

Creswick Pre-School

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Policies & Procedures

2023

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Admissions & Funding

* The Pre-School will endeavour to ensure that the existence of the Pre-School is widely known to the local communities. We will place notices advertising the Pre-School in places where all sections of the community can see them.
* Allocation of places will be taken from the Pre-School’s waiting list. Children who are 2 years of age or older will be allocated a place on a first come first served basis depending on when spaces become available. Those two year olds referred to us for a Hertfordshire County Council funded place are allocated a place from a separate waiting list at the discretion of the Pre-School Leader.
* The Pre-School aims to have three intakes per year; September, January and April. The January and April intakes are smaller as Nursery classes are now single intake, therefore, fewer places now become available in Pre-School in January and April.
* We have 28 places per session in our Pre-School. We run two sessions daily.
* Placements are allocated for either mornings – 9am to 12noon or afternoons – 1pm to 4pm. Placements cannot be split between the two.
* Once offered a placement, families have five working days to accept or decline before the offer is withdrawn.
* Creswick Pre-School is an inclusive setting.
* Funding is available for families with children aged 2 who meet strict criteria set by Hertfordshire County Council.
* All Children are entitled to free places through government funding the term after their third birthday for 15 hours per week. We endeavor to offer every child the maximum number of free hours they are entitled to if they are in receipt of two or three-year-old government funding.
* Absenteeism from the Pre-School for four weeks or more with no explanation for the absence will result in the child’s place being reallocated to another child on the waiting list. Any fees accrued will still remain payable.
* We ask that you give four weeks’ notice of removing your child from our register.
* Should you withdraw your child without giving notice, four weeks fees will still be payable.
* Please note, fees are required to be paid in full every half term and in the event of fees being one half term in arrears, the child’s place may be withdrawn.
* Charges are made for absence in the following circumstances: parent or child’s sickness, parent or child’s long term sickness, parent’s annual holiday
* Having a child attend Creswick Pre-School is no guarantee that a sibling will receive a place though we make every effort to enable this to happen.
* Pre-School’s £50 registration fee is non-refundable.
* Pre-School is registered to receive Early Years Pupil Premium (EYPP) for eligible children.
* Children’s attendance is carefully timetabled. Once hours have been allocated and agreed it is unlikely that those hours can be changed until the start of the next academic term. Although, Creswick Pre-School will endeavour to cater for your needs/wishes.
* Regardless of whether your child access a funded place or a fee paid place, late collection will be charged at £15.00 per hour.
* Lunch Club is **ONLY** provided for children accessing childcare under the 30 hours’ scheme.

30 Hour Funding - Nursery

* Creswick Primary & Nursery School and Creswick Pre-School Ltd will work in partnership to deliver the 30 hour funded place scheme on the Creswick site.
* A maximum of 16 afternoon places will be made available at Creswick Pre-School to dovetail with the morning sessions at Creswick Nursery School for families entitled to the funding.
* Admissions for the 30 hour funded scheme follow the same process as admissions for a standard Nursery Class place. This will be completed by the School’s administrator in partnership with Creswick Pre-School administrators.
* If more families apply than there are spaces available, places will be offered in the following order:
  + Normal school process
  + Child previously attended Creswick Pre-School, continuity of care for the child
  + Distance from the school site
* Families must check their own eligibility and provide proof of the funding code allocated to them to Creswick School and Creswick Pre-School.
* Families who accept a 30 hour place must agree to attend five full morning sessions in the School’s Nursery class.
* Families who accept a 30 hour place must agree to attend five full afternoon sessions in the Pre-School class.
* Each family accessing a 30 hour funded place will be given a contract with the Primary School and Pre-School.
* Collection following afternoon sessions will be flexible:
  + 11.45am – 3pm
  + 11.45am – 4pm. Final hour is not part of the funded package and would incur a cost of £9.00 per session. Pre-School is required to be informed by 12noon, if child is staying to 4pm and parent/carer will be invoiced.
* Creswick Pre-School and Primary School make every attempt to align dates used for staff inset and training to minimise disruption for families.
* If a child is unwell and unable to attend, parents are asked to contact the Pre-School **AND** the Primary School.
* A structured lunch club with planned activities will form part of the 30 hour offer.
* Lunch club will be held at Pre-School.
* Children bring their own packed lunches to school every day.
* One team member from Pre-School and one from Creswick Nursery will collect the children from their Nursery Class and walk them to Pre-School.
* Daily information will be shared between the Nursery class and the Pre-School via a Communication Book.
* Children are insured by Creswick School until 11.45am. Creswick Pre-School’s insurance then begins.
* 30 hours will not be offered solely in the Nursery Class or the Pre-School; educare must be split between the two settings.
* Eligible families **MUST** recheck their eligibility every term.
* If a family ceases to be eligible it is their responsibility to inform the Pre-School and School immediately
* If notification of eligibility ceasing is not received in writing by the Pre-School and school, parents become liable for the cost of the additional 15 hours educare with immediate effect.
* If parent’s eligibility ceases they may leave their child in a full time place but would have to pay the fee of £27.00 per session to Creswick Pre-School.
* The team across both sites are qualified and experienced in teaching the EYFS through both Pre-School and Nursery stages of learning and development.
* Children’s learning will be shared between the School and the Pre-School to ensure the best possible educare is received by the child, with termly meetings between the Pre-School Leader and the Nursery Teacher.
* Creswick Pre-School Ltd will be responsible for notifying HCC of any children accessing the funding and claiming that funding every Half Term.
* Hours accessed at the School’s Nursery Class will be paid directly to the school through the normal funding process.
* Funding is therefore split 50/50 between both settings.

Settling In

* Parents and children are welcome to visit the Pre-School before admission is planned.
* All new families are required to attend a ‘Pre-School Visit’ to the setting before the child’s start date. The Pre-School Leader will complete relevant paperwork with the family, whilst the child/ren will be introduced to their Key Person and will explore the setting together. This time will be also used to inform the family of the Pre-School’s policies and procedure, settling in procedure and discuss any concerns the parents/carers may have.
* Visits will take approximately 30 minutes and times/dates need to be strictly kept to.
* If needed, a home visit will be offered if a child needs further support with the transition to Pre-School.
* New children join on a staggered rota into the Pre-School. This ensures your child receives the full attention of his/her Key Person as he/she settles in.
* Parents/carers will not be allowed into sessions and will instead say their goodbyes at the gate with the child’s Key Person supporting the child. This is to help with a smoother transition for all parties involved.

Pre-School Visits

In conjunction with the ‘Settling In’ policy, families are required to attend a visit to Pre-School before their child starts at the setting. This will be an opportunity for families to visit the setting to meet the child’s Key Person and Pre-School Leader. It will also help the child become familiar with the setting and to help with the transition. It is really important that the Key Person develops a rapport with both the child and parent/carer to ensure effective two-way communication.

Rationale

* We believe that our first encounter with parents/carers is crucial in helping to form a positive partnership between the setting and families.
* Parents/carers are their child’s main Educator.
* Parents/carers have valuable knowledge about their child, which will help the team to provide appropriate play and learning experiences for them at Pre-School.
* Visits provide a forum for such knowledge to be shared in an informal way.

Aim

* To provide an opportunity for a new child and family to meet team members before the child starts Pre-School.

Purpose

* To help the child, family and team members to get to know more about each other, building on the Cultural Capital of the family.
* To gather information and knowledge about the child and their individual care needs.
* To encourage parents/carers to ask questions in an informal way.
* To begin to build a relationship with the child and parent/carer.

Procedure

* We will arrange a time that is mutually convenient for both the family and Pre-School.
* The Pre-School Leader will use the visit as a means of talking to the family, gaining information about the child and answering any questions the family may have. The Key Person will play alongside the child, getting to know them and start to form a bond.

During the visit we will:

* Introduce the Early Years Foundation Stage and how we use this in our Pre-School.
* Discuss the Pre-School’s routine and what opportunities are offered.
* Go through the settings ‘Settling In’ procedure.
* Ask the parent/carer for the child’s likes/dislikes, routines and specific needs and interests.
* Spend time playing with the child, getting to know them.
* Give parents/carers the opportunity to ask questions and/or express any concerns.

Promoting Health & Wellbeing

*‘Emotional wellbeing describes your mental state - how you are feeling and how well you can cope with day-to-day life. Emotional wellbeing is essential for us to function and be happy.’ Mental health is defined as a 'state of well-being in which every individual realises his or her own potential’*

*Mind, 2018*

Physical Activity and Nutrition Coordinator (PANCO) for Creswick Pre-School – Tayler Cox

**Statement**

Our setting recognises that children's health is an integral part of their emotional, mental, social, environmental and spiritual well-being and is supported by attention to these aspects. We promote health, safety and well-being through our practices, policies and procedures. We endeavour to minimise hazards and risks to enable the children at our setting to thrive in a healthy and safe environment. Safeguarding children from harm is a shared responsibility by everyone within the setting.

