WELCOME TO



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Welcome to Little Pippins Pre-school

Thank you for choosing Little Pippins for your child’s education. We are sure you will find the Pre-School a safe and comforting place and it will provide an excellent and fun start to your child’s education.

This booklet has been put together to give you information about our routines and our approach to supporting your child’s learning and development and how we aim to work together with you to best meet your child’s individual needs. This should be read alongside our terms and conditions.

We hope this booklet answers any questions that you may have. Please keep it safe for future reference.

We aim to ensure that each child:

* is in a safe and stimulating environment;
* is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer parent helpers;
* has the chance to join with other children and adults to live, play, work and learn together;
* is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
* has a personal key person who makes sure each child makes satisfying progress;
* is in a setting that sees parents as partners in helping each child to learn and develop; and
* is in a setting in which parents help to shape the service it offers.
* provide high quality care and education for children below statutory school age:
* work in partnership with parents to help children to learn and develop:
* add to the life and well-being of the local community; and
* Offer children and their parents a service that promotes equality and values diversity.

**Parents**

You are regarded as members of our setting who have full participatory rights; these include a right to be:

* Valued and respected;
* Kept informed;
* Consulted;
* Involved; and
* Included at all levels.

As a committee runs setting, we also depend on the good will of parents and their involvement to keep going. Membership of the setting carries expectation on you for your support and commitment.

Our ethos and vision in the setting is for Little Pippins Preschool to be a fun, friendly and fantastic place for your children to flourish, achieve and grow.

# Useful Contact Numbers

|  |  |  |
| --- | --- | --- |
| Little Pippins Mobile and landline | Stephanie Penny  (Pre-School Manager) | 07879 623507  01793495680  Littlepippins-preschool@hotmail.com |
| Chairperson | Debbie Ball |  |
| Administrator | Rachel Cleary  (Deputy Manager) | 07879623507 |
| OFSTED |  | 0300 123 1231 |

# What is the Early Years Foundation Stage?

Welcome to the Early Years Foundation Stage (EYFS), which is how the Government and early years professionals describe the time in your child’s life between birth and age 5.

This is a very important stage as it helps your child get ready for school as well as preparing them for their future learning and successes. From when your child is born up until the age of 5, their early years’ experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs.

Nurseries, pre-schools, reception classes and childminders registered to deliver the EYFS must follow a legal document called the Early Years Foundation Stage Framework.

# What is the EYFS Framework – why do we have one?

The EYFS Framework exists to support all professionals working in the EYFS to help your child, and was developed with a number of early years experts and parents.

In 2012 the framework was revised to make it clearer and easier to use, with more focus on the things that matter most. This new framework also has a greater emphasis on your role in helping your child develop.

It sets out:

* The legal welfare requirements that everyone registered to look after children must follow to keep your child safe and promote their welfare
* The 7 areas of learning and development which guide professionals’ engagement with your child’s play and activities as they learn new skills and knowledge
* Assessments that will tell you about your child’s progress through the EYFS
* Expected levels that your child should reach at age 5, usually the end of the reception year; these expectations are called the “Early Learning Goals (ELGs)”

There is also guidance for the professionals supporting your child on planning the learning activities, and observing and assessing what and how your child is learning and developing.

# 

# What does it mean for me as a parent?

## Ensuring my child’s safety

Much thought has been given to making sure that your child is as safe as possible. Within the EYFS there is a set of welfare standards that everyone must follow. These include the numbers of staff required in a nursery, how many children a childminder can look after, and things like administering medicines and carrying out risk assessments.

## Quality

You can find out about the quality of your child’s nursery and other early years providers in relation to the EYFS Framework by checking what the Government’s official inspection body for early years, Ofsted, has to say about it. You can find this information at [www.ofsted.gov.uk/inspection-reports/find-inspection-report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report).

How my child will be learning

The EYFS Framework explains how and what your child will be learning to support their healthy development.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**.

Children should mostly develop the **3 prime areas** first. These are:

* Communication and language;
* Physical development; and
* Personal, social and emotional development.

These prime areas are those most essential for your child’s healthy development and future learning.

As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

* Literacy;
* Mathematics;
* Understanding the world; and
* Expressive arts and design.

These 7 areas are used to plan your child’s learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child’s unique needs. This is a little bit like a curriculum in primary and secondary schools, but it's suitable for very young children, and it's designed to be really flexible so that staff can follow your child's unique needs and interests.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

The diagram below gives examples of the areas of learning and development and shows the links between the way in which your child learns and what they learn.

For example, in reading between 2 ¼ and 4 years: learning   
how to suggest an   
ending to a story

For example, between 2 ½ and 4 years: learning to be confident in talking to other children when playing and to talk freely about own home and community

# Pie-chartAs a mum or dad, how can I help with my child’s learning?

For example, between 3 ¼ and 5 years: learning to control objects by pushing, patting, throwing, catching or kicking

For example, between 1 ¼ and 2 years: enjoying filling and emptying containers in the bath

For example, between 1 ¾ and 2 ½ years: developing an understanding of simple concepts such as big/little

For example, between 2 ½ and 4 years: learning how to explore what happens when they mix colours

For example, between 2 ¼ and 3 ¾ years: learning about special times or events for family or friends and being able to describe them. Being able to talk about some of the things they have observed such as plants, animals, natural and found objects.

All the fun activities that you do with your child at home are important in supporting their learning and development, and have a really long lasting effect on your child’s learning as they progress through school.

Even when your child is very young and is not yet able to talk, talking to them helps them to learn and understand new words and ideas. If you make the time every day to do some of the following things with your child it will make a real difference to your child’s confidence as a young learner.

If you're looking for new ideas for things to do then find out what is on offer at your local children’s centre. Many offer ‘messy play’ activities which you and your child can join in with, and many of the activities they provide are free. Staff can also give you advice about the kinds of books or other activities your child might enjoy at different ages.

Talk about the numbers, colours, words and letters you see when you are out and about

Sing and tell nursery rhymes

Allow your child to cut out and stick pictures from magazines

Plant seeds or bulbs in a pot or garden patch

Cook / bake together

Use the weather – shadows, rain puddles, snow, wind, mist and sun – to extend your child’s vocabulary

Explore the park at a different time of the year – go off the beaten track

Talk to your child at every opportunity – e.g. what you are doing that day

Share a book

On a trip to the supermarket, talk about all the different packaging shapes



# How can I find out how my child is getting on?

It is important that you and the professionals caring for your child work together. You need to feel comfortable about exchanging information and discussing things that will benefit your child. These conversations will either need to be with your childminder or, in a larger setting like a nursery, with your child’s **“key person”.** This is the person who:

* Is your main point of contact within the setting
* Helps your child to become settled, happy and safe
* Is responsible for your child’s care, development and learning
* Takes a careful note of your child’s progress, sharing this with you and giving your ideas as to how to help your child at home

**You should be able to get information about your child’s development at any time and there are two stages (at age 2, and again at age 5) when the professionals caring for your child must give you written information about how he or she is doing.**

Try to speak to your child’s key person as often as possible about what your child has been doing, what they have enjoyed, what they need to be doing more of and what you can do at home.



When your child is 2

At some point after your child turns 2, the professionals working with your child must give you a written summary of how your child is progressing against the 3 prime areas of learning:

* communication and language;
* physical development; and
* Personal, social and emotional development.

This is called **the** **progress check** **at age 2.**

This check will highlight areas where your child is progressing well and anywhere they might need some extra help or support – and how mums and dads and other family members or carers can work with the key person to help. You might find it useful to share the information from the check with other professionals such as health visitors (who can use it as part of the health and development review).

When your child is 5

At the end of the EYFS – in the summer term of the reception year in school – teachers complete an assessment which is known as the **EYFS Profile**. This assessment is carried out by the reception teacher and is based on what they, and other staff caring for your child, have observed over a period of time.

