050005) to work well together.

Records will also be kept of the local NSPCC contact, or other contacts as appropriate.

### **Support families**

The pre-school will take every step in its power to build up trusting and supportive relationships between families and staff and volunteers in the group.

Where abuse at home is suspected, the pre-school will continue to welcome the child and family while investigations proceed.

Confidential records kept on the child will be shared with the child's parents.

With the proviso that the care and safety of the child must always be paramount, the pre-school will do all in its power to support and work with the child's family.

### **Allegations of abuse made against staff**

Any allegation made against staff member will result in their immediate suspension whilst an external investigation is undertaken by local Safeguarding Children's Board who would be informed immediately. This under no circumstances would be investigated internally and is ALWAYS a matter for local Safeguarding Children's Board.

The Local Safe Guarding Children's contact details are: Suite4, Bridge Park Plaza, Bridge Park Road, Thurmaston, Leicester, LE4 8ZW

Tel: 0116 2600004

If the issue is about a staff member or somebody in authority. The Local Authority Designated Officer (LADO) must also be informed as well as all others Agencies. The LADO number is 0116 3057597

Policy Reviewed 03<sup>rd</sup> Jan 2012

## **10.1 Staffing & Employment Policy**

All staff posts are **Exempt from the Rehabilitation of Offenders Act 1974 and subject to a CRB Disclosure check**. If a post is classed as exempt under the Act, all applicants for that post will be required to reveal all spent (convictions that have expired) and unspent (convictions that have not expired or never expire) convictions, reprimands, cautions bindovers etc

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

In our pre-school:

- ❖ We have at least one member of staff to each eight children, and more if there are younger children present.
- ❖ Regular staff meetings provide opportunities for staff to undertake curriculum planning and to discuss the children's progress and any difficulties.
- ❖ We work towards an equal opportunities employment policy, seeking to offer job opportunities equally to both women and men, with and without disabilities, from all religious, social ethnic and cultural groups.
- ❖ All staff will hold a recognised Childcare qualification or be working towards.
- ❖ Regular in-service training is available to all staff, both paid and volunteer members, through the Pre-School Learning Alliance and other agencies.
- ❖ Our pre-school's budget includes an allocation towards training costs.
- ❖ We support the work of our staff by means of regular monitoring/appraisals.
- ❖ Each new member of staff that joins the team will have an established member of staff as a mentor and access to all policies and an induction.
- ❖ Each member of staff will be required to undertake an Enhanced Criminal Records Check & will renew every Three years.
- ❖ Each member of staff will be required to inform the proprietor of any criminal proceedings being made against them.
- ❖ Each member of staff is required to sign a health questionnaire renewable every year
- ❖ The group will maintain staff details and accounts for a 5-year period.
- ❖ Staff are expected to have knowledge of Health and Safety within the setting and maintain a good standard of hygiene.
- ❖ We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation.

Policy Reviewed 03<sup>rd</sup> Jan 2012

*EMB*

## **10.2 Student Placements**

We recognise that the quality and variety of work, which goes on in a pre-school makes it an ideal, place for students on placement from school and college childcare courses.

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

- ❖ The needs of the children are paramount. Students will not be admitted in numbers, which hinder the essential work of the pre-school.
- ❖ Students must be confirmed by their tutor as being engaged in a bona fide childcare course, which provides necessary background understanding of the children's development and activities.
- ❖ Students required to conduct a child study will obtain written permission from the parents of the child to be studied.
- ❖ Any information gained by the students about the children, families or other adults in the pre-school must remain confidential.
- ❖ Each student will be mentored and supported by the pre-school leader.
- ❖ Students will not have unrestricted access to children.
- ❖ Students will need to have an Enhanced Criminal Records check completed.

Policy Reviewed 03<sup>rd</sup> Jan 2012

*EMB*

## **11 Curriculum Policy**

- ❖ The Pre –School work within the guidelines to deliver the Early Years foundation Stage (EYFS) for all children attending the setting.
- ❖ All Four Principles: A Unique Child, Positive Relationships, Enabling Environments & Learning and Development will underpin effective practice in the delivery of the EYFS
- ❖ The children will be a part of the planning of equipment for each session. Incorporating children's voice, individual interests and individual needs.

Policy Reviewed 03<sup>rd</sup> Jan 2012

*EMB*

### **11.2 Planning Policy**

At pre-school our planning consists of the following:

- ❖ Child Chosen Equipment Weekly plan  
A copy of which is kept on the display board. This gives us a plan for the equipment which the children have requested.