**Procedures**

**Physical Wellbeing**

* All children are different and develop in individual ways and at varying rates. Every area of development - physical, cognitive, linguistic, spiritual, social, and emotional, is equally important.
* Team members are aware of the different stages of child development and how the effects diet, exercise, environment, sleep, emotion can all affect their development.
* Our setting provides a safe, secure, stimulating, supportive environment for all children and do not discriminate against any child or their family on the basis of protected characteristics as defined by the Equalities Act 2010.
* The importance of hygiene is promoted and children are supported to maintain their own hygiene by such things as washing hands and covering mouths to reduce spreading germs to others.

**Healthy Eating**

Children need a balanced diet that contains foods from all the essential food groups to thrive and grow. Our setting regards snack times as an important part of the settings day. Eating represents a social time for children and adults and allows the children to learn about healthy eating. We promote healthy eating using resources and learning about healthy foods and practices through a wide range of activities. At snack time, we aim to provide good quality nutritious food that meets the children's individual dietary needs.

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

* We record information about each child's dietary needs on their registration form and parents sign this to signify it is correct.
* We regularly consult parents to check the information is correct and current any amendments are made and signed by the parents.
* We provide nutritious foods for snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
* We include a wide variety of foods from the main food groups in our snack time.
* Fresh drinking water is available throughout the session. We promote the importance of hydration especially in the warmer weather.
* Milk and water is available at snack time.
* We promote healthy eating and children understanding of the importance of a balanced diet through a variety of practical activities and discussions. Stories, posters and resources enable us to reinforce this on a daily basis.
* We support parents by giving advice as required and displaying literature to promote their knowledge and understanding of a healthy diet and its importance.
* All team members receive food hygiene training and refreshers to ensure safe best practice is maintained.
* Children wash and dry their hands before snack time and after using the toilet, educating the children on the importance of hygiene.
* We plan activities that encourage healthy food choices and the role food plays in maintaining health.
* We promote healthy eating to be positive role models that the children will follow and continue to make healthy choices in the future.

**Exercise**

Our setting is aware of the importance of exercise and the benefits it has to child as a whole. We recognise not only the benefits it has on their health but also promotes stamina, endurance and allows an opportunity to socialise with their peers.

* We provide a range of opportunities to take part in physical exercise within session time.
* We encourage the children to move in a variety of ways to develop co-ordination, balance and gross motor skills.
* We encourage and support children until they feel confident to try activities without adult support.
* We discuss and promote the importance of exercise and the impact and effects it has on their bodies, and the importance of rest.
* Team members promote exercise by participating and taking the lead for children to follow.
* We access the outside play area daily and promote the importance of physical activity and the stimulation exploring the outdoor environment can provide.

**Supporting Parents & Families**

* Team members support parents and families by offering advice on areas of concern.
* Provide emotional support to those that are emotionally vulnerable and experiencing difficulties such as separation, financial concerns and housing problems.
* Liaise with health visitors and local services in order to provide information and support required.
* Inform parents where they can access medical treatment, Dentist, and Health Centre, if just moved to the area.
* Provide information both verbally and in written format, in different languages/different sized texts as required and go through it to ensure understanding.
* Providing information on healthy practices such as immunisation and advice on health matters such as chicken pox and head lice.
* Ensure parents are aware of the settings policies and procedures including those relating to safeguarding, equal opportunities/inclusion and health and hygiene. Policies are always available for parents to access.
* We take children still in nappies and support the child and parents with toilet training when the child progresses to this stage.

**Emotional Wellbeing**

* Team members are made aware during induction to the setting of all the settings policies and procedures and ensure they are followed.
* Children's individual needs and requirements are met and their feelings accepted and respected. Friendships and team building are encouraged and promoted through daily activities.
* Children gain a sense of well-being when they are encouraged to take responsibility and join in with activities that interest them.
* The child has a Key Person allocated to them on induction to provide support and guidance throughout their time in the setting. The Key Person will help guide them through the transition proving emotional support for the parent and child.
* Team members receive training and guidance to ensure they are confident promoting and supporting well-being.
* We provide a supportive network to respond to sensitive issues involving team members, children, adults and families.
* We ensure team members receive good quality, current professional development, supported through the settings policies and procedures such as health and safety and grievance procedures.

**Risk Assessment/Safety**

We endeavour to minimise hazards and risks to enable the children at our setting to thrive in a healthy and safe environment. We are aware of the importance of a clean and safe environment.

Our risk assessment process covers adults and children and includes:

* Checking risks/hazards inside and outside.
* Checking activities and procedures for children and adults.
* Understanding what areas need attention.
* Develop an action plan, who will be responsible for actions and when actions will be completed.
* Safety checks are carried out on a daily basis. Detailed and in depth risk assessment are carried out yearly and more frequently, if circumstances require it.
* Medicines and cleaning materials are kept out of children's access. All cleaning products/ chemicals are kept in original containers and COSHH - Control of Substances Hazardous to Health Regulations records kept in case somebody has a reaction to them or is hurt by them.
* Our setting follows the guidelines of RIDDOR - Reporting Injuries, Diseases and Dangerous Occurrences for the reporting of accidents and accidents. Safeguarding issues and behavioural incidents between children are not regarded as incidents and separate policies cover these areas.
* The settings Safeguarding policy and procedures are adhered to at all times and are always available for parents/carers to access.
* The settings Health and safety policies and procedures are adhered to at all times and are always available for parents/carers to access.
* All team members are aware of fire drill procedures. Fire drills are practised termly and children are aware of the importance of this.
* Our setting is strictly no smoking or vaping zone. We offer advice on the effects smoking/vaping can have and support parents who are giving up smoking or want advice on where to access help to stop.

**Legal Framework**

* Reporting of Injuries, Diseases and Dangerous Occurrences Regulations, RIDDOR 1995
* Health and Safety at Work Act 1974
* Management of Health and Safety at Work Regulations 1992
* Control of Substances Hazardous to Health Regulations, COSHH 2002
* Protection of Children Act 1999
* Data Protection Act 2018
* Children Act 1989 & 2004
* Safeguarding Children & Families Act 2014
* Human Rights Act 1998
* Equality Act 2010
* Special Educational Needs and Disability Act 2001
* Managing Risk 2009

Uncollected Child

* If a child has not been collected within 15 minutes of the end of the session - 12noon, 3pm or 4pm, we will call the contact number or emergency number listed on the child’s file.
* If no response after one hour, we will contact ‘*Hertfordshire County Council Children’s Services’* assigned to this area:

Telephone: **0300 123 4043**

Lost Child

* The Deputy Leader and one team member will remain in the Pre-School room with the rest of the children.
* The Pre-School Leader and one team member will search the immediate grounds, i.e. school field and car park.
* The school office and Family Centre will be informed. They can immediately monitor CCTV cameras.
* The school site is protected by electronic gates that are closed during school hours.
* In the event that a child is lost (no longer on the premises or within the school grounds) whilst in the care of this Pre-School, the local police will be called and the Pre-School will contact the parents/carers.
* Ofsted would be informed at the earliest opportunity.

Report to Police: **999**

Report to Ofsted: **0300 123 1231**

Behaviour Management

* Rules governing the conduct of the group and acceptable behaviour of the children will be discussed within the Pre-School and explained to all newcomers.
* All adults provide a positive model for the children; being friendly, kind and caring.
* Adults will praise desirable behaviour such as kindness and willingness to share.
* The adults do not use any form of physical punishment or any threats of such punishment.
* Children who behave in a negative manner will be given time-out and one-to-one adult support in identifying the cause of the behaviour and redirecting their attention to more appropriate behaviour.
* In cases of serious and constant inappropriate behaviour, the Key Person may discuss matters with the parent/carer to find a positive way forward for the child.
* In any case of inappropriate behaviour it will be made clear to the child concerned that the behaviour is unwelcome and not the child.
* Adults are aware that some kinds of behaviour may arise from a child’s special needs.
* Creswick Pre-School has completed Therapeutic Approaches to Behaviour training.
* We utilise a ‘marble jar’ reward system for helpful and independent behaviour. All children will have opportunity to be rewarded for positive behaviour, including ‘Well Done’ certificates.

Physical Intervention

Creswick Pre-School adheres to the legal definition of ‘Physical restraint’ and use it only in extreme circumstances where all other strategies have failed. Physical restraint is defined as ‘*the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property’.*

Equal Opportunities

Creswick Pre-School is committed to equal opportunities and believes the values derived from different backgrounds should be recognized and respected. We aim to provide a positive and stimulating environment from which all children can achieve their best.

Aims:-

* To celebrate and value the diversity of all who are associated with the Pre-School.
* To endeavour to reach every member of our local community when welcoming both new children and their families, and when recruiting new team members.
* To promote access for all children to the same range of services, facilities, curriculum and resources. This includes providing materials that positively reflect diversity and are free from discrimination and stereotyping.
* To challenge unacceptable language, actions or beliefs, that may be prejudicial or exclusive to others. Such incidents will be logged, discussed with parents and acted upon.
* To encourage both adults and children to have a positive self-image.
* To provide positive and appropriate models of behaviour for the children in our care.
* To safeguard the welfare of every child.
* To challenge inappropriate behaviour and redirect the interests of the child, always with the emphasis on the inappropriate behaviour being unwelcome NOT the child.
* We will endeavor to advertise the Pre-School in order to reach all members of the community and welcome all regardless of race, religion, parental status or special needs. We will always liaise with parents to meet individual needs.
* To follow anti-discriminatory practice when seeking to employ new team members, ensuring that employment opportunities are open to all.