Another important part of the EYFS Profile is your knowledge about your child’s learning and development, so do let your child’s class teacher know about what your child does with you: such as how confident your child is in writing their name, reading and talking about a favorites book, speaking to people your child is not so familiar with or their understanding of numbers.

All of the information collected is used to judge how your child is doing in the 7 areas of learning and development. Finding out at this stage how your child is doing will mean that the teacher your child has in their next school year – year 1 – will know what your child really enjoys doing and does well, as well as helping them decide if your child needs a bit of extra support, what that support should be and if they are already getting it.

The school will give you a report of your child’s progress, including information from his or her EYFS Profile.

# Where can I go for further information?

The most important place to find out more is **your child’s childminder or nursery** – do ask as many questions as you need to. Providers really do welcome speaking with you.

You may want to find out what is on offer at **your local Family centre.**

You can find the **Early Years Foundation Stage** which includes the early learning goals at [www.foundationyears.org.uk](http://www.foundationyears.org.uk). The foundation years website also includes a range of resources and contacts.

***Our Approach to learning and development and assessment.***

**Learning through play**

Being active and playing supports young children’s learning and development through doing and talking. This is how children learn and think about and understand the world around them. We use the EYFS statutory guidance on education programs to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves and activities planned and led by practitioner.

**Characteristics of Effective learning**

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the EYFS as:

* Playing and Exploring- Engagement
* Active Learning- Motivation; and
* Creating and thinking critically- thinking.

We aim to provide for the characteristic of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

**In the Moment Planning**

From this September 2019 we have changed our planning techniques and recording to ‘In the moment planning’.

This we feel will ensure the setting is more child-led. We have completely re-structured our way of storing our equipment in order to ensure the children are given more free choice during play.

This we hope will give a more enabling environment and will allow the children to explore and investigate through their play.  
This system will also bring you as parents in to our planning structure and allow them a more in-depth sight into their child’s preschool life.  
We ask you as parents and carers to please support us in this change.  
It has been very much trial and error over the last couple of months, but , as we mould the system to working in the environment we have, however we feel the outcome will be well worth it.

The cycle of observation, assessment, planning, observation is carried out on a moment-by-moment basis.  
We aim to have approximately 6/8 ‘named focus children’ each week.  
We are still keeping to the Key Person system.  
  
The parents/carer’s role in our new system If your child is due to be a ‘focus child’ we will give you a parent consultation sheet to fill in the week before. We value the knowledge and understanding you have of your child and would really appreciate it if you would share anything significant happening in your child’s life at that moment with us. Together we can plan activities to meet your child’s needs. This will help us to plan for their future learning and development.

Activities that occur are recorded when the cycle is complete. These records are on the learning journeys for the focus children for activities in which children have become involved.

**Progress and Development**

When children show high levels of involvement, that is when there is progress and development occurring – when the brain is at its most active. High level involvement occurs most often when children are able to pursue their own interests in an enabling environment supported by skilled staff. Planning in the moment helps to make this possible.

**The Role of the Adult**

The adults are there to facilitate learning. They do this through observations and interactions.  
Our adults know the children very well and have a sound understanding of child development. This ensures that the adults enhance and extend the learning at the appropriate level.

# Assessment

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development. We now use online learning books which you can access online and add your own observations from home.

We make periodic assessment summaries of children’s achievement based on our ongoing development records. These form part of children’s records of achievement. We undertake these assessment summaries at regular intervals as well as times of transition, such as when a child moves into a different group or when they go on to school. We will also send home observations and projects for your children to do at home with you. We ask for parents comments and observations from home to go in the children learning journey to see if the children as the same or different interest and next steps in a different environment.

# Records of achievement

The setting keeps a record of achievement for each child. Staff and parents working together on their children's records of achievement is one of the ways in which the key person and parents work in partnership. Your child's record of achievement helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. You and the key person will then decide on how to help your child to move on to the next stage.

***Working Together for your children***

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. We also have volunteer parent helpers, where possible, to complement these ratios. This helps us to:

* Give time and attention to each child;
* Talk with the children about their interests and activities;
* Help children to experience and benefit from the activities we provide; and
* All ow the children to explore and be adventurous in safety.

# Little Pippins Committee

A Parent management committee—whose members are elected by the parents of the children who attend the Pre-School— manages the Pre-School. The elections take place at the Pre-School’s Annual General Meeting. The Committee is responsible for:-

1. Managing the Pre-School’s finances
2. Employing and managing the staff
3. Making sure that the Pre-School has and works to polices which help it to provide a high quality of service.
4. Making sure that the Pre-School works in partnership with parents.
5. Raise funds for the setting.

The AGM is open to the parents of all children who attend the Pre-School. It is our shared forum for looking back over the previous year’s activities and shaping the coming year’s plans. This is normally held in September/October. We ask all parents to attend as the Pre-School would have to close if the recommended number does not attend.

Without the committee Little Pippins Pre-School cannot exist. Parents can make a real contribution by attending the AGM and/or becoming a committee member.

The committee responsible for Little Pippins Pre-School for the year 2019/2020 are:

Officers

|  |  |  |
| --- | --- | --- |
| Chairperson: | Debbie Ball |  |
| Vice Chair: | Shelly Gray |  |
| Secretary:  Treasurer:  Committee:  Fundraising | Karla Oke  Julie Jeans  Zoey Edington |  |
| Committee Member: | Amanda Pearce  Sophie Philips  Aguina Webb |  |
| Administrator:  (Committee Advisor)  Staff Representative | Rachel Cleary  Stephanie Penny |  |

# 

# Staff

The staff who work at Little Pippins Pre-School are:

|  |  |  |
| --- | --- | --- |
| Pre-School Manager: | Stephanie Penny | Level 6/7  Early Years Professional Status |
| Deputy (management) /Administrator /Assistant | Rachel Cleary | BA Hons |
| Room lead | Julie Green | HNC Level 5 |
| Deputy Room Lead | Kimberley Watkins | Level 3 |
|  | Taya Mcgreal | Level 3 |
|  | Chloe Rose | Unqualified Training Level3 |
|  | Lucy Bushnell | Childcare Apprentice Level 2 |
|  | Marcia Gilbert | Unqualified |
|  |  |  |
|  |  |  |
|  | Jennie Bowling | Breakfast and Afterschool club |
|  | Colette Mcleod | Lunch cover |
| Pippins Room 2-3 years Staff: |  |  |
| Room Lead | Marie Birch | Level 3 |
| Deputy Room lead | Liz George | Level 3 |
|  | Sue Munro | Level 3 |
|  | Kayleigh Barlow | Unqualified Training Level 2 |
|  | Leeann Robinson (Maternity leave) | HND |
|  | Stacey Holmes | Level 3 |
|  | Katie Poynter | Unqualified training level 2 |
|  |
|  | Angela Collier | Level 2 |
|  |  |  |
|  |  |  |
|  |

All staff at Little Pippins Pre-School are governed by OFSTED. Little Pippins Pre-School makes full use of the training courses and facilities provided by the EYA/SBC and run an incentive scheme for staff to train for recognised relevant qualifications. All staff have DBS checks before commencing employment.

As well as recognition by outside agencies, the personal attributes and skills of the staff combine to make the children feel secure and happy in the setting.

In our setting we maintain the ratio of adults to children in the setting that is set through the Welfare Requirements. We also have volunteer parent helpers where possible to complement these rations. Staff in the setting work on a maximum ratio of 1:6 for our 3-4 year olds; and ratios for our 2 year olds are 1:/3, this remains the same for outside activities. This helps us to:

* Give time and attention to each child;
* Talk with the children about their interests and activities;
* Help children to experience and benefit from the activities we provide; and
* Allow the children to explore and be adventurous.

Bank staff and volunteers are also DBS checked if they are helping out on a regular basis.