❖ Progress Summaries will be used to inform of each child's development throughout their time within the setting and will be used to inform planning and entered into each child's Learning Journey.

❖ **Evaluations**

All of the above information, once completed, is kept and stored in a planning file for future reference. Any feedback on any activities, i.e. if an activity has or has not achieved its aim, would be welcomed and passed to Samantha Frost to put into her evaluation.

From these evaluations we can then decide any changes that may help us get more out of a given activity.

Policy Reviewed 03<sup>rd</sup> Jan 2012 *EM Bond*

## **12.1 Start and finish times**

<b>Weekday</b>	<b>AM</b>	<b>AM</b>	<b>PM</b>	<b>Full Day</b>
<b>Monday</b>	-	-	-	-
<b>Tuesday</b>	09:15 to 11:45	09:15 to 12:15	12:15 to 14:45	9:15 to 2:45
<b>Wednesday</b>	09:15 to 11:45	09:15 to 12:15	12:15 to 14:45	9:15 to 2:45
<b>Thursday</b>	09:15 to 11:45	09:15 to 12:15	12:15 to 14:45	9:15 to 2:45
<b>Friday</b>	09:15 to 11:45	09:15 to 12:15	12:15 to 14:45	9:15 to 2:45

Policy Reviewed 03<sup>rd</sup> Jan 2012 *EM Bond*

## **12.2 Registration upon arrival to the setting**

❖ OFSTED REQUIRE PARENTS/CARERS TO SIGN CHILDREN IN AND OUT OF THE SETTING WITH TIMES.

❖ WE HAVE A REGISTRATION BOOK FOR THIS PURPOSE. PLEASE MAKE THE MEMBER OF STAFF AT THE REGISTER AWARE OF YOUR CHILD'S ARRIVAL.

Policy Reviewed 03<sup>rd</sup> Jan 2012 *EM Bond*

## **12.3 Collection of dependants from the setting**

❖ ST. PETERS PRE-SCHOOL STAFF WILL NOT HAND OVER ANY CHILD DURING OR AT THE END OF A SESSION TO ANY ADULT OTHER THAN THE PERSON/S NAMED ON THE CONTACT FORM.

OR

❖ ANY PERSONS OVER THE AGE OF 18 WHO HAS YOUR CHILD'S PASSWORD

❖ CHANGES CAN BE MADE ONLY WITH WRITTEN PERMISSION FROM THE PARENTS.

❖ THE PRE-SCHOOL HAVE THE RIGHT TO REFUSE THE RELEASE OF ANY CHILD INTO THE CARE OF A PARENT OR GUARDIAN WHO THE

PRE-SCHOOL CONSIDER TO BE UNDER THE INFLUENCE OF ALCOHOL OR DRUGS.

❖ IN THE EVENT THAT A CHILD IS NOT COLLECTED FROM THE PRE-SCHOOL AT THE END OF THE SESSION, STAFF WILL CONTACT PARENTS IN THE FIRST INSTANCE AND THEN THE EMERGENCY CONTACT NUMBER ON THE REGISTRATION FORM.

❖ IF NEITHER IS AVAILABLE STAFF WILL INFORM SOCIAL SERVICES AFTER A PERIOD OF 1 HOUR.

Policy Reviewed 03<sup>rd</sup> Jan 2012

*EMBard*

## **12.4 Medication Policy**

ST.PETERS PRE-SCHOOL DO NOT ADMINISTER MEDICATION UNLESS IT HAS BEEN PRESCRIBED BY A G.P.

IF YOU REQUIRE STAFF TO ADMINISTER MEDICATION PLEASE GIVE WRITTEN PERMISSION WITH INSTRUCTIONS. (I.E VENTOLIN)

STAFF WILL RECORD THE ADMINISTRATION IN THE ACCIDENT BOOK AND REQUEST A SIGNATURE AT THE END OF THE SESSION.

WE WOULD PREFER THAT CHILDREN REMAIN AT HOME UNTIL SYMPTOMS OF THE INFECTION HAVE GONE WHEN PRESCRIBED WITH ANTIBIOTICS OR THEY ARE GIVEN BEFORE & AFTER THE SESSION BY PARENTS/CARERS

Policy Reviewed 03<sup>rd</sup> Jan 2012

*EMBard*

## **12.5 Animal Policy**

❖ St Peter's Pre-School does not keep permanent pets on the premises  
❖ St Peter's has mascots who are a Black Labrador (called Bob) and a Golden Labrador (called Eddy) on occasions visit the group to see the children.