##### Purpose: -

* To allow all children, regardless of ethnicity, culture or religion, home language, family background, learning difficulties, gender or ability to have opportunity to experience a positive and rewarding learning through play experience.
* To meet the individual needs of every child in our setting.
* To ensure that Inclusion and Equal Opportunities are put into practice.
* To raise quality and standards.
* To recognise the rights of the child.
* To encourage parents/carers and their children to use our Pre-School.
* To increase awareness.

As a constantly developing and improving provider of quality Pre-School learning through play, and, as a provider in receipt of government funding of free early education places, we give due regard to all appropriate legislation and policy, including:

The SEND Code of Practice 2015

Equalities Act 2010

Early Years Pupil Premium

From April 2015, Pre-Schools, Nurseries, Schools and Childminders are able to claim extra funding through the Early Years Pupil Premium, EYPP, to support children’s development and learning.

The Early Years Pupil Premium can provide an extra £353 a year for 3 and 4 year old children, who have been in care or adopted from care or whose parents are in receipt of certain benefits.

**Eligibility**

Children will attract the EYPP, if their families are in receipt of one of the following benefit:

* Income Support
* Job Seekers’ Allowance, Income-based
* Employment & Support Allowance, Income-related
* Support under Part VI of the Immigration & Asylum Act 1999
* The guaranteed element of the State Pension Credit
* Child Tax Credit based on an annual gross income of no more than £16,190
* Working Tax Credit run-on

The following children are automatically eligible:

* Children who are looked after by the local authority
* Children who have left care through a special guardianship, adoption or residence order

**How will it help your child?**

Your child’s Key Person will work in partnership with you to carefully consider the learning and development needs of your child and use the additional funding to support them with the following areas:

* Personal, Social & Emotional Development
* Communication & Language
* Physical Development
* Literacy
* Mathematics
* Understanding the World
* Expressive Arts & Design

When Ofsted inspect Creswick Pre-School they will check to see that this additional funding is helping your child to learn and develop.

Partner Agencies

Creswick Pre-School regularly works in partnership with colleagues from other services to provide the best outcomes for your child. Permission to share information with these agencies is sought through the initial registration form.

Some of the services we access are:

* Speech & Language Therapist
* SEND SAS Early Years Team
* School SENCo’s
* Community Nursery Nurse
* Health Visitors
* Occupational Therapists
* Advisory Teacher
* Family Centre
* Early Years Consultants
* Art Therapist
* Families First
* Local Pre-Schools
* Acorns Teaching School Alliance

Special Educational Needs & Disability (SEND) Code of Practice

Pre-School has a duty under the statutory framework for the Early Years Foundation Stage (EYFS) to have and implement a policy and procedures, to promote equality of opportunity for children in our care, including children with SEN or disabilities. We follow procedures for identifying, assessing and making provision for children with special needs in accordance with the current Code of Practice (2015). A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Special educational needs and provision can be considered as falling under four broad areas:

1. Communication & Interaction
2. Cognition & Learning
3. Social, Emotional & Mental Health
4. Sensory and/or Physical Needs

We aim to: -

* Work in partnership with parents/carers and other professionals.
* Have regard to the views and wishes of the child or young person, and their parents.
* Encourage families to participate as fully as possible in decisions and provide them with information and support necessary to participate in those decisions.
* Ensure good quality provision for children because team members are appropriately qualified and have experienced different areas of SEND training, regularly and often. All team training and qualifications records are held in the CPD file.
* Monitor individual children’s progress by means of observation and assessment.
* Complete a progress check when a child is between two and three years’ old that will be shared with parents through a short 1:1 meeting. If there are significant emerging concerns, we will develop a targeted plan to support the child involving other professionals as appropriate.
* Ensure that where a child appears not to be making progress either generally or in a specific aspect of learning, we will present different opportunities, use alternative approaches to learning, or seek advice of other professionals.
* Ensure that where difficulties are ongoing and a child has been identified as having special needs, we will intervene through SEND Support
* Ensure that where a SEND is identified we will put appropriate, evidenced based interventions in place.
* Team members are trained to use Early Support materials, Individual Assessment of Early Learning and Development (IAELD), Valuing SEND (VSEND) and Families First Assessments (FFA) procedures to identify Special and Individual Needs where required and offer appropriate support.
* Continually monitor the intervention a child receives and where expected progress is not made, the Special Educational Needs Coordinator - Nikki Neighbour or Amanda Smith, may need to seek advice and support from outside agencies. This form of intervention will be through SEND Support.
* Despite receiving intervention through SEND Support, a few children may still not make expected progress. In this case, it may be necessary, in consultation with parents/carers and any outside agencies to consider making a request for an Education, Health and Care Plan (EHCP).
* Parents of children who have an EHC Plan have a right to ask for a particular setting to be named in the Plan and for a personal budget for their support.
* Make reasonable adjustments for disabled children to help alleviate any substantial disadvantage they experience because of their disability, and will not discriminate or harass them.
* Work closely with our local Family Centre. We share information with our Centre following consent from families and work together to find the best and most appropriate support available at the earliest opportunity.
* Ensure that the SENCo attends local SENCo network meetings to share best practice and receive updates from local authority area SENCo’s.
* SEND will be an agenda item at all meetings.

We review this policy yearly.

As a constantly developing and improving provider of quality Pre-School learning through play, and, as a provider in receipt of local authority funding of free early education places for two, three and four year olds, we give due regard to all appropriate legislation and policy, including:

We have an appointed setting based SENCO – Nikki Neighbour/Amanda Smith

The SEN Code of Practice 2015, covering the age range 0-25

Equality Act 2010

Health and Social Care Act 2015

Children and Families Act 2014

Children Act 1989

Working Together to Safeguard Children 2018

Articles 12 & 13 of the UNCRC

Safeguarding

* The over-riding consideration must be to safeguard and promote the welfare of the child.
* Adults at Creswick Pre-School would always listen to the child and never directly question him or her following a disclosure.
* When a child is freely recalling significant events a note of the discussion including a record of the time, setting and the personnel present will be kept.
* If a Key Person suspects that a child has suffered or is likely to suffer any form of abuse or maltreatment, this should be discussed with the Pre-School Leader (Designated Safeguarding Lead).
* The Pre-School Leader, as the Safeguarding Children Coordinator, will contact the Hertfordshire Children’s Services at ‘Children’s services’ in accordance with County Child Protection procedures.
* Arrangements are made for one-to-one support for any child showing signs of illness or emotional distress during the session. Parents are contacted if and when necessary.
* All team members have undertaken, at least, Level 1 training for Safeguarding Children and are aware of procedures as set out in the ‘Safeguarding Children’ and ‘Recognise, Respond, Refer’ pamphlets.
* Any incidents or concerns, must be reported to the Pre-School Leader, Nikki Neighbour or, in her absence, Kelly Lachinni – Deputy Leader, who are both Designated Safeguarding Leads.
* Creswick Pre-School makes employees and volunteers aware of its expectations, policies and procedures throughout the induction process. Employees/Volunteers know that if they have concerns about standards of practice or performance of colleagues, those concerns should be voiced with an appropriate person. Creswick Pre-School is aware of and follows the guidelines of Herts County Council ‘*Whistle blowing Policy’.* (Copy available on request).
* Allegations against team members are taken very seriously. We must inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. Pre-School must inform Ofsted of these allegations as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. Ofsted - 0300 123 1231.
* We are aware of and would make use of Hertfordshire County Council’s ‘LADO’ (Local Authority Designated Officer). This local authority department guides Early Years Settings through any procedures required following an allegation against a member of staff.  The new title for this role is ‘Designated Officer’ 2015.
* Creswick Pre-School follows safer recruitment practices to ensure the suitability of employees to the best of our ability.
* Senior team members are trained in Safer Recruitment practices.
* All employees and volunteers complete an enhanced disclosure and barring service check (DBS). New employees are required to join the DBS live system.
* All employees and volunteers are required to complete a disclosure of ‘Disqualification by self-declaration’ form annually to confirm that they not been arrested for or convicted of any offence that would preclude them from working safely with children.
* Employees are made aware at induction that any arrests or convictions of them should be disclosed to senior team members at the earliest opportunity.
* Senior Leadership Team will attend and contribute to Child Protection cases, Child in Need cases and Families First Assessment cases as appropriate. SLT have received relevant training to enable this.
* If the Senior Leadership Team feel that a referral to Children’s Services is in the best interests of a child they will endeavour to notify parents/carers of that referral, unless to do so would place the child at greater risk of harm.
* We refer to and abide by the Government’s guidance: ‘Working together to Safeguard Children 2018’ and ‘What to do if you are worried a Child is being abused 2015’. Hard copies available in setting office.
* Creswick Pre-School is aware of the Prevent Duty as noted in the WTTSC 2018 document. Team members have received WRAP training.
* Creswick School site has electronic gates. These are closed during school hours with entry available through an intercom system in an emergency or if occupants of the car hold a blue disability badge. There is **NO** other parking available on site. Please do not attempt to access the car park to drop off or collect your child under normal daily circumstances.
* To keep our children safe, we request that at **all times**, footpaths will be used by pedestrians. Accessing the Pre-School on foot through the car park is **NOT** safe.
* Safeguarding is a standard agenda item at Team and Director’s Meetings. Regular updates are given to the team. All new local and national guidelines are shared at the earliest opportunity.
* Record Keeping - Creswick Pre-School will hold records confidentially, safely, securely and in line with our records retention schedule.
* All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.
* Records will include:
  1. A clear and comprehensive summary of the concern
  2. Details of how the concern was followed up and resolved
  3. A note of any action taken, decisions reached, and the outcome.
* Concerns and referrals will be kept in a separate child protection file for each child, electronically on a secure system called CPOMS.
* Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to know/ access them.
* Safeguarding records relating to an individual child will be retained for the student until they reach their 25th birthday or 31st birthday if there is an EHCP in place (Information Records Management Society 2022). IRMS Schools Toolkit - Information and Records Management Society
* Safeguarding records which contain information about allegations of sexual abuse were being retained for the Independent Inquiry into Child Sexual Abuse (IICSA). This has now concluded and the Home Office sent a letter to schools advising that files no longer needed to be kept indefinitely. However, the recommendations from the inquiry have stated:
* Recommendation 17: Access to records The UK government should direct the Information Commissioner’s Office to introduce a code of practice on keeping and accessing records which relate to child sexual abuse. The code should require records about child sexual abuse and allegations of child sexual abuse to be kept for 75 years, with appropriate review periods.
* The Pre-School will follow the recommendation 17.
* Receiving in and transferring pupil records to other education provision - If a child for whom the Pre-School has, or has had, safeguarding concerns moves to another setting, the DSL will ensure that their safeguarding information file is forwarded as soon as possible, securely, and separately from the main pupil file.
* To allow the new school/ college to have support in place when the child arrives, this should be within:
  1. 5 days for an in-year transfer, or
  2. the first 5 days of the start of a new term.
* In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the wellbeing and safety of the child.
* Retention, archiving and destruction of records - For records that are not transferred to another school, for example the child leaves the country or is going to be home educated, we have: Secure and appropriate system to archive with restricted access
* We have a written assurance from our providers of our electronic recording systems (CPOMS) that all records are maintained securely which includes any archived records.
* Storage, retention, and destruction of our child protection files is also made clear in our data management policy.