# Parental Support/Involvement

As a member of the Early Years Alliance, Little Pippins Pre-School recognises parents as the first and most important educators of their children. All of the staff see themselves as co-workers with you in providing care and education for your child. There are many ways in which parents take part in making the Pre-School a welcoming and stimulating place for the children and themselves, such as:

1. Exchanging knowledge about their children’s needs activities, interests and progress with the staff.
2. Helping at sessions of the Pre-School or Pippins room
3. Sharing their own special interests with the children
4. Helping to provide, make and look after the equipment and materials used in the children’s play activities.
5. Being part of the management of the Little Pippins
6. Taking part in events and informal discussions about the activities and curriculum provided by the Pre-School.
7. Joining in community activities in which the Pre-School takes part; and
8. Building friendships with other parents in the Pre-School.

The Pre-School has a parent/Grandparent Rota which you can add you name to if you would like to help at a particular session or sessions when your child attends Pre-School. Helping at sessions enables you to see what the day-to-day life of the Pre-School is like. Parents are encouraged to volunteer at least once a term. Parents who volunteer have access to a step-by-step guide on what is required of them and must follow all of our policies and procedures- including child protection information.

If you have an interest or job, which you think, may benefit the children, feel free to speak to the staff who will be happy to discuss this further and subsequently arrange this for you.

# Fund Raising

As Little Pippins Pre-School is a charity, we organise various fund raising events and activities. These events enable us to continue to provide good quality equipment, activities and outings for the children.

# Session Times

The Pre-School is open Monday to Friday. Enclosed you should find details of your allocated hours. But will be made up as follows:

|  |  |
| --- | --- |
| **Pippins room 2-4 years Sessional** | |
| Morning Only | 9.00am-12.00pm (3 hours) |
| Afternoon Only | 12.00pm-3.00pm (3 hours) |
|  |  |
| **Apple Room 2-4 Years Full day Care** | |
| Morning Only | 8.00am-1.00pm (flexiable drop off between 8-9am) |
| Afternoon Only | 1.00pm-6.00pm (flexiable pick up between 5-6pm) |
| All day | 8.00am- 6.00pm (9am-5pm) option for full day only |
| School Day | 9am-4pm |
| **Breakfast and Afterschool club** | |
| Breakfast Club | 7.45am-8.45am (1 hour) |
| Afterschool club | 3.15pm-6pm (2 ¾ hours) |
| **Orchard Holiday Club children aged 4-11 years** | |
| School day | 8am-3pm |
| Full day | 8am-6pm |

Please make sure children arrive at the Pre-School on time. If you arrive 5 minutes late to drop off or pick up your child, you will be changed a late fee.

We are open for 38 weeks each year. We provide care and education for young children between the ages of 2 and 4 years. Sessions can be increased at the start of new terms, i.e. September, January and April. You will receive session request forms in the half term prior to enable you to do this if spaces are available.

Additionally a Session Increase Form will be available on the main notice board, which you can fill in to notify the Pre-School Manager of your wish to increase sessions if you have not received the Session Request Form. If spaces become available you will be then be notified by the Pre-School Manager.

# Starting/Settling in at Little Pippins

Home visits will be arranged with you before your child starts at the setting, if you would like a home visit you need to contact the Pre-School Manager to arrange. Pre-School visits will be arranged to give you and your children the chance to get use to the surroundings before starting properly. The Preschool Manager will provide dates to run home visits and will call you to arrange a time.

We aim to arrange a New Starters Programme for your child during the first week of term which may mean that they do not initially attend all sessions they have been allocated. This enables us to ensure we only have a few new starters in each day so that they can all be given the same level of attention to help settle them into their new surroundings. Details of your New Starter Programme will be included within your welcome pack.

We will be planning a welcome meeting in the June, November and March for all new parents to attend, of which their children will be starting that academic year. These meeting give you a chance to ask any questions you may have, but more importantly we will tell you what the preschool has to offer. What is expected of all parents at the preschool? Information around the EYFS, about the important or partnership working with the preschool and finally you would be able to meet your child’s key person.

Parents are welcome to stay at the setting to settle their children but should speak to the Pre-School Manager who will then arrange for them to sign themselves in on the visitor’s log and read through step by step of helping out guide.

A child who is tense or unhappy will not be able to play or learn properly, so it is important for parents and Pre-School staff to work together to help the child to feel confident and secure in the group. This takes longer for some children than for others and parents should not feel worried if their child takes a while to settle.

# The Session

The Pre-School setting is set up as a workshop style environment, and with this in mind, bare the times we have lunch or the snack bar opens and the time where we have a letters and sound activity at the end of a session, or sessions are completely free flow and we follow the children lead around their interest and support their learning. So every day can be completely different to the day before.

The children have free flow access to the garden as soon as they arrive this contribute to children’s health, their physical development and their knowledge of the world around them.

# Session Routine

***The first days***

We want your child to feel happy and safe with us. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle into the setting.

If your child needed the toilet before starting preschool please take them to the toilets in reception as for safeguarding reasons parents cannot entry the preschool toilets.

On arrival at the Pre-School the parent/carer is encouraged to get the child to hang up their own coats and bags on named pegs, before entering the room and then self-register, this is done by placing their name accompanied by their picture on to a wall chart.  For children who are about to leave to attend school the name tag will not be accompanied by a picture to help them with recognition.  Parents are asked to sign their child in as part of our Safeguarding Procedure and registration.

Parents will be provided a book bag from your registration fee for correspondence, art work and Home diaries. These are to be placed in the Book Bag box and then the parent should accompany the child to the lunchbox trolley to place their bottle of water.  Once this has been completed the parent is again encouraged to say goodbye to their child and leave them to settle (this may seem harsh, but we have experienced that a child settles more quickly when the parent is not around).

Once all the children have arrived they can go and choose what they would like to play with either in doors or outside, they can play with whatever toys they wish, but once they have finished playing with something they need to out it back where they found it to keep all toys from getting lost of broken. Staff will set the children challenges throughput activities that they are engaging with so the staff can support and extend their children knowledge and skills.

At the end of the session all the children will be gathered back together, this is when the whole group take part in singing, story time or circle games.  Once the main doors are open the children will be called one at a time to meet the parent/carer at the door.  The children’s book bags are handed to the children at the very end of the session, and singing a goodbye to end the session using sign., some children may go for lunch, or go out to play in the garden for the other children to go home safely.

Dropping off and Collection Protocol is as follows

o When dropping your child off at Preschool, you are required to help your child put their coats etc onto their pegs, collect their name label before handing them over to the member of staff on the room door and signing the register.

o Children going home at the end of session will be collected from the room.

o Parents will have access to the cloakroom or corridor to collect their children’s belongings.

o Children will be released into the care of a parent/guardian one at a time.

o Passwords will be requested on the main door if the child is being collected by someone unknown to the staff members.

o Accidents or discussions - You will be asked to stay until all the children have been collected if a staff member needs to speak to you or you need to sign the accident log.

o Please do not let your child bring toys in from home. If they do bring something in and it is lost/mislaid during the session or if they lose gloves etc. you will need to wait until the following day to collect them as staff members will be unable to search the room for them.

To enable us to provide the best care for your child we require your support and involvement. To do this we expect you:

* To drop your children of on time and pick them on time
* To advise of any absences
* To pay any monies due punctually
* To read notices that are sent home, check our website and Facebook page for updates.
* To support fundraising events
* To clearly label clothing
* To provide fresh drinking water (and only water). (Other drinks can be provided for their lunch but only water can be drunk during session time.)
* To advise the Pre-School Manager of any issues at home that may be affecting the child
* To advise of any change in details; address, phone numbers, etc.
* To attend the Key person parent clinics.
* To advise us of other collecting children and informing them of passwords.

