



Prospectus

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History of Happy Kids

Happy Kids started in September 2004 based in a classroom within The Winchcombe School. We offer the school foundation unit a wraparound service. This means that any children attending the part time funded foundation place at school can be offered lunch and an additional session; facilitating parents who want nine to three care. We also take children who do not use the foundation unit as we are independent from the school. This means that we are registered with the Local Education Authority and with Ofsted separately from the school and inspected independently.

We are inspected by Ofsted and our last inspection was January 2015 and we are delighted with our outcome of **GOOD**.

Copies of this are available on Ofsted's website and displayed on our notice board if you would like to see it.

The management consists **Kim Whelehan** and **Sarah Fenemore**; and the team; **Sharon Dumelow, Sarah Jackson, Keely Loughnane, Michelle Heeks and Paula Cook**.

Staff qualifications are available to view in the staff folder. If you have not already been shown this, then please ask to see it.

We are all committed to children and we aim to create a happy and stimulating environment for the children to learn in. We work closely with all the school's that the children will be progressing to; which facilitates a smooth transition. We also enjoy working with the various agencies and the local Early Years Development Team at the Local Education Authority and Ofsted. We provide a varied curriculum which covers The Early Years Foundation Stage and we also operate a key person system, more detail on this is on page 8. We use our outdoor classroom everyday no matter what the weather and we supply waterproof clothing for all the children.

Running of the childcare setting

Kim Whelehan is the owner and Manager of **Happy Kids Newbury Ltd**, Kim Whelehan has overall authority; however, all decisions will be discussed with the team. Where required parents will be consulted and views sought when the decisions affect the children attending the pre-school.

Staff

The staff are vetted by the manager and all details of qualifications, Criminal record checks etc. are in the staff folder. Please ask a member of staff if you wish to look at this.

Sessions

We are registered to take 34 children at each session; the times are as follows:

Monday to Friday from 9am until 3pm term time only and we are completely flexible on attendance, to supports all families.

In addition to this we also run a holiday club during the Easter and Summer holidays, dependent on demand.

Fees

There is no refund for non-attendance, but in special circumstances, such as long term illness, fees may be refunded provided the vacancy has been filled. In case of difficulty with the fees, please speak in confidence to the Manager.

Important - we ask that you give a half term's notice before removing your child from the register or the fees will still be due.

We are registered for government funding and therefore once your child is eligible for fifteen hours a week of childcare we will claim this reducing your invoice.

We do have leaflets explaining how this works; please ask a member of staff if you would like one. Once your child is eligible you will be asked to sign a parent declaration form and supply us with a copy of your child's birth certificate.

Aims and Objectives

As a community pre-school with strong links with our Local Education Authority schools, we aim to create a pre-school which has a distinctive level of care for all its members; one which recognises and values the unique contribution of each individual. We aim to provide an environment, which is:

- Safe, secure and happy
- Caring
- Stimulating and well-planned

So that the full intellectual, social, physical and moral capabilities of each child are developed to their best potential.

We wish to equip each child with the knowledge, skills and attitudes for the next stage of their educational life.

We wish to encourage each child to:

- Communicate effectively and follow ECAT*
- Develop positive relationships with others
- Share and contribute
- Learn constructively
- Become independent individuals
- Work with others in a team
- Have self-confidence
- Have a high level of self-esteem
- Develop knowledge of themselves and the world
- Respect themselves
- Respect and understand other people's feelings, property, opinions, religion, abilities and disabilities
- Develop consideration and interest in others in the local, national and world community.

* ECAT is Every Child a Talker and we have two trained members of the team who will assist each key person to implement into the planning various strategies. You will be informed if your child or children are involved and included in the activities; some resources are loaned out to families.

We also offer your child:

- Individual care and attention made possible by a high ratio of adult to children
- Fun and friendship with children and adults
- The support of a personal key worker
- Opportunities for you and your family to be directly involved in the activities of the group and in your child's progress.

Admissions

Pre-school places are open to every family in the community.

Important - if your child attends another pre-school or nursery, we ask that you let us know.

Children may not be toilet trained when they start at Happy Kids and we will work with you to achieve this when you and your child are ready. We ask that you supply your child with nappies, wet wipes and spare clothes. Accidents do happen and children are treated with care and patience. Our toilet facilities are all child height and size but please do talk to the staff if you have any concerns or worries.

Starting at Pre-school

You are welcome to visit to enable you and your child to meet the staff and other parents, carers and children. You are also welcome to call in during the half term preceding this, by arrangement to familiarise your child with his or her new surroundings. You must stay during these visits. Visitors are always welcome but we ask that you make an appointment in advance. A child who is tense or unhappy will be not be able to play and 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. It takes longer for some children than for others and parents should not feel worried if their child takes a while to settle.