Working together to Safeguard Children 2018

Online Safety

* Anyone bringing mobile devices into the setting will ensure there is no inappropriate or illegal content on that device.
* All mobile phones will be left in the Pre-School office during sessions.
* Team members will use ONLY Pre-School IT equipment to photograph children in the setting.
* Team members carefully monitor children’s use of the internet in Pre-School to ensure that content viewed is appropriate. The internet link is via the main school’s server. This means that certain websites are not accessible at all and searches are filtered for key words that may lead to inappropriate viewing. These searches would then be blocked.
* Our Pre-School Handbook offers employees and volunteer’s guidelines regarding personal use of Social Networking sites. It also refers to County guidelines on appropriate online activity and ensuring that Pre-School’s reputation is not brought into disrepute.
* Photographic images of Pre-School children may only be used on the website when written permission from parents/carers is received.
* Protocol for managing an Online Safety incident involving ‘staff as victims’ is available in the setting’s ‘safeguarding file’.
* Creswick Pre-School is registered with ‘ICO – Information Commissioners Office’ Data protection register as sensitive and personal data is held on our computer systems. GDPR came in to force on Friday, 18 May 2018. Creswick Pre-School follows guidelines to ensure it is compliant with this new law.
* Computers in Pre-School are password protected.
* Pre-School has access to the main school’s secure server. This is via a fibrelink and enables safe, secure storage of all sensitive data and photographs.
* Photographs are removed from portable devices and are stored on an external hard drive.
* Pre-School encourages parents/carers to take photographs at our various events. We believe photographs form an important part of a child’s history and personal identity. However, we would ask families to be mindful of their use of images taken in Pre-School or at Pre-School events. Please do not share photographs of other people’s children particularly on social networking sites. Please make sure that other children are not visible in the background of photographs without asking the express permission of the parents/carers.
* Visitors to the setting are not permitted to use any device/laptop/iPad that is capable of taking photographs. These devices may be used in the setting office for the purposes of writing documents.
* Following guidance from KSCIE 22/23, all filtering and monitoring is completed by Team Members and overseen by SLT.

Confidentiality

* Parents will have ready access to the files and records of their own children but will not have access to information about any other child.
* Team members 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 or Key Person will not be passed on to other adults without permission.
* Issues to do with employment of team members, 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 Key Person/Pre-School Leader and the Chair of Director’s.
* The child’s view is respected and conversations between team members and children are held in confidence, unless other action is needed to follow the child protection policy.
* Permission for the use of photographs for Pre-School purposes is sought from parents/carers by way of Contract before the child starts at the Pre-School.
* Team members are aware of ethical procedures and adhere to all confidential guidance in order to protect the rights of the child and their families.
* Creswick Pre-School is registered with the Data Protection authority.

New Employee

* Advertisements for new team members will be sent out to all sections of the community.
* Application for employment position may be made initially by Curriculum Vitae.
* Pre-School Leader and two of our Directors will undertake interviews with candidates.
* A contract of employment will only be offered after DBS checks and relevant reference checks have been approved. All new employees will be required to join the DBS live system.
* New employees understand there is a probation period of three months.
* New employees agree to attend a minimum of four paid training sessions per year in order to continue professional development in accordance with legislative requirements and ensure quality provision. Employees may be required to attend training outside the setting and have the option of attending, evening or weekend sessions.
* New members of the team will receive a handbook and a copy of policies and will sign to confirm they have read, understand and are willing to abide by them.

First Aid/Medicines

* All members are trained in paediatric first aid and this is updated every three years.
* Accident forms are completed via Famly. If your child has an accident at Pre-School, the team will complete the relevant section on Famly and then you will be notified via email. Once you have received the email, it will give you the option to acknowledge the entry on Famly. We will verbally tell parents/carers at the end of the session if an accident has occurred and if it is a serious accident, we will of course contact you directly via telephone.
* Protective gloves are provided and team members are requested to use these when treating wounds. This is to protect both the adult and the child.
* If a major injury occurs, an ambulance will be called and one team member will accompany the child to hospital. The parents will be advised by telephone and will meet the child at the hospital.
* In the event that a child may require emergency treatment at the hospital, a permission form will have to be signed by parents/carers, to enable a member of the Pre-School team to accompany the child in the ambulance. This must be completed before the child’s start date.
* In the event that a child needs an inhaler due to asthma, we have made provision for this to be administered with the appropriate consent forms. Inhalers are to be provided with clear instructions, prior demonstration by the parent/carer as to administration of medication, and contents to be placed in a box marked with child’s name and photograph with instructions and consents. It is the parents’ responsibility to ensure inhalers held at Pre-School are “in date”.
* Parents/carers will be requested to sign a disclaimer for Pre-School team to administer medication, as sole responsibility for medication remains that of the parents.
* When a team member is required to administer medication to a child, a ‘Medication Administered Form’ will be completed and this is to be signed by the parent by way of acknowledgement.
* Children with food allergies will have their photo displayed on colour coordinated group cards for snack-time/Lunch Club.
* If a child has severe allergies and has been prescribed an Epipen, parents/carers will be requested to complete the same documentation as required by users of inhalers. All team members have been trained in the use of Epipens.
* The procedures above apply also to any adults within the setting that require first aid.
* Medicines should never be left in children’s bags. Team members do not routinely check every child’s bag every day and so would be unaware if such medicine was on the premises.
* Parents must hand medication directly to the Pre-School team and complete appropriate paperwork.
* If your child is unwell and requires antibiotics, they should not return to Pre-School until they have been taking the medication for at least 48 hours.
* If your child is poorly enough to need Calpol or similar, then they are not well enough to be at Pre-School. Childhood illnesses spread quickly and we take every precaution to reduce this spread.