# Starting Documents

Before joining Little Pippins you will need to have completed and sent back;

* The Registration and Consent form
* Baseline Assessment- parents to complete on child’s current progress
* A photo of your child. *(If a Home Visit has been arranged the Pre-School Manager may ask to take a photo of your child.)*
* Uniform order form for any uniform and Book bags.
* Interest form ‘Getting to Know you’ and Fee & Funding policy
* Photo and video consent
* Book borrowing scheme letter
* Calendar
* Guidance to lunchboxes
* Key person information
* Birth Certificate, Red Book
* Additional Service charge agreement and form
* Funding Declaration

All forms will be included in this welcome pack along with an envelope for their return. Please ensure they are returned for processing by the date as specified in the accompanying letter.

# Birth Certificates

During your first week at Little Pippins, it is essential that you show the Pre-School Manager the original of your child’s birth certificate (copies are not acceptable). This is a statutory requirement; we are required to maintain information about the children in our care and, who holds parental responsibility of that child. These are also audited annually to ensure compliance. *If a home visit has been agreed then this should be shown to the Pre-School Manager at this visit.*

# Government Funding

Currently nursery education funding applies from the term after a child becomes three. The starts of funding terms are set as 1st January, 1st April and 1st September. The funding covers 38 weeks of the year which the pre-school is open for.

Each child is entitled to funding of 15/ 30 hours per week. The lunch club is covered by the government funding.

**It is possible to split your funding across more than one setting. Here at Little Pippins though we would request you have a minimum of 2 sessions.**

# Fees from September 2020

Fees payable are charged at £5 per hour for 3-4 years old and £5.50 for 2 year olds- prices change the term after their birthday.

Fees should be paid into the Main office to the manager or administrator, or with agreement paid directly into the Preschools bank account, they can be paid in cash or by card. Mn All fee’s need to be paid in advance this included the additional service charge.

Session fees cover the cost of staff wages, training, bills, utilities and other essentials. Fees are due in advance every half term and are due even if your child miss’s sessions (i.e. is sick, on holiday, etc) and no refunds are payable (the exception to this is where the sessions are changed during a term or if the Pre-School is closed due to unforeseen circumstances except if we are in lockdown due to a pandemic, then all fee’s that been paid for that term will not be refunded, but we will not be charging you for the next term).

If you wish to remove your child from the Pre-School four term time weeks’ notice must be given. Failure to give adequate notice means the fees for the rest of that term remain due. This is vital to cover staff wages as staff attendance is calculated according to the number of children planned for that session from the beginning of term.

Late Collection/ Drop off fees will be charged if a child is collected later than the session times indicated. This is from 5 minutes later than session time. This is to cover staff costs and is payable at the hourly rate with a minimum charge being £5.00

**Payment of Fees**

* Fee letters will be issued 4 week before the end of the previous term
* Fees must be paid by the last day of the previous term, unless a voucher scheme has been set up for monthly payments, in which case the invoice must be paid in two equal payments.  The first payment by the last day of the previous term and the 2nd payment four weeks later.
* Fees may be paid by Cash, Cheque or Bank Transfer.  Emails must be sent quoting your child's details if a bank transfer is used.
* A £10 fee will be charged for any cheques that bounce, and then all future payments MUST be made in cash.
* Fees are payable in cases of absence and no reduction is made for sickness or holidays taken during term time.
* Four term time weeks PAID-WRITTEN notice is required for any child withdrawing from the setting.

**Late Payment**

* If payment has not been made on time and a childcare voucher scheme has not been setup your child’s space will be revoked, and a reminder will be issued...
* A charge of £2 per day will be incurred and added to your invoice, the charges will continue to be accumulated until the invoice has been paid in full.
* If payment has not been made within 10 working days, a final reminder letter will be issued, giving notice that your child’s place may be cancelled if full payment is not received within a further 5 working days.
* If fees are still not forthcoming then unpaid outstanding fees will then be progressed through the Small Claims Court.
* If fees aren’t paid you will be breaching your contract with Little Pippins preschool and we will have the right to claim outstanding fees.

Process for claiming money back- a letter of claim will be posted to you with 30 days of reply. Included in this letter will a copy of this contract, how much your debt is and the interest added. If no reply is given within the 30 days a final warning letter will be issued before court action starts.

**Due to rising costs, we have had to introduce an additional service charge which came into force in September 2017.From September 2018 these will be £1 a session Pippins room and £1.50 (£2 for a school day) a session in Apple room which your child attends. This will be invoiced to you and will need to be paid in advance.**

**The additional service charge is voluntary and is not a condition of receiving the 15 or 30 hours funding entitlement.**

**Our additional services charge is for snacks, drinks, wipes, tissues, sun cream, nappy bags, cooking activities, higher than required staff ratios (we operate 1:6 for 3-4 year olds and 1:3 for 2 year olds). Visiting professionals such as Jo jingles, Jonathon's jungle roadshow. Craft supplies, high Vis jackets, waterproof suits, spare clothes and Carrier Bag, Plastic A4 Project file for reports, learning books and tablets and Parent mail.**

**Even though the additional service change is voluntary, if you chose not pay the £1/£1.50 a session charge you will need to supply all the above consumables yourself. This is such a small contribution for a 3 or 5 hour session and for us to continue to provide above and beyond services. The Additional service charge amount will be reviewed in Jan 2021.**

# Absences

You are expected to inform the Pre-School if your child will not be attending a session for whatever reason. If your child is unwell contact should be made before the end of the session. If your child is going on holiday the Pre-School Manager should be made aware of this in advance in writing (a child absence form is available in the cloakroom for this purpose). If you do not inform the Pre-School of an absence the child will be marked as Unauthorised Absence in the register.

If a child is absent for a period of 2 weeks we will endeavour to contact you to understand the reason for their absence. If, in the event, no contact is made you will lose your child’s space at the Pre-School.

We have a duty to record all absences whether notified (authorised) or unauthorised and report to local authority if necessary.

# Key Person System

When your child joins Little Pippins Pre-School they will be allocated a key person and parents will be notified in writing of the key person name. You will be notified of your child’s key person when your child starts the setting.

A key person is a designated member of staff who will be responsible for monitoring your child’s development and progress during their time with us. The key person is responsible for keeping up to date records of your child’s progress/achievements and will liaise directly with the Pre-School Manager, and in turn you the parents, regarding any concerns they might have about your child. They are also there to help your child settle in at the beginning of the session and are the immediate contact with parents.

Key person meetings are planned for three times a year. Progress records will also be completed 3 times a year and parents are given a chance to access their child/children’s work if you so wish. You will be given advance notice of the dates of such meetings. Ad-hoc meetings with your child’s key person are welcomed but must be arranged in advance to ensure the correct child/staff ratio can be maintained. We have an open door policy at the preschool, which means at any time you could speak to your child’s key person about their progress, and if you have any concerns.

A diary system is in place to keep good communication and partnership with parents. This is where we can write down what the child is doing at Pre-School, how they are getting on, if they have tried new foods, etc. These will be filled in at least once a week by a staff member. This gives you a chance to write down what your children has done at home and any new things achieved. These can also be shared with other settings your children attend, or their child-minder, so they can write links in too. We are unable to write in the diaries everyday on what every child has done as this is too time consuming and with our priority being spending time with children this isn’t feasible.

***Facebook and Preschool Website***

We have our own Facebook page which you can like when your child starts we update this daily, with what’s happening as well as some videos of the staff. We also have a website which has more information on for you to access.

We also put up our daily activities on Facebook for everyone to see, and speak to their children about when they get home.

**PLEASE DO NOT ADD STAFF AS YOUR FRIENDS AS THIS IS TO PROTECT THE STAFF AND THEIR PERSONAL LIFE.**

# Non-Collection of Children

In the event that a child is not collected by an authorised adult at the end of a Pre-School session, Little Pippins Pre-School will put into practice agreed procedures. These procedures ensure that the child is cared for safely by an experienced and qualified practitioner who is known to the child. Details of the policy can be found in the Policies and Procedures folder kept on the reception table in the setting.