When your child starts his or her first session you can leave him or her if they are happy. If your child is upset, we would ask you to help us settle them. It may be enough for you to sit with your child during the initial part of the session and then leave, but we will text message you to reassure you. We will work together to make this as painless as possible for both of you.

What to Wear

In order to feel free and explore and experiment with all kinds of materials, including messy ones, it is best to send children dressed in clothes, which are easily washable or not too new (no jewellery). Your child should bring a change of clothes and a pair of Wellie boots in the winter for outside play.

It is good for the children to practice the skills, which will make them independent. Simple clothing that they can handle themselves will enable them to go to the toilet when they want and to put on and take off their outdoor clothes without being too dependent on other people's help.

Please mark all clothes, shoes and bags.

What to Bring

A drink of milk or water is provided for every child and therefore no other drink can be brought to pre-school, unless there is a medical reason for this. Water is freely available throughout the session as all children have a water bottle with their name on. A snack of fresh fruit or vegetable is supplied each session for your child at snack time. No other snacks may be brought in unless your child is on a special diet for medical reasons. Please do not allow your child to bring sweets to pre-school.

Pre-school Routine

We believe that play is very important in each child's development and provide activities and learning opportunities which promote growth of his or her physical, intellectual, imaginative, linguistic, moral and social skills in a safe, secure and stimulating environment. We aim to provide a varied curriculum and encourage the children to progress at their own rate through experiencing, observing, predicting, estimating, experiencing and coming to conclusions free from the stigma of failure. We provide play activities and equipment, which give all children equal opportunities and reflect the multi-cultural nature of our society.

Nappy Changing

Children are changed when required; they are also changed once in the session in addition to their individual needs. Children attending all day are changed twice.

Record Keeping

We are required by law to keep full details of the children attending the Happy Kids pre-school. The information necessary will be transferred from the registration form, which we ask you to fill in.

As we have a good adult to child ratio in the group, we are able to implement an excellent record keeping system in which observations of the children in the group and at home are used as a basis for drawing up a curriculum for each child. The records are available for parents to view at any time online through a program called Tapestry. Parents will be invited to view their child's online profile through email and will be able to add additional information, observations and achievements, promoting partnership working between the setting, children and their families.

Key Person System

Our key person system gives each member of staff particular responsibility for a group of children. Each child within the group has one special adult to relate to, which can make settling into the group very much easier. In addition, the key worker is in a position to tailor the group's curriculum to the unique needs of each individual child. The key person maintains links with the child's home setting, working with parents through shared record keeping to ensure that all children are supported in reaching their full potential.

Communication

The staff are always happy to discuss your child's progress with you.
If you need to contact us during session time, please call:

01635 45879

In an emergency and if you are unable to use the settings number please call **Kim Whelehan** on:

07484905841

Accidents

Any accident or incident however slight is recorded in the accident and incident book and this record is shown to all parents and carers to sign. A slip is also placed in the child's box or bag to ensure that parents or carers are aware and duly sign the book.

Medication

Drugs and medicines cannot be administered by the pre-school unless prescribed by the child's doctor with the label on the medication. In this case written permission and instructions must be provided by the parents. A written record of any drugs administered is kept and countersigned by a second member of staff.

Sun Cream

During the summer when the children go outside to play we ask that you apply sun cream and a sun hat, to ensure your child is adequately protected before coming to pre-school. If your child attends all day, then we ask that you supply sun protection with your child's name on and the staff will reapply to ensure protection.

Illness

No child will be accepted at a session if unwell. No child or staff member should attend if he or she has had diarrhoea and or vomiting within the preceding **48 hours**. A child must not attend if he or she has an infectious disease and where possible the pre-school should be informed as to why the child is absent. Any allergies, past major illnesses, etc. should be reported to the pre-school please see registration form. Parents will be informed of any persistent problems brought to the attention of the pre-school, e.g. head lice.

Hygiene

Basic hygiene rules are observed. All pre-school staff and children wash their hands after using the toilet and before handling food and drink.

Staff have been trained to deal with spillages of blood and other body fluids in a safe way at all times to avoid the risk of cross infection. All spillages of body fluid will be cleared up with a solution of 1:10 bleach: water and gloves will be worn when doing this and contents are double bagged.

Smoking is not permitted anywhere in any of buildings or grounds of The Winchcombe School at any time.

Admissions Policy

Statement of Intent

It is our intention to make our pre-school accessible to children and families from all sections of the local community.

Aim

We aim to ensure that all sections of our community have access to the pre-school through open, fair and clearly communicated procedures.

Methods

In order to achieve this aim, we operate the following admissions policy.