Health & Safety

* Adults supervise all children at all times.
* Creswick Pre-School is a **NUT FREE** setting. Please can we ask that packed lunches are free from product that may contain nuts, please check the packaging of products closely. This may include:
  + Peanut butter sandwiches
  + Chocolate spreads
  + Cereal bars
  + Some granola bars
  + Cakes that contain nuts
  + Biscuits / Cookies that contain nuts
  + Peanut butter cakes
  + Sauces that contain nuts
* All adults are aware of system in operation for children’s arrivals and departures and an adult will be on duty at the door at these times.
* Only the individuals stated in the child’s registration form may only collect children unless the parent/carer informs the Pre-School Leader at the beginning of the session of a change of collection arrangement.
* Outdoor space is securely fenced.
* Fire doors are never obstructed.
* A register of attendance of both team members and children is completed on arrival for use in an emergency. When anyone leaves the setting registers are altered accordingly.
* Whenever children are on the premises at least three adults are present and at least standard EYFS ratios always apply.
* The premises are checked before locking up at the end of the session.
* Adults are aware of lifting methods to ensure their own safety and have completed relevant training.
* The team members encourage the children to wash their hands independently after using the toilet and before snack time
* Children have the use of a box of tissues and are encouraged to independently wipe their noses and dispose of the tissue in the bin.
* Children are not permitted to wear jewellery (with the exception of stud earrings or for religious purposes). These may cause injury to the child if caught in toys/furniture or resources or may injure another child.
* We encourage the children to cough into their elbow.
* If a child has any infection, we ask the parent/carer to inform the Pre-School Leader about the nature of the infection so we may alert other parents.
* We have a strictly no smoking/vaping policy within the Pre-School. There is no smoking/vaping permitted anywhere within the school grounds.
* Drinking water is made available at all times
* Nutritious snacks are offered.
* All team members have undertaken training in ‘Food & Hygiene’ safety and renew every three years.
* Toys/resources are cleaned regularly.
* In the event of any team member becoming pregnant, (which must be reported to the Pre-School Leader as soon as possible), precautions are taken with regards to lifting and parents are advised to inform the group of any child with an infectious illness. A risk assessment will be completed.
* Children are encouraged to change wet clothes themselves although their designated Key Person will assist.
* Soiled clothes will be placed in a bag and sent home with the child.
* To ensure children do not leave the premises unattended, a team member will release the children one by one to their waiting parents/carers.
* No team member is permitted to attend work at Creswick Pre-School whilst under the influence of alcohol or drugs.
* Dogs are not permitted anywhere on the school site.
* COSHH records are available in the setting office. The Pre-School Leader and Deputy Leader are COSHH trained.
* Pre-School completes Hertfordshire County Council’s model Health and Safety inspection checklist annually.
* Creswick School has an electronic gate system. These gates are kept closed during school hours.
* Parking on site for all parents/carers is not permitted unless they have a blue disability badge.
* We ask that if a child has a bump to the head on the way to school, the Pre-School Leader is informed. Team members can then monitor for any signs of concussion etc. that may not at first be noticeable.
* If parents/carers inform the Pre-School of any preexisting marks/bruises that have happened outside of session times this discussion will be recorded and logged.
* SLT complete weekly fire alarm system tests at Pre-School. Records are held in the office.
* SLT complete monthly checks on the water system at Pre-School. Records are held in the office.

Food & Drink

Creswick Pre-School regards snack and meal times as important parts of the Pre-School’s session/day. Eating represents a social time for all, and helps children to learn about healthy eating.

Aims:

* To encourage our parents/carers to supply a nutritious lunch for children, should the child stay for the lunchtime period under the 30 hours scheme.

Methods:

* All team members undertake food hygiene training and apply their knowledge in preparing and storing the snacks for the children and other members of Pre-School.
* Before a child starts Pre-School we find out from their parents/carers their children’s dietary needs, including allergies.
* We record information about each child’s dietary needs in his/her registration record and parents sign the record to confirm that it is correct.
* We display current information about individual children’s dietary needs when appropriate so that all team members and students/volunteers are fully informed about them.
* We implement systems to ensure that children receive only food and drink which is consistent with their dietary needs and their parent’s wishes.
* We provide nutritious foods and snacks, avoiding large quantities of fat, sugar and salt and artificial additives, preservatives and colourings.
* We include foods from the diet of differing cultures and backgrounds, providing children with familiar foods and introducing them to new ones.
* Through discussion with parents and research reading by team members, we obtain information about the dietary rules of religious groups to which children and their parents belong, and of vegetarians and vegans and about food allergies. We take account of this information in the provision of food and drinks.
* We require the team to show sensitivity in providing for children’s diets and allergies. The team 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 team members participate.
* We use meal and snack times to help children to develop independence.
* We have fresh drinking water available at all times. We inform the children about how to obtain water.
* We inform parents who provide food for the children about storage facilities available in the Pre-School.
* We give parents who provide food for their children information about suitable containers for food.
* We have rules about children sharing and swapping their food with one another in order to protect children with food allergies.
* For children who drink milk we provide whole, pasteurized milk. Children will be provided with a choice of milk or water at snack time unless there is a medical reason not to do so. In this case we will work with parents to source and provide an alternative which does not single them out.
* We provide nutritious food at all snack times — a selection of fresh fruit and vegetables, etc.
* We take care that no nuts are brought on to the site if we are aware of a child suffering from an associated allergy. Please be mindful that other products such as cereal bars may also contain peanuts.
* Pre-School is aware of the changes to food allergy labelling law implemented in December 2014.
* The 14 allergens as notified by the Food Standards Agency are listed on the premises.
* All prepackaged food purchased by Pre-School for consumption by the children has been catalogued and any allergens identified. This information is available should parents/carers wish to see it.
* A member of the team is trained in the amendments to the law relating to Allergens.
* Parents/carers will be supplied with a list of suggested healthy lunchtime options in their Pre-School welcome pack.
* Team members are always happy to offer support and guidance regarding healthy eating. Where further expertise is required, the advice of our local health team is sought in partnership with parents/carers.
* Physical Activity and Nutrition Coordinator (PANCO) for Creswick Pre-School – Tayler Cox
* Creswick Pre-School promotes children’s independence, where age appropriate.
* Creswick Pre-School is a **NUT FREE** setting. Please can we ask that packed lunches are free from product that may contain nuts, please check the packaging of products closely. This may include:
  + Peanut butter sandwiches
  + Chocolate spreads
  + Cereal bars
  + Some granola bars
  + Cakes that contain nuts
  + Biscuits / Cookies that contain nuts
  + Peanut butter cakes
  + Sauces that contain nuts

Risk Assessment

* Team members regularly check equipment/toys are not broken, avoiding harm to children.
* Pre-School Leader is responsible for safety in all areas of the Pre-School.
* Ensure the external gates are securely fastened before children have outside play.
* Check outside equipment for damage to ensure safety.
* Any visitors during sessional time report to the Pre-School’s reception area.
* Visitors must sign, on entry to the Pre-School, a Visitors’ Book.
* It is not possible to open external doors from the outside, preventing unauthorised access to the building.
* Fire safety equipment has yearly checks and relevant certificates are available for inspection.
* All team members are aware of fire procedures and complete regular fire drills.
* Accident forms are completed via Famly.
* Daily health and safety checks are carried out before session begins. Evidence of checks is displayed on the team notice board them stored within the ‘Health & Safety’ folder in the Office.
* Risk assessments are also carried out when the Pre-School takes part in any other special events or activities to ensure safety of children and the team on or off the premises.
* Risk assessments are reviewed at least annually.
* Pre-School team members use dynamic risk assessing at all times to ensure the children’s wellbeing in fast moving environment.
* Creswick Pre-School’s insurance certificate is displayed in the Reception Area.
* Outside Equipment Inspections are completed yearly.
* Site Inspections are completed yearly.

Fire

* In the event that a fire is discovered, the team member should immediately raise the alarm.
* Team members gather the children.
* A Fire Warden (SLT) is responsible for calling the Fire & Rescue Service.
* A Fire Warden (SLT) is responsible for picking up the relevant register and mobile phone.
* Team members lead the children through the nearest safety exit.
* Team members’ complete headcount throughout evacuation.
* A Fire Warden (SLT) is responsible for checking toilets and closing internal doors and is last to leave the Pre-School room and shuts the doors on exit.
* One Fire Warden (SLT) to remain at the front of the building, ready to inform the Fire & Rescue Service of the situation.
* Windows are to be pushed closed, if open, from the outside of the building once evacuation has taken place.
* Team members lead children to designated checkpoint, see signage in setting.
* Headcount and register is completed once at the designated checkpoint.
* Wait for the all clear from the Fire & Rescue Service or Fire Warden (SLT) or designated person in the event of a fire drill.
* Should we be unable to re-enter the building children’s families will be contacted to arrange early collection.
* Regular fire drills are undertaken, Pre-School to inform Creswick School and Family Centre in the event of a real fire or drills.
* Team members can tackle a small fire, **ONLY** if appropriate training has been provided; and the fire is small enough in its early stages. All team members are asked NOT to place themselves or others in danger by tackling a fire.
* Fire extinguishers are provided for emergency use only to assist in evacuating from the premises if the escape route is obstructed by the fire.
* Fire extinguishers are provided and used by trained Fire Wardens/Team members.
* SLT complete weekly fire alarm system tests at Pre-School. Records are held in the office.