# Confidentiality

It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access Pre-School education. We ensure that all parents can share information in confidence that it will only be used to enhance the welfare of their children. This is why all personal information is kept secure and that parents only have access to their child’s info. Our staff will not discuss personal info except when they affect the children’s needs. Students do not have access to any personal info and our required to respect our policy.

All parent volunteers and Bank Staff are expected to comply with the Pre-School’s Confidentiality Policy.  They will also be expected to sign a confidentiality declaration.

# Code of conduct for Staff, Visitors and Volunteers at preschool

Our setting aims to:

• Work in partnership with parents and carers to help children to provide high quality, safe and stimulating care, and learning and play opportunities for children.

Our setting recognise that parents/carers play the fundamental role in a child’s development and this should be acknowledged as the basis for a partnership between the setting and parents and carers.

All parents and carers are regarded as members who have full participatory rights. These include a right to be:

- Valued and respected;

- Kept informed;

- Consulted;

- Involved; and

- Included at all levels.

The staff team is committed to working in partnership with parents/carers and aim to achieve this by:

• Encourage parents/carers to take part in the life of the setting and to contribute fully.

• We welcome the diversity of family lifestyles and work with all families

• We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, sexual orientation, religion or social background, such as being a member of a travelling community or an asylum seeker.

Our setting recognise parents as the first and most important educators of their children. All of the staff sees themselves as working in partnership with parents in providing care and education of their child. There are many ways in which parents are encouraged to participate in making the setting a welcoming and stimulating place for children and other parents and carers, such as:

• Helping to provide, make and look after the equipment and materials used in the children's play activities;

• Being part of the management of the setting;

• Taking part in events and informal discussions about the activities and curriculum provided by the setting;

• Joining in community activities in which the setting takes part

We also value parents/carers who:

• Take time to share their own special interests with the children

• Help during sessions; either directly with the children or with other staff members and parents/carers.

To enable Pre-School to continue operate according to its high standards of valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families, we expect an all visitors and volunteers, including parents to adhere to a code of conduct.

Code of Conduct:

This code of conduct is for staff, volunteers, parents and carers equally.

The Pre-school staff, committee, volunteers, parents and carers can expect to be treated and treat others with respectful manner and with patience.

**Unacceptable behaviour:**

**• Raised voices, swearing and threatening behaviour will not be tolerated**

**• Displays of openly racist insignia, distribution of racist material, or name calling are unacceptable**

**• Speaking rudely about another child or family who attend the setting.**

**• Speaking rudely to staff who are caring for the children.**

**• Shouting at, smacking or physically punishing your child (ren) or any other children whilst in the nursery. This is a criminal offence**

**• Using inappropriate language or displaying aggressive or threatening behaviour towards the staff, children or other parents/carers either in person, on the phone or in writing.**

**• Collecting your child (ren) from nursery if you have consumed alcohol, medication or other substances that have affected your judgement or responses.**

**• Discussing sensitive issues within earshot of your child or other children.**

**• Taking photos or videos within the setting.**

Procedure:

Anyone displaying any of the above behaviours will be asked to leave the premises immediately; failure to do so will result in the police being called.

In any of the above cases the most senior member of staff will record the incident and inform the chairperson at the earliest convenience.

If a member of staff has demonstrated unacceptable behaviour the disciplinary procedures will apply.

In the event of the behaviour being that of a parent/carer or volunteer the following action may be taken:

The Management Committee with the Preschool manager will, if appropriate, arrange a meeting with the offender to discuss their behaviour and any further action to be taken. This meeting will take place within 14 days of the behaviour.

The offending person will be invited to attend an informal meeting and may bring a representative with them. The aim of the meeting will be to decide on moving forward in a positive and appropriate manner and may if needed involve a third and independent party as requested by the management committee.

The outcome of the meeting will be given in writing to the offending person. This response will be given within 14 days of the informal meeting. Should the offending person wish they may respond in writing, however, the decision of the management committee will reflect what is best for all parties, focusing on the welfare of the children attending the Pre-school and the decision of the management committee will be final.

All parties should be aware that unacceptable behaviour might result in the offender being excluded from the premises and in cases of volunteers the withdrawal of the placement.

# Safeguarding Children

Our setting has a duty under the law to help safeguard children against suspected or “actual significant harm”. Our employment practices ensure children against the likelihood of abuse in our setting and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures that we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

**Little Pippins Preschool aims to create an environment which promotes and safeguards the welfare of children. We have a duty of care to refer any allegation, complaint or concern received relating to a child to Social Services or the police. A copy of our Safeguarding Children Policy and Procedures can be found in our policies and procedures folder, of which a copy is available to** [loan](http://www.lockingpreschool.co.uk/safeguarding-children) **or on our Website.**

If you are at all worried about a child, please take a look at the government guidelines - attached file 'What to do if you are worried about a child is being abused'. On loan at preschool, or link on website

**We aim to provide a good, safe and secure environment for the child, and conform to the Pre-school Learning Alliance guidelines for health, hygiene and safety. We have at least two trained first aiders on duty at any time and all staff and parents are made aware of the accident book.**

**Before the start of each session Little Pippins preschool carries out a detailed** [risk assessment](http://www.lockingpreschool.co.uk/safeguarding-children) **of both the indoor and outdoor areas and equipment. We also ensure that all food preparation areas are thoroughly cleaned and that all children and adults wash their hands before handling food.**

**A member of staff is allocated to door duty at the beginning and end of each session. After parents have left at the start of the session, the inner door is secured so the children cannot gain access to the car park. Similarly the outside place area is securely enclosed by fencing and, when the outdoor area is in use there are always two members of staff supervising.**

**Little Pippins preschool also carries out fire drill practices on a regular basis.**

**All staff (and all members of the committee) is DBS checked at enhanced level.**

The safeguarding officer is Stephanie Penny, Deputy- Rachel Cleary and Julie Jeans (COMMITTEE), Photos of the staff members can be seen on the board, if you have any safeguarding, child protection concerns please come and speak to the designated staff members who will support you.

# Government Initiative Safeguarding

We have a duty to follow the guidelines set by Ofsted and the governing authorities and as such have undertaken a Safeguarding with the Safeguarding Childcare Development Coordinator. Procedures have now been put in place to record accidents and injuries which have occurred outside of the setting.

Our setting has a duty under the law to help safeguard children against suspected or actual ‘significant harm’.

Our employment practices ensure children against the likelihood of abuse in our settings and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

The Pre-School staff will now record injuries which are pre-existing as well as those which may occur whilst your child/children are in the setting. It is your responsibility to advise Pre-School staff of any pre-existing injuries, the staff will record these and you will be asked to sign the record confirming that you have made staff aware of the injury.

If a member of staff notices an injury to your child at the beginning or during session they will record the injury. If you are still on the premises they will ask you to sign the record before you leave. If you have already left the premises the staff member will contact you during session and you will then be asked to sign the record at the end of the session.

# Accidents/Injuries at Pre-School

The Pre-School staff are all first-aid trained. If an accident or incident occurs then the staff will deal with, as they see fit. A record of the accident/incident will be made. At the end of the session when your child is picked up, whoever is responsible for that pickup will be shown the record of the accident/incident and asked to sign the form to confirm they have been notified.

# Intimate Care

All staff are aware of the necessity to maintain a child's sense of privacy and dignity at all times and they carry out any care necessary without causing any fuss or undue attention to the child.

It is not a requirement that children must be out of nappies before attending Little Pippins. Nappy Changing will take place in the toilets where equipment is available. The room will be set up with all the necessary equipment on a daily basis. Staff will follow the settings hygiene measures at all times. It is our policy that only one member of staff is required to complete a Nappy Change. Spare nappies must be provided; any dirty nappies will be disposed of in the setting.

If your child is potty training it is encourage that parents provide enough spare changes of clothed. As soon as it is noticed that a child is wet (etc.), a member of staff will take them somewhere private to change them. All soiled clothing will be sent home. To assist your child with the transition from nappies to pants, it may be an option to put your child in Pull-ups.