❖ We on occasions have animals to visit if they are relevant to a topic, in the event of this happening parents will be informed in writing of the date and type of animal at least one week in advance.

❖ If a child is found to have an allergy, the animal will be excluded from the setting.

Policy Reviewed 03<sup>rd</sup> Jan 2012

*EMBard*

## **12.6 No Smoking Policy**

❖ St. Peters Pre-School has a no smoking policy in the building No smoking signs are displayed in the Entrance, Kitchen, Large and small hall.

Policy Reviewed 03<sup>rd</sup> Jan 2012

*EMB*

## **12.7 Missing / Lost Child Policy**

In the event of a missing child and after it has been established that the child is not on the premises and should be, under our care. The Leader for the session will ensure that the following procedures are implemented:

1. Alert all Staff
2. Organise a search team
3. Conduct a thorough search of the immediate area
4. Contact parent/guardian
5. Contact the police
6. Contact OFSTED

Policy Reviewed 03<sup>rd</sup> Jan 2012

*EMB*

## **13.1 Complaints Procedure**

We aim to provide the highest quality education and care for all our children. We aim to offer a welcome to each individual child and family and to provide a warm and caring environment within which all children can learn and develop as they play.

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

Parents and prospective parents are able to request to see the Complaints Records at any time and if required a copy will be provided for parents to keep for an administration fee.

### **Making Concerns Known**

❖ A parent who is uneasy about any aspect of the group's provision should first of all talk over any worries and anxieties with the pre-school leader or Deputy and complete a Complaints Record Pack and put into writing any concern or complaint.

❖ If this does not have a satisfactory outcome within a couple of weeks, or if the problem recurs, the parents should request a meeting with the proprietor and his/her deputy.

❖ A parent completing a Complaints Record Pack should not name individuals whether a child or staff member.

❖ THE COMPLAINTS PACK can be found in the entrance in the Red file holder

### **Most complaints should be resolved informally or at this initial stage**

❖ If the matter is still not sorted out to the parent's satisfaction, the parent should again contact the manager.

### **How we will deal with a complaint**

❖ We will investigate any complaint we receive & try respond to parents/carers within 28 days.

❖ We will identify any individuals who were involved in the investigation without identifying any individuals named in the complaint including staff & children's names.

❖ We will inform you of any referrals made to external agencies, for example environmental health, social services etc.

❖ We will review our policies & procedures should it be found not to be adhered to.

### **Actions and Outcomes**

❖ We will provide details about the outcome of our investigation

❖ We will identify any action that needs to be taken

❖ We will record any action set or taken by Ofsted

❖ We will record any action taken by another external agency, where we have permission to do so

❖ We will record the outcome of our investigation, identifying any areas where we feel could be an improvement to the Pre-School

❖ Should a staff member be dismissed following an investigation for misconduct, because they placed a child at risk of significant harm, we may refer the individual for inclusion onto the Protection of Children Act (POCA) list. Should this action need to be taken help will be provided by ringing Ofsted on **0300 123 1231**

### **The role of the registering authority**

In some circumstances, it will be necessary to bring in the local authority registration and inspection unit, who have a duty to ensure laid down requirements are adhered to. The registering authority would be involved if a child appeared to be at risk or where there seemed to be a possible breach of registration requirements. In these cases both parent and pre-school would

be informed and OFSTED to ensure a proper investigation of the complaint followed by appropriate action.

OFSTED

The National Business Unit,  
The Royal Exchange Buildings,  
St Ann's Square  
Manchester

**0300 123 1231**

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

*Policy Reviewed 03<sup>rd</sup> Jan 2012*





**ST PETERS**



**PRE-SCHOOL**

**Policies Terms and Conditions Agreement**

The policies, procedures, terms and conditions outlined in this policy will apply throughout the duration of your child's time within the setting as will the signed agreement.

This agreement must be returned signed and dated no later than 2 weeks after commencement of the term in which your child / children will commence or continue within the setting. Should you have any questions relating to this document please do not hesitate to discuss them with the pre school leader or contact Mrs Elaine Bird, Director of the Pre-school on 0116 2877300 or 07868850544

**I / We are the parent/s, Guardian/s, Carer/s of:**

**Childs Name** \_\_\_\_\_

I / We the undersigned have read and understand all the Policies, Terms and Conditions of the setting.

I / We have been given adequate time to ask any questions in relation to the document and agree to abide by the policies, terms and conditions of St Peters Pre-School.

**Print Name** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Date:** \_\_\_\_\_