Fire & Rescue Service: **999**

Critical Incident

**TO BE USED IN THE EVENT OF IMINENT DANGER WHEN THE CHILDREN ARE IN THE OUTSIDE SPACE**

* Alarm is raised.
* Team to gather children as quickly as possible.
* Pre-School Leader/Deputy Leader is responsible for accessing the register, mobile phone and leading children to the carpet area of the room.
* Pre-School Leader/Deputy Leader complete a headcount of the children at the earliest opportunity to ensure that all children are accounted for.
* All doors and windows are secured immediately by the team member closest to them.
* Creswick School and Family Centre to be notified of emergency, as appropriate.
* Emergency services alerted as appropriate.

Emergency Services: **999**

Play

## Creswick Pre-School aims to: -

* Provide quality care within a safe and stimulating environment
* Enable all children to feel included, secure and valued.
* To meet a child’s individual needs within a group setting.
* To provide varied and equal opportunity play through an experienced and qualified team.
* To work in partnership with the child’s parents/carers.
* Play and learning is delivered through themes each term. Structure is based within the 7 areas of child development as identified in the Early Years Foundation Stage.

1. Personal, Social & Language

2. Communication & Language

3. Physical Development

4. Literacy

5. Mathematics

6. Understanding the World

7. Art & Expressive Design

* Pre-School team values the Characteristics of Effective Learning and aims to support the children in building their skills in these areas.
* Planned activities are to help raise children’s’ awareness of the world around us and support their development through play.
* Pre-School follows the Early Years Foundation Stage.
* The play policy is guidance for team members and acts as a working document.
* When planning play sessions, flexibility for appropriate ability and resources are to be taken into account.
* Planning is open to review regularly and should also take into account spontaneity and have regard for any extenuating circumstances.
* The team are encouraged to plan activities that follow the child’s interests.
* Children are never forced to play with anything they do not wish to.
* Children’s opinions are sought when Pre-School buys new equipment and resources.
* The Pre-School team believe that all children should have access to all toys/resources and do not gender stereo-type toys, e.g. cars are not just for boys and dressing up is not just for girls etc.
* Children are free to play with whatever they choose but are encouraged to tidy away one thing before getting out another.
* Team members will support and encourage children in their play to achieve things beyond their current stage of ability.
* The team will respect a child’s wish to play alone if that is what they choose.

Complaints

* Any concerns are initially directed to the Key Person.
* If matters or concerns are not resolved, you may informally refer to the Pre-School Leader.
* Appointments may be made, if necessary, outside session times.
* Formal complaint may be made to either Nikki Neighbour, Pre-School Leader or Sarah Berriman, Director.
* A record of complaints are to be kept and are made available on request to the Pre-School Leader.
* A poster about complaints and how to complain to OFSTED is to be displayed for parents in the reception area.
* Any complaint must be investigated and acted upon with 28 days.
* If matters are not resolved by any other means within the Pre-School, you may write or telephone Ofsted:-

Ofsted

Piccadilly Gate

Store Street

Manchester

M1 2WD

Enquiries@ofsted.gov.uk

Telephone 0300 123 1231

* Any complaints about Nikki Neighbour, Pre-School Leader, should be made directly to Gemma Jeffrey, Chair of Directors.

Employee Complaints

* Employees should discuss grievances or complaints with Nikki Neighbour, Pre-School Leader.
* If issues cannot be dealt with directly, a meeting should be sought with Gemma Jeffrey, Chair of Directors.
* HCC model capability policy may be referred to if necessary.
* Employees will accept the outcomes/decisions of the Directors as final.

PARENTS/EMPLOYEES COMPLAINTS FORM

To:

Date:

From:

Re:

|  |
| --- |
| Complaint/Grievance: |

Partnership with Parents

* The Pre-School endeavours to work alongside parents to help make the child’s time at Pre-School a rewarding experience.
* Pre-School offers ‘Pre-School visits’ for all new children.
* The Pre-School offers a termly Stay & Play session to parents/carers in order to see how their child is progressing and see any of the child’s work or to discuss any concerns. Pre-School also has an open door policy, if you wish to speak to a team member about your child’s development or any concerns.
* Parents are welcome to approach the Pre-School Leader to discuss their child at any time if they have any concerns. Arrangements will be made if necessary to discuss matters at a time/place, which will offer privacy.
* The Pre-School organises family and fundraising events termly. We encourage parents/carers to participate or contribute ideas to which they might think their children would benefit during their time at Pre-School.
* Parent feedback sheets are given to parents/carers each term.
* Creswick Pre-School understands that parents are the prime educators of their children. For this reason, parents and families are encouraged to contribute to their child’s learning journeys to share and display the learning that takes place in all aspects of their early years.
* Pre-School will publish a newsletter to keep parents informed of all events, planning, dates and other items of interest. Newsletters and items of interest will be displayed on the Pre-School’s website and Famly.
* Notices displaying information for parents/carers are placed on the front door/windows of the Pre-School building.
* Creswick Pre-School website is available for parents/carers - [www.creswick](http://www.creswick)pre-school.co.uk
* Information for parents/carers is regularly added to our ‘Famly’ app including invoices etc.
* Home sharing packs are available for children to share their play and learning at home with parents/carers through a library type service. Subject to Covid restrictions.
* EYFS information booklets are shared with families when they start via Famly.
* Two-Year-Old Development Checks - When your child is aged between two and three, Pre-School will review their progress, and provide you with a short written summary of your child’s development in a number of areas. These work alongside the Development Checks completed by your child's Health Visitor. This progress check will identify your child’s strengths, any areas where his or her progress is less than expected and how we can support. Once your child’s development check has been completed you will receive an appointment with your child’s Key Person and myself to discuss the report.

Students/Volunteers

Please note the main care of the children is the responsibility and priority of Creswick Pre-School employees.

The Pre-School welcome students and parent volunteers and the following guidelines are in force ultimately to protect the children.

* The student/volunteer will be made familiar with the Pre-School Policies and Handbook and must abide by them, signing to say they have read them, understood them and agree to abide by them.
* All will be ultimately answerable to the Pre-School Leader.
* All will undergo an introduction meeting, so that both Pre-School Leader and student/volunteer’s mutual requirements are met.
* Arrangements will be made to take into account areas of learning by students.
* No student/volunteer will be left alone with any child.
* Students/volunteers do not deal with any sick or distressed child.
* Only Pre-School employees may escort a child to the toilet.
* Any discrepancies must be reported to the Pre-School Leader immediately.
* If a child gives you cause for concern; this must be reported to the Pre-School Leader.

 The following points are guidelines for assisting within the Pre-School.

* Always work with an appointed Pre-School Key Person with set activities. Individual strengths and play areas of preference taken into consideration.
* Help tidy away resources at the end of the session.
* After outside play put away resources in appropriate sheds and lock doors.
* Be aware of security requirements and keep outside doors/gates secure.
* Wash-up cups, plates, jugs at the end of snack-time.

Nappies/Toileting

* During Pre-School sessions we are happy to change children’s soiled nappies and where possible follow your child’s toilet routine. We encourage and promote children’s independence when using our toilets, however for those children that prefer we do have potties available.
* Our expectation is that your child is in a clean and dry nappy at the **BEGINNING OF A SESSION** and you supply nappies, wipes and a change of clothes in a clearly marked bag.
* If your child needs to be changed where possible, their Key Person will be responsible. Records of all changes are kept on file.
* The door to the ‘baby change’ facility is NEVER closed whilst team members are changing children’s nappies or providing personal care in the toilet area.

Sick Child

* If a child has sickness or diarrhoea they are to be kept away from Pre-School for at least 48 hours after the last bout of the illness.
* If a child is sick during a session, the Key Person will contact the relevant person using the contact details provided on the registration form.
* If a child shows signs of being generally unwell and out of character, it may be in the interest of the child to be with their parent/carer. The Key Person or Pre-School Leader will contact via the number provided.
* All team members are trained to administer paediatric first aid. Certificates are held in CPD files in the office.
* If your child is unwell and requires antibiotics, they should not return to Pre-School until they have been taking the medication for at least 48 hours.
* If your child is poorly enough to need Calpol or similar, then they are not well enough to be at Pre-School. Childhood illnesses spread quickly and we take every precaution to reduce this spread.

Manual Handling

* Where possible all risks from manual handling will be assessed regularly and appropriate steps taken to reduce or avoid any identified risks.
* All team members are trained and made aware of appropriate lifting methods for their safety and that of others.
* Team members will have explored alternatives and where manual handling cannot be avoided will assess the weight to be lifted and will only lift accordingly.
* Team members will be aware of and make proper use of any equipment provided for their protection.
* Team members must be aware of the hazards around them and ensure their activity will not put them or others at risk.
* When being lifted or carried, children will be held firmly but not restrictively and for as little time as is considered appropriate given the circumstances.
* Children with Special Needs may have specific handling requirements. These requirements will be stated in their Personal Care Plans and all relevant team members will be instructed and trained according to these requirements.
* Children who are distressed, where appropriate will be comforted by a team member. All team members will exercise appropriate care when using physical contact and this will always be done in the presence of another team member.
* All cultural and medical needs will be given due consideration when using physical contact.
* In cases of serious injury, OFSTED, and or the Health and Safety executive will be informed within the appropriate time frame in line with RIDDOR - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 requirements.
* Creswick Pre-School adhere to the legal definition of ‘physical restraint’ and use it only in extreme circumstances where all other strategies have failed. (*Physical restraint is defined as the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property*).