If your child is required to take any medicine, it must be in date and appropriate, a form must be completed advising when and how the medicine should be given. Only medicine prescribed by a doctor can be administered by the staff, this does not include calpol or over the counter medicines. You are required to sign the form to give staff authorisation to administer the medicine. Administration of Medication will take place in the quiet area and staff will follow the settings procedure for the administration of medication. If we feel the child is too ill to be at the Pre-School we will contact parents and ask them to make arrangements to collect the child. The child’s temperature will be taken when applicable.

**IF YOUR CHILD NEEDS TO BE GIVEN MEDICINE (CALPOL, NUROFEN) TO FEEL BETTER OR TO KEEP THEIR TEMPERTURE DOWN THEN THEY SHOULD NOT BE AT PRESCHOOL. IT’S NOT OUR POLICY TO CARE FOR SICK CHILDREN.**

**Any sickness, diarrhoea, must be followed by 48 hrs absence after the first normal stool or last time the child was sick.**

**Any absence requires a note or telephone call explaining why.**

**Head lice are common! Please check regularly and treat as recommended. Children will be sent home if live lice are seen. This includes re treating 7 days later and removing the eggs from your children hair.**

If a child is to be absent from nursery due to illness, parents are requested to contact the nursery as soon as possible. Any child receiving medication prescribed by a doctor (i.e.Penicillin, Antibiotics) cannot return to nursery until the 2nd day after administration begins. For example: Administration begins on a Monday, child can return on a Wednesday

Intimate Care Plans will be set up for children who have a medical condition which requires them to receive individual medical care, after consultation with parents and outside agencies involved in the care of the child. Parents will be asked to sign their child's ICP.

# Special Educational Needs

We aim to provide equality of opportunity for all members of our group, and this includes children with special educational needs. The number of adults present in the Pre-School enables us to provide individual attention for each child. Each child is able to progress at his/her own rate in all areas of development, and this is true for children with and without disabilities or learning difficulties. We are experienced in working in close liaison with professionals across the range of special needs and we operate in accordance with the government’s code of practice on special educational needs. If you would like to discuss the group’s ability to meet your own child’s special needs, please talk to the Pre-School Manager (Stephanie Penny) SEN Officer (Marie Birch), Deputy SEN (Julie Green) or your child’s key person. Our full special needs policy is enclosed with this welcome booklet. As part of the setting’s policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. To make sure that our provision meets the needs of each individual child, we take account of any special needs a child may have. We work to the requirements of the special Educational needs and disability code of practice: 0 to 25 years (2015)

# Water Bottles

In statutory guidance in the Early Years Foundation Stage we are required to ensure your child has access to fresh water at all times.

We ask that you provide your child with a suitable plastic drinks bottle, clearly labelled with your child’s name. It is your responsibility to ensure the bottle is clean at all times. This drinks bottle is in addition to the regular drink your child will receive at snack time. We will fill the bottle with water for the children to access.

If your child will not, or is unable to drink water, please inform the Pre-School Manager who will discuss alternatives such as flavoured water, with you which can be noted to inform all staff. Drinks other than water are not acceptable unless approved by the Pre-School Manager.

# Snacks and Lunch club

The Pre-School makes meal times a social time at which children and adults eat together.  We plan the menus for snacks so that they provide the children with healthy and nutritious food.  Do tell us about your child’s dietary needs and we will make sure that these are met. A list of the week’s snacks to be provided is put up on the notice board for you to see. We run a rolling snack bar over an hour, which means a few children sit down to have snack at a time whilst the other children continue to play outdoors or indoors and then they rotate. We have a **NO NUTS/NO SWEETS/ NO CHOCOLATE SPREAD/ NO MILKSHAKES policy** at the preschool so please reframe from bring in nut or shellfish products.

# Lunch Club

A healthy small lunch should be provided for your child in a named lunch box. Staffs sit with the children and encourage them to eat items in the correct order, i.e. savoury before sweet. After they have finished eaten they will have time to play indoors or outdoors. The children are encouraged to recycle and put their litter back in their lunch box to take home.

# Clothing and Footwear

The Pre-School provides protective clothing for the children when they play with ‘messy’ activities. The Pre-School encourages children to gain skills, which help them to be independent and to look after themselves. These include taking themselves to the toilet and taking off and putting on outdoor clothes. It is good for children to practice the skills which will make them independent. Simple clothing which they can handle themselves will enable them to go to the toilet when they want to and to put on and take off their outdoor clothes without being too dependent on other people’s help.

We do have a uniform which you can purchase from us; we have purple or blue t-shirts, sweatshirts, cardigans and book bags with our logo on. This looks very smart and saves the children ruining their own clothes. Order forms are in your welcome pack or available from the cloakroom.

The children will be going outside every day, therefore make sure you bring along the correct clothing for the weather this can be put in a named bag and hung on their peg.

Please ensure;

* All clothing is clearly marked with the child’s name.
* That they are wearing appropriate clothing which you are prepared to get messy this includes appropriate shoes too, NO HEELS or SANDALS/Flip Flop
* That they have the appropriate clothing for going outside such as coats, wellies when it is raining or caps for when it is hot. (Spare clothes children will get wet as they join in and play with activities.
* Bring book bag or folder to each session with home diary.

# Unacceptable Behaviour

Many parents ask how we deal with unacceptable behaviour, if a child is showing unacceptable behaviour and is seen to be aggressive towards other children or adults, the children will be required to have time out. This gives the child/children time to think about what they have done and why they have been told to sit out. This is only for a short period of time until the child/children has calmed down. Only 1 member of staff will deal with those child/children. They will also be asked about how the other person is feeling and how they feel by using our feeling tree.

The setting follows a number of Golden rules, which are explained to the children regularly. The children are expected to follow these rules, and positive behaviour will be praised. We have support from the behaviour team and other professional to help with strategies with children’s behaviour, we show praise to all children and children can we rewarded in many ways stickers, picking something to play with etc.

# Visits

An outing for the children is arranged every summer and Mums and Dads are encouraged to attend. In recent years the outings have included visits to The Cotswold Wildlife Park, Roves Farm, Bristol Zoo, Paulton’s Park and LEGOLAND.

Visitors to the Pre-School during the year include Police Officers, a Road Safety officer, a photographer, Woodland Way, music steps programme and the fire brigade. At times we may have other visitors such as Jonathan’s Jungle Road show.

We also take the children on regular walks to local parks, library, church, shops and fields for the children to explore different Environment’s. As well as going to the school for stay and play visits and going to watch their plays and assemblies.

# Insurance

All staff and children are adequately covered under a standard policy used by the EYA, issued through Royal Sun Alliance.

A copy of the certificate is on display at all times.

# Policies

The Pre-School’s policies help us to make sure that the service provided by the setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

Our policies help us to make sure that the service provided by our setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and their parents.

All the policies are available to view in the cloakroom at the pre-school or you can download these from our website. These are updated annually and a list of all our policies is on our website.

# Complaints Policy

As a member of the Pre School Learning Alliance we aim to provide the highest quality education and care for all our children. We aim to offer a welcome to each individual child and family and to provide a warm and caring environment within which all children can learn and develop as they play. We believe children and parents are entitled to expect courtesy and prompt attention to their needs and wishes.

Making Concerns Known

A parent who is uneasy about any aspect of the Pre-School’s provision should first discuss any concerns with the Pre-School Manager.

If this does not have a satisfactory outcome within a couple of weeks, or if the problem recurs, the parent should put the concerns or complaint in writing and request a meeting with the Pre-School Manager and the Chair of the Committee. Both parents and leader should have a friend or partner present if required and an agreed written record of the discussion should be made. Most complaints should be resolved informally.

If the matter is still not resolved to the parent’s satisfaction, the parent should again contact the Chair of the Committee.