## Online Learning Journey Policy & Procedure

Using a secure web based programme, Pre-School practitioners use a programme to create and maintain the children's EYFS learning journey with relevant milestones, text, photos, audios and videos. This offers close integration between Early Years observations and EYFS assessments, and eliminates the need to sift through pages to link these two manually. This reduces the effort involved in taking observations and linking EYFS assessments to learning goals, allowing us as practitioners to bring the focus back on providing a stimulating experience to children in the Early Years whilst maintaining accurate and thorough records of development.

The seven learning areas of EYFS, their learning aspects, the learning statements and characteristics of effective learning are accessible through the programme to allow for rapid linking of observations to these EYFS milestones. The learning journey is automatically created from the observations and assessments, and the PDF version of the learning journey provides an easy way to print and share paper-based copies of the learning journey. The child’s Key Person can add their own individual statements and observations whenever they feel appropriate.

## Security, Safeguarding and Data Protection

Tapestry is a secure web solution. All users – Pre-School Leads and Practitioners can only access the application using their unique login credentials. The web application is protected by SSL certificates using the https protocol, with all data being encrypted and transmitted. The servers are hosted in secure data centres in the UK with timely backups.

All communication between the servers/browsers is through HTTPS and encrypted using SSL (Secure Sockets Layer). The green bar in the browser indicates HTTPS (encrypted) communication. The names of children/practitioner, etc., (within this programme) are all stored in secure databases which are not accessible to any search engine. All access to Pre-School data is protected by user-IDs and passwords preventing any search engine from crawling them. Search engines like Google for example will not be able to access information about the children linked to this programme.

* The website is accessible on tablets and mobile phones as well as desktop PCs and laptops.
* A record of all team passwords and log-in details will be held securely by Pre-School.
* It is our policy **NOT** to obscure out the faces of other children in photographs.
* When a child leaves Pre-School, we will remove the child’s file from the system. We will download the child’s learning journey and archive it on a disk for our records as a PDF file. Once the child’s file is removed from the web based system, the parents/carers have 30 days to request this PDF file.

PDF copies are available for parents/carers when their child leaves Pre-School. Due to the high costs of printing etc. there is a charge of £15.00 for a hard copy. An e-copy can be provided on a memory stick provided by the Pre-School; cost - £7.50.

### British Values

Promoting British Values

The DfE have reinforced the need “to create and enforce a clear and rigorous expectation on all schools and settings to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.” The government set out its definition of British values in the 2011 Prevent Strategy.

At Creswick Pre-School these values are reinforced regularly and in the following ways:

Democracy:

Democracy is richly embedded within the setting. Children have the opportunity to have their voices heard at all times. Our behaviour policy involves rewards and sanctions; this is shared through all aspects of Pre-School life and also shared with team members, parents, carers and children. Children are encouraged to share and take turns.

The Rule of Law:

The importance of Laws, whether they be those that govern the Pre- School, or the country, are consistently reinforced throughout regular Pre-School days, as well as when dealing with behaviour and through Pre-School group time. Children are taught the value and reasons behind laws and rules, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken, in an age appropriate way. Visits from authorities such as the Police and Fire Service are a regular part of our calendar events and help reinforce this message.

Individual Liberty:

Within Pre-School, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. We provide boundaries for all children to make choices safely, through provision of a safe environment and an empowering approach through play and learning. Children are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our Lizzie Lizard rhyme.

Mutual Respect:

Adults throughout the Pre-School model, demonstrate and promote respect. This is reiterated through our rules and boundaries, as well as our behaviour. We treat one another as we would like to be treated. We practice our ‘Please and Thank you’ song regularly.

Tolerance of those of Different Faiths and Beliefs:

At Creswick Pre-School we are a culturally rich and diverse setting where children have unique opportunities to learn from each other by sharing and celebrating their different faiths and cultures. Families of different faiths or religions are encouraged to share their knowledge to enhance learning for everyone involved with the Pre-School.

Lunch Club

Creswick Pre-School offers Lunch Club through the 30 hours’ scheme, working in partnership with Creswick School. Lunch Club is between 12pm to 1pm, and led by two team members. All team members on site have first aid training and all team members have at least - Food Hygiene Level 1.

At the start of Lunch Club all children will be supervised to go to the toilet and wash their hands. The children then eat their packed lunch around the tables with team members.

We ask parents/carers to pack lunch with ice blocks during the warm/hot weather to keep the food fresh.

We advise parents/carers of a healthy lunch, with fruit such as grapes, tomatoes etc. chopped up ready for the child to eat and to avoid them being a choking hazard.

We ask all parents/carers not to pack any nut related food due to possible allergies of other children. Creswick site as a whole is a nut free environment for the safety of all those who may suffer from allergies.

General Data Protection Regulations

**Introduction**

Creswick Pre-School needs to keep certain information about its employees, trustees, volunteers, members, children and other members of the public to enable it to monitor performance and achievements. It is also necessary to process information so that team members can be recruited and paid, activities organised and legal obligations to funding bodies and government fulfilled.

To comply with the law, information must be collected and used fairly, stored safely and not disclosed to any other person unlawfully. To do this, Creswick Pre-School must comply with the Data Protection Principles which are set out in the Data Protection Act 1998 (the Act). In summary these state that personal data must be:

* obtained and processed fairly and lawfully;
* obtained for a specified and lawful purpose and not processed in any manner incompatible with that purpose; adequate, relevant and not excessive for that purpose;
* accurate and kept up to date;
* not be kept for longer than is necessary;
* processed in accordance with the data subject's rights;
* kept safe from unauthorised access, accidental loss or destruction;
* not be transferred to a country outside the European Economic Area, unless that country has equivalent levels of protection for personal data.

All Creswick Pre-School team members and students/volunteers who process or use any personal Information must ensure that they follow these principles at all times. In order to ensure that this happens, Creswick Pre-School has adopted this Data Protection Policy.

Any team member, Director or student/volunteer, who considers that this policy has not been followed in respect of personal data about him/herself, should raise the matter with the Designated Data Officer initially. If the matter is not resolved it should be raised as a formal grievance.

Notification of Data Held and Processed

All employees, trustees, volunteers, members, clients and other members of the public have the right to:

* know what information Creswick Pre-School holds and processes about them and why;
* know how to gain access to it;
* know how to keep it up to date;
* know what Creswick Pre-School is doing to comply with its obligations under the Act

# The Data Controller and the Designated Data Officer

Creswick Pre-School as a registered charity is the Data Controller under the Act, and the organisation is therefore ultimately responsible for implementation. However, Designated Data Controllers will deal with day to day matters. Creswick Pre-School’s Designated Data Controller is:

Nikki Neighbour – Pre-School Leader/Sarah Berriman - Director

**Information Held**

Personal information is defined as any details relating to a living, identifiable individual. Within Creswick Pre-School this applies to employees, trustees, volunteers, children, families and other members of the public such as job applicants and visitors. We need to ensure that information relating to all these people is treated correctly and with the appropriate degree of confidentiality.

Creswick Pre-School holds personal information in respect of its employees, trustees, volunteers, children, families and other members of the public. The information held may include an individual's name, postal, e-mail and other addresses, telephone numbers, date of birth, national insurance number, national health number, place of birth, organisational roles and membership status.

Personal Information is kept in order to enable Creswick Pre-School to: contact families regarding their children, record a child’s attainment and progress against starting points, claim government funding for the children’s attendance, pay wages to the team and to effectively deliver services to its children and families.

Some Personal Information is defined as Sensitive Data and needs to be handled with special care.

**Processing of Personal Information**

All team members and students/volunteers who process or use any personal information are responsible for ensuring that:

* Any personal information which they hold is kept securely; and
* Personal information is not disclosed either orally or in writing or otherwise to any unauthorised third party.

Team members and students/volunteers should note that unauthorised disclosure will usually be a disciplinary matter, and may be considered gross misconduct in some cases.

Personal information should be:

* kept in a locked cupboard within a room that is locked overnight
* if it is computerised, be stored on the setting’s drive which is a part of the main school’s server system, operated/maintained by Interm IT and compliant with standards

# Telephone Conversations and Meetings

If personal information is collected by telephone, callers should be advised what that information will be used for and what their rights are according to the act.

Personal or confidential information should preferably not be discussed in public areas of Creswick Pre-School’s work premises. Wherever possible, visitors should be escorted and not be permitted to wander about the premises on their own. All team members should be aware of the difficulties of ensuring confidentiality in an open area and respect the confidential nature of any information inadvertently overheard. Any notes taken during or after an interview should be of relevance and appropriate. It is recommended that such notes are subsequently filed in a legible and coherent manner and that informal notes are retained for a short period (1 year), in a secure place, before being shredded. Official notes to be stored as noted above.

**Collecting Information**

Whenever information is collected about people, they should be informed why the information is being collected, who will be able to access it and to what purposes it will be put. The individual concerned must agree that he or she understands and gives permission for the declared processing to take place, or it must be necessary for the legitimate business of Creswick Pre-School.

Publication and Use of Creswick Pre-School Information

Creswick Pre-School aims to make as much information public as is legally possible. In particular information about Creswick Pre-School team members, Directors and members will be used in the following circumstances:

* Creswick Pre-School may obtain, hold, process, use and disclose information in connection with the administration, management and business activities of Creswick Pre-School, including making and keeping lists of members and other relevant organisations
* Creswick Pre-School may publish information about Creswick Pre-School and its members including lists of members, by means of newsletters or other publications.
* Creswick Pre-School may confirm to any third party whether or not any person is a member of Creswick Pre-School.
* Creswick Pre-School may provide approved organisations that have the legal right with lists of names and contact details of members or other relevant organisations only where the members or other relevant organisations have given their consent.

**Publication and use of Creswick Pre-School Information**

Creswick Pre-School aims to make as much information public as is legally possible. In particular information about Creswick Pre-School team and Directors and will be used in the following circumstances:

* Creswick Pre-School may obtain, hold, process, use and disclose information in connection with the administration, management and business activities of Creswick Pre-School.
* Creswick Pre-School may publish information about Creswick Pre-School by means of newsletters or other publications.
* Creswick Pre-School may confirm to any third party whether or not any person is a member of Creswick Pre-School.
* Creswick Pre-School may provide approved organisations that have the legal right with lists of names, dates of birth and achievement levels to other relevant organisations only where the parents/carers have given their consent. E.g. children’s centre, health visitor, SEND professional, school.
* Creswick Pre-School must share information (some sensitive such as ethnicity) with the local authority in order to claim funding for that child.
* Creswick Pre-School may use information for anything ancillary or incidental to any of the foregoing.
* Names of, and a means of contacting, the setting and/or trustees may be published within publicity leaflets and on the website.
* Photographs of team members may be displayed at Creswick Pre-School and/or placed on the website with their consent.
* Creswick Pre-School’s internal team contact list will not be a public document and information such as mobile telephone numbers or home contact details will not be given out, unless prior agreement has been secured with the team member in question.

Any individual who has good reason for wishing details in these lists or categories to remain confidential should contact the Designated Data Officer.

**Sensitive Information**

Sensitive information is defined by the Act as that relating to ethnicity, political opinions, religious beliefs, trade union membership, physical or mental health, sex life, criminal proceedings or convictions. The person about whom this data is being kept must give express consent to the processing of such data, except where the data processing is required by law for employment purposes or to protect the vital interests of the person or a third party.

**Disposal of Confidential Material**

Sensitive material should be shredded. Particular care should be taken to delete information from computer hard drives if a machine is to be disposed of or passed on to another member of the team.

**Team Responsibilities**

All staff are responsible for checking that any information that they provide to Creswick Pre-School in connection with their employment is accurate and up to date. Team members have the right to access any personal data that is being kept about them either on computer or in manual filing systems

The team should be aware of and follow this policy, and seek further guidance where necessary. Duty to Disclose Information.

There is a legal duty to disclose certain information, namely, information about: Child abuse, which will be disclosed to social services, or; drug trafficking, money laundering or acts of terrorism or treason, which will be disclosed to the appropriate authority.

# Retention of Data

Creswick Pre-School will keep some forms of information for longer than others. Because of storage problems, information about clients cannot be kept indefinitely, unless there are specific requests to do so. In general information about clients will be kept for a minimum of one year after they use the services, unless other bodies, such as funders, require Creswick Pre-School to keep the information longer.

Creswick Pre-School will also need to retain information about team members. In general, all information will be kept for six years after a member of the team leaves Creswick Pre-School. Some information however will be kept for much longer, for example, if required by funders. This will include information necessary in respect of pensions, taxation, potential or current disputes or litigation regarding the employment, and information required for job references. A full list of information about retention times is available from the Designated Data Officer.

A statement about Data Protection will be displayed clearly within public spaces within Creswick Pre-School premises. A copy of the Data Protection Statement is contained in Appendix A

**DATA PROTECTION STATEMENT**

**Sharing information with others**

Sometimes we have to confirm or share information with other organisations. If we need to do this, we will make it clear to you on the forms you complete giving us the information.

We will draw up an agreement with the organisation that we need to share the information with as appropriate. This is so that both sides understand why the information is being passed on, and what use can be made of it. In some cases, a third party organisation, such as a funding body, may draw up the agreement.

**Information quality**

We will make sure that the information about you is accurate and up to date when we collect or use it. You can help us with this by keeping us informed of any changes to the information we hold about you.

**Information security**

We will keep information about you secure.

We will protect your information against unauthorised change, damage, loss or theft.

**Keeping information**

We will hold information about you only for as long as the law says. After this, we will dispose of it securely and properly.

**Openness**

We will tell you what kinds of information we hold and what we do with it.

**Access and correctness**

Whenever possible, we will let you see the information we hold about you and correct it if it is wrong.

**In general**

We will comply with the Data Protection Act 1998 and any subsequent legislation on information handling and privacy such as the GDPR (May 2018). We will do this through Creswick Pre-School’s Data Protection Policy. We will help you with any questions or problems that you may have with the Data Protection Act 1998, the Human Rights Act 1998 or the Freedom of Information Act 2000. If we cannot help you, we will give you advice on where to write to get the information you may need.

**Our Commitment**

* We will only collect information that is necessary for what we do.
* We will be fair in the way we collect information about you.
* We will tell you who we are and what we intend to do with the information about you.
* Where practicable, we will collect information directly from you.
* If we collect information about you from someone else, we will make sure you know that we have done this whenever possible.

Hertfordshire

Visits by Directors

**Purpose**

The purpose of this policy is to provide a framework for Directors to make focused visits to the Pre-School, so that they can build an effective working relationship with the staff and have a better understanding of the context in which they work. Directors will observe policies and plans being implemented on a day-to-day basis, and their findings should help the whole board make well- informed judgments about the progress being made towards the priorities and targets in the Pre-School development plan. This process will enable the board to recognise and celebrate the efforts and successes of children and to identify further areas for development.

Visits are not about making judgments on the quality of provision; that is the Pre-School Leader’s responsibility. Nor are they about checking on the progress of individual children or pursuing personal agendas.

There are two kinds of Directors visits – **formal** and **informal.**

**Informal visits**

Directors on informal visits attend in a more personal capacity, much as a parent might do, but always with the knowledge and approval of the Pre-School Leader. Such visits add to individual director’s knowledge and understanding of the Pre-School and can strengthen relationships and foster trust and respect between Directors and team members. Informal visits can take many forms, for example, attending a session; helping on outings or simply playing with children. On the whole informal visits are generally easier and less daunting than formal visits. **Informal visits should complement but not be instead of formal visits.**

**Formal visits.**

The aim of formal visits is for directors to have the opportunity to see the Pre-School in action. Directors visit in a supportive, non-judgmental manner to gather information and gain first-hand experience of issues and activities that form the actions within the Pre-School Development Plan.

When organising and conducting a visit, directors will confirm with the Pre-School Leader the date, timing and focus of each visit at least one week in advance. This will include agreeing what will be observed and to whom it would be useful to talk. If time permits they will discuss the proposed agenda with any staff involved. They will prepare by reading relevant documentation/guidance.

While observing practitioners and children directors are asked not to make lots of notes of what they see but instead to join in with activities taking the opportunity to talk to staff and children.

At the end of each visit, Directors will discuss what they have observed with the Pre-School Leader and clarify any points they are uncertain about.

**Monitoring and evaluation**

A Director’s visit record form evidences the visits made to Pre-School and the learning gained from them. These are to be shared at Director’s meetings and held on file in the Pre-School office.



Creswick Pre-School Director Visit Record Form

|  |
| --- |
| Name Date |
| Purpose of visit, previously agreed with Pre-School Leader: |
| Links with Pre-School Development Plan: |
| Observations and comments by the Director: |
| Any key issues arising for the board: |
| Action following board’s meeting: |



**Some things to observe when visiting a setting**

**Remember directors are not there to judge**

* Relationships between team members and children
* Relationships between children
* Variety of teaching and Practitioner styles
* Availability and role of team support
* Behaviour and attitude of children – are they engaged, motivated, listening, questioning, responding and enjoying themselves?
* Enjoyment and enthusiasm of both team members and children
* How are the children grouped, if they are
* How different abilities are catered for
* Children’s creations
* Displays
* Ethos - the atmosphere and values that are evident. Are high expectations, encouragement, praise, equality of opportunity apparent?
* Use of space and working conditions
* Quality and quantity of equipment and resources

**Policy Review**

These policies will be reviewed in full by the Pre-School Leader and at least two trustees/directors annually.

These policies were reviewed and agreed on **01.09.2023**.

They are due for review during **August 2024**.

Signed:

Nikki Neighbour, Pre-School Leader

01.09.2023

Signed:

Gemma Jeffrey, Chair of Directors

01.09.2023