If the parents and Little Pippins cannot reach agreement, it might be helpful to invite a mutually agreed external mediator to listen to both sides and offer advice. A mediator has no legal powers but can help to clarify the situation.

Staff or volunteers within the Pre-School Learning Alliance will be available to act as a mediator if both parties wish it.

The mediator will help define the problem, review the action so far and suggest further ways in which it might be resolved. The mediator will keep all discussions confidential. They will meet with the group if requested and will keep an agreed written record of any meetings that are held and any advice they have given.

Settling in procedure

For many children, starting Pre-school is their first step towards independence and there are important lessons to be learned, namely:

that it is possible to feel safe and happy while the parents are not present for a while

that other adults can be a source of authority, help and friendship

that new play and learning experiences can be enjoyed in a group and shared with parents afterwards.

Give your child a chance to learn these positive lessons by working with our Pre-school staff to make the settling in period as easy as possible. Here are some tips to help you.

Brief visits to the Pre-school before you start attending will make the place and people feel more familiar.

Before starting at Pre-school, talk to your child cheerfully and positively about the good things which will happen there.

Be prepared to stay with your child in the group until he or she is ready to be left alone. All children are different and this might take anything from a few minutes to a few weeks for them to settle in fully. It is a good idea in any case to stay for the first session for a short period of time. It gives you an idea of what goes on and enables you to talk about it afterwards with your child. Please speak to management if you have any concern about your child starting.

Arrange to arrive a little later than the others on the first day as the beginning and end of each session are our busiest times. By arriving at about 9.15, your child will come into a quiet and settled group in which the children are already busy and the staff are free to introduce people and activities.

When you judge that your child is ready to be left, say goodbye. Do not be tempted to creep away whilst the child is occupied. This might seem easier at the time but it can cause the child to feel let down and mistrustful.

Give a clear explanation of what is going to happen. “I am going to the shops and I will be back after lunch time” can help the child to envisage where you will be and what timescale will be involved.

For children who find parting particularly hard, it might help to have a very brief separation at first – just to post a letter or to go to the shop. The separation time can then be extended gradually.

Be punctual. If a parent is not there at the time he or she promised, the child may feel let down or any newly built confidence could be upset.

Don’t worry. Children develop very quickly at this age and a child who seems unable to manage alone for even a second can have a very different attitude in only a week or two. Just be calm and practical about it, reassuring the child that he or she will be able to manage soon and helping him or her to make friends and get used to activities.

We do very much hope that you and your child will enjoy being part of our Pre-school. If you have any questions or difficulties, please let us know. Speak to staff about questions concerning your child or the administrator about fees and administration.

Information sharing procedure

‘Sharing information is an intrinsic part of any frontline practitioners’ job when working with children and young people. The decisions about how much information to share, with whom and when, can have a profound impact on individuals’ lives. It could ensure that an individual receives the right services at the right time and prevent a need from becoming more acute and difficult to meet. At the other end of the spectrum it could be the difference between life and death.’

Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)

Policy statement

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

We record and share information about children and their families (data subjects) in line with the six principles of the General Data Protection Regulations (GDPR) (2018) which are further explained in our Privacy Notice that is given to parents at the point of registration the six principles state that personal data must be:

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject.

2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.

3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.

4. Accurate and where necessary, kept up to date.

5. Kept in a form that permits identification of data subjects for no longer than is necessary for the purposes for which the data is processed.

6. Processed in a way that ensures appropriate security of the persona data including protection against accidental loss, destruction or damage, using appropriate technical or organisational measures

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

 It is to prevent a crime from being committed or to intervene where one may have been, or to prevent harm to a child or adult; or

 not sharing it could be worse than the outcome of having shared it.

The responsibility for decision-making should not rely solely on an individual, but should have the back-up of the management team. The management team provide clear guidance, policy and procedures to ensure all staff and volunteers understand their information sharing responsibilities and are able to respond in a timely, appropriate way to any safeguarding concerns.

The three critical criteria are:

 where there is evidence that the child is suffering, or is at risk of suffering, significant harm.

 Where there is reasonable cause to believe that a child may be suffering, or is at risk of suffering, significant harm.

 To prevent significant harm arising to children and young people or adults, including the prevention, detection and prosecution of serious crime.

Procedures

Our procedure is based on the GDPR principles as listed above and the seven golden rules for sharing information in the Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers. We also follow the guidance on information sharing from the Local Safeguarding Children Board.

1. Remember that the General Data Protection Regulations 2018 and human rights law are not barriers to justified information sharing as per the Children Act 1989, but provide a framework to ensure that personal information about living individuals is shared appropriately.

 our policy and procedures on Information Sharing provide guidance to appropriate sharing of information both within the setting, as well as with external agencies.

2. be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their consent, unless it is unsafe or if I have a legal obligation to do so. A Privacy Notice is given to parents at the point of registration to explain this further.

In our setting we ensure parents:

 Receive a copy of our Privacy Notice and information about our Information Sharing Policy when starting their child in the setting and that they sign our Registration Form to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult;

 have information about our Safeguarding Children and Child Protection Policy; and

 have information about the other circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.

3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

 Our staff discuss concerns about a child routinely in supervision and any actions are recorded in the child’s file.

 Our manager routinely seeks advice and support from their line manager about possible significant harm]

 Our Safeguarding Children and Child Protection Policy sets out the duty of all members of our staff to refer concerns to our manager or deputy, as designated person, who will contact children’s social care for advice where they have doubts or are unsure.

 Our managers seek advice if they need to share information without consent to disclose.

4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.

 We base decisions to share information without consent on judgements about the facts of the case and whether there is a legal obligation.

 Our guidelines for consent are part of this procedure.

 Our manager is conversant with this and she is able to advise staff accordingly.

5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

In our setting we:

 record concerns and discuss these with our designated person and/or designated officer from the management team for child protection matters;

 record decisions made and the reasons why information will be shared and to whom; and

 follow the procedures for reporting concerns and record keeping as set out in our Safeguarding Children and Child Protection Policy.

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

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

7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

 Where information is shared, we record the reasons for doing so in the child's file; where it is decided that information is not to be shared that is recorded too.

Consent

When parents choose our setting for their child, they will share information about themselves and their families. This information is regarded as confidential. Parents have a right to be informed that we will seek their consent to share information in most cases, as well as the kinds of circumstances we may not seek their consent, or may override their refusal to give consent. We inform them as follows:

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

 We may cover this verbally when the child starts or include this in our prospectus.

 Parents sign [our/my] Registration Form at registration to confirm that they understand this.

 We ask parents to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider/school.

 We give parents copies of the forms they sign.

 We consider the following questions when we assess the need to share:

– Is there a legitimate purpose to us sharing the information?

– Does the information enable the person to be identified?

– Is the information confidential?

– If the information is confidential, do we have consent to share?

– Is there a statutory duty or court order requiring us to share the information?

– If consent is refused, or there are good reasons for us not to seek consent, is there sufficient public interest for us to share information?

– If the decision is to share, are we sharing the right information in the right way?

– Have we properly recorded our decision?

 Consent must be freely given and informed - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information as detailed in the Privacy Notice.

 Consent may be explicit, verbally but preferably in writing, or implicit, implied if the context is such that sharing information is an intrinsic part of our service or it has been explained and agreed at the outset.

 Consent can be withdrawn at any time.

 We explain our Information Sharing Policy to parents.

Separated parents

 Consent to share need only be sought from one parent. Where parents are separated, this would normally be the parent with whom the child resides. Where there is a dispute, we will consider this carefully.

 Where the child is looked after, we may also need to consult the Local Authority, as ‘corporate parent’ before information is shared.

All the undertakings above are subject to our paramount commitment, which is to the safety and well-being of

the child. Please also see our Safeguarding Children and Child Protection Policy.

The Role of the Registering Authority

In some circumstances it will be necessary to bring in the inspection unit OFSTED who have a duty to ensure laid down requirements are adhered to. Parents may approach OFSTED directly at any stage of this complaints procedure. In addition where there seems to be a possible breach of our registration requirements, it is essential to involve OFSTED as the registering and inspection body with a duty to adhere to the National EYFS Framework.

The address and telephone number of our OFSTED centre are: OFSTED Early Years, Freshford House, Redcliffe Way, Bristol BS1 6NL. Telephone Number 0300 123 1231

Little Pippins believes that most complaints are made constructively and can be resolved at an early stage. We also believe that it is in the best interest of the Pre-School and parents that complaints should be taken seriously and dealt with fairly and in a way that respects confidentiality.

**Data Protection Privacy Notice**

The management at Little Pippins Preschool collect and process data in accordance with our Data Privacy Statement, which is displayed on our website and can be found in the reception area.

With the change to Data Protection legislation, we now have a duty to ask for your consent to continue to hold information previously collected in accordance with the Data Privacy Statement.

What is General Data Protection Regulation?

GDPR stands for General Data Protection Regulation and replaces the previous Data Protection Directives that were in place. It was approved by the EU Parliament in 2016 and comes into effect on 25th May 2018. GDPR states that personal data should be ‘processed fairly & lawfully’ and ‘collected for specified, explicit and legitimate purposes’ and that individual’s data is not processed without their knowledge and are only processed with their ‘explicit’ consent. GDPR covers personal data relating to individuals. Little Pippins Preschool is committed to protecting the rights and freedoms of individuals with respect to the processing of children's, parents, visitors and staff personal data. The Data Protection Act gives individuals the right to know what information is held about them. It provides a framework to ensure that personal information is handled properly.

Little Pippins Preschool is registered with the ICO (Information Commissioners Office) under registration reference: ZA250186 and has been registered since 8th May 2017. Certificates are on display in the Office.

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GDPR includes rights for individuals

1)The right to be informed

Little Pippins Preschool is a registered Childcare provider with Ofsted and as so, is required to collect and manage certain data. We need to know parent’s names, addresses, telephone numbers, email addresses, date of birth and National Insurance numbers. We need to know children’s’ full names, addresses, date of birth and Birth Certificate number. For parents claiming the free nursery entitlement we are requested to provide this data to Swindon Borough Council; this information is sent to the Local Authority via a secure electronic file transfer system.

We are required to collect certain details of visitors to our pre-schools. We need to know visitor’s names, appropriate company name and date/time of visit. This is in respect of our Health and Safety and Safeguarding Policies. As an employer Little Pippins Preschool is required to hold data on its employees; names, addresses, email addresses, telephone numbers, date of birth, National Insurance numbers, photographic ID such as passport and driver’s license, bank details. This information is also required for Disclosure and Barring Service checks (DBS) and proof of eligibility to work in the UK. This information is sent via a secure file transfer system to CAPITA for the processing of DBS checks and via password protected transfer to Co=operative Bank.

Little Pippins Preschool website does not use cookies to collect information.

2) The right of access

Little Pippins Preschool is a charity registered in England & Wales. Registration No: 1044128. Registered Office: Pen Close, Greenmeadow, Swindon, Wiltshire, SN25 3LW.

At any point an individual can make a request relating to their data and Little Pippins Preschool will need to provide a response (within 1 month). Little Pippins Preschool can refuse a request, if we have a lawful obligation to retain data i.e. from Ofsted in relation to the EYFS, but we will inform the individual of the reasons for the rejection. The individual will have the right to complain to the ICO if they are not happy with the decision. There will not be any charge for one-off requests, however Little Pippins Preschool has the right to charge for excessive requests.

3) The right to rectification

Individuals are entitled to have personal data rectified if it is inaccurate or incomplete. Little Pippins Preschool must respond to any request to rectify data within one month from the request.

4) The right to erasure

You have the right to request the deletion of your data where there is no compelling reason for its continued use. However Little Pippins Preschool has a legal duty to keep children’s and their parent’s details for a reasonable time\*, Little Pippins Preschool return the child’s Starter pack to parents when they leave the setting, however, details remain on the database (password protected) for 3 years after leaving pre-school. Children's accident and injury records for 19 years (or until the child reaches 21 years), and 22 years (or until the child reaches 24 years) for Child Protection records. Staff records must be kept for 6 years after the member of leaves employment, before they can be erased. This data is archived securely onsite and shredded after the legal retention period.

5) The right to restrict processing

Parents, visitors and staff can object to Little Pippins Preschool processing their data. This means that records can be stored but must not be used in any way, for example reports or for communications.

6) The right to data portability

Little Pippins Preschool requires data to be transferred from one IT system to another; such as from Little Pippins Preschool to the Local Authority, Parent mail’ online communication system and to Learning book' Online Learning Journal. These recipients use secure file transfer systems and have their own policies and procedures in place in relation to GDPR.

7) The right to object

Parents, visitors and staff can object to their data being used for certain activities like marketing or research.

8) The right not to be subject to automated decision-making including profiling.

Little Pippins Preschool does not use personal data for marketing based organisations, which automated decisions and profiling are used for

Storage and use of personal information

All paper copies of children's and staff records are kept in a locked office in Little Pippins Preschool. Members of staff can have access to these files but information taken from the files about individual children is confidential and apart from archiving, these records remain on site at all times. These records are shredded after the retention period.

Information about individual children is used in certain documents, such as, a weekly register, medication forms, referrals to external agencies and disclosure forms. These documents include data such as children's names, date of birth and sometimes address. These records are shredded after the relevant retention period.

Little Pippins Preschool collects a large amount of personal data every year including; names and addresses of those on the waiting list. These records are shredded if the child does not attend or added to the child’s file and stored appropriately.

Information regarding families’ involvement with other agencies is stored both electronically on an external hard drive and in paper format, this information is kept in a locked office Little Pippins Preschool. These records are shredded after the relevant retention period.

Upon a child leaving Little Pippins Preschool and moving on to school or moving settings, data held on the child may be shared with the receiving school. Such information will be hand delivered to the school/setting. For children attending school outside Swindon Borough Council the parent/carer will be given the data to deliver to the receiving school.

Little Pippins Preschool stores personal data held visually in photographs or video clips or as sound recordings. No names are stored with images in photo albums, displays, on the website or on Little Pippins preschool Facebook page. Photographs, video clips and sound recordings are uploaded to Learning book online Learning Journal.

Access to all Office Laptops and Learning book online Learning Journal is password protected. When a member of staff leaves Little Pippins they no longer have access to the Tablets or Laptops in line with this policy and our Safeguarding policy. Any portable data storage used to store personal data, e.g. USB memory stick, are password protected and/or stored in a locked filing cabinet.

Any Personal Data breaches by Little Pippins Preschool will be investigated and reported to the supervisory authority within 72 hours. The Individual will also be informed if a breach of personal data occurs. Little Pippins Preschool will log any breaches on an internal breach register.

Consent

Where consent is required for a child at Little Pippins Preschool, parental consent will be sought for all children under the age of 16 years.

Little Pippins Preschool will be specific and ‘granular’ when requesting consent, so parents may be required to complete separate consent for separate requirements. Little Pippins Preschool will always ensure it has a legitimate reason for processing any personal data. Where consent is required for processing data, Little Pippins Preschool will demonstrate that the consent was freely given. Pre-ticked boxes or inactivity is not suffice.

GDPR means that Little Pippins Preschool must; \* Manage and process personal data properly \* Protect the individual’s rights to privacy \* Provide an individual with access to all personal information held on them

Please indicate your consent below for Little Pippins Preschool to continue to hold your information previously collected and processed data by signing and dating below.

We will retain this form as evidence of your agreement to the processing of the data until such a time as the data is destroyed.

You may withdraw your consent at any time by writing to the Data Protection Officer (Rachel Cleary).