- We ensure that the existence of the pre-school is widely advertised in places accessible to all sections of the community.
- Siblings already attending the pre-school
- We ensure that information about our pre-school is accessible - in written and spoken form, and where appropriate, in different languages. Where necessary try to provide information in Braille, or through signing or an interpreter.
- We describe the pre-school and its practices in terms which make it clear it welcomes fathers and mothers, other relations and other carers, including childminders and foster parents.
- We describe our pre-school and its practices in terms of how it treats individuals regardless of their gender, special educational needs, disabilities, background, religion, ethnicity or competence in spoken English.
- We describe our pre-school and its practices in terms of how it enables children with disabilities to take part in the life of the pre-school.
- We have regard for ethnic background of children joining the group to ensure that no accidental discrimination is taking place.
- We make our equal opportunities policy widely known
- We are flexible about attendance patterns so as to accommodate the needs of individual children and families.

Behaviour Management Policy

Statement of intent

This pre-school believes that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else.

Aim

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment.

Methods

- The manager has overall responsibility for issues concerning behaviour.

We require all staff to:

- keep themselves up to date with legislation and research and thinking on handling children's behaviour.
- Access relevant sources of expertise on handling children's behaviour; and check that all staff have relevant in-service training on handling children's behaviour. We keep a record of staff attendance on all training.
- All staff, volunteers and students provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- All staff, volunteers and students use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's ages and stages of development - for example distraction, praise and reward.
- We familiarise all new staff and volunteers with the pre-school behaviour policy and its rule for behaviour.
- We expect all members of the pre-school - children, parents, staff, volunteers and students to keep to the rules, requiring these to be applied consistently.
- We praise and endorse desirable behaviour such as kindness and willingness to share.
- We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the pre-school.
- When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.

- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We only use physical restraint, such as holding, to prevent physical injury to children or adults and or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the manager and are recorded in our incident book. A parent is informed on the same day and signs the incident book entry to indicate that he or she has been informed.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's behaviour.
- We handle children's unacceptable behaviour in ways, which are appropriate to their age and stages of development - for example by distraction, discussion or by withdrawing the child from the situation.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key worker when possible; if not by another member of the team. We work with parents to address recurring unacceptable behaviour, using objective observation records to help us understand the cause and to decide jointly how to respond appropriately.

Bullying

Bullying involves the persistent physical or verbal abuse of another adult, child or children. We take bullying very seriously.

If anyone bullies another person or child:

- We will intervene to stop the person harming another person or child;
- We will explain to the person doing the bullying why her/his behaviour is inappropriate;
- We will give reassurance to the person or children who have been bullied;
- We will help the person who has done the bullying to say sorry for his/her actions;
- We will make sure the people who bully receive praise when they display acceptable behaviour;
- We do not label people who bully;
- When children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour; and when children have been bullied, we share what has happened with their parents, explaining that the person who did the bullying is being helped to adopt more acceptable ways of behaving.

Collection of Children from Our Care Policy and Practice

Children will **not** be allowed off the premises without prior permission of their parent or primary carer with a member of staff. The primary carer has to give us a password if the person collecting your child is unknown to us and the other carer must quote this before we release the child.

In the case of marital or custody disputes, unless there is a court order of which this setting has knowledge, we do **not** have a right to prevent a child leaving with either parent if the couple are married, or with a partner who has parental rights. However, should we be unable to prevent this happening, it is important that we alert the person who normally collects the child. Should a parent/carer come to collect the child and we suspect that they may be under the influence of drugs or alcohol, we will endeavour to detain the person and contact another carer, for example the other parent or emergency contact number to ask them to come and escort the adult and the child home. We may also contact the Children Services Duty Desk for advice and support.

If we are unable to detain that person we will alert the police if a vehicle is in question. We have regard to and remember that the welfare of the child is paramount, but also that staff and colleagues/family should not put themselves at risk.

Should a child fail to be collected, we will phone the alternative/emergency contacts. If still no response, we will contact the Children Services Duty Desk for further advice and support.

We keep the phone number of the local police to hand or in the register, together with the following number of the Children Services Duty Desk.

Children Services Duty Desk Tel: 01635 503090

Collection of Ill Children from Our Care

Initial contact is to be made with the parent to advise the need for the child to be collected.

If the parent cannot be contacted the named emergency contacts from the registration form should be phoned.

If no one can be reached, then assess the child's condition. If the condition is serious seek medical assistance.

In the meantime, the child is to be nursed and comforted in the quiet area by a qualified first aider until the parent/emergency contact arrives.

Complaints Procedure

Statement of intent

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

Aim

We aim to bring all concerns about the running of our pre-school to a satisfactory conclusion for all the parties involved.

Methods

To achieve this, we operate the following complaints procedure.

How to complain

Stage 1

- any parent who is uneasy about an aspect of the pre-school's provision talks over, first of all, his/her worries and anxieties with the pre-school manager or the deputy manager

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to Stage 2 of the procedure by putting the concerns or complaint in writing to the management.
- Most complaints should be able to be resolved informally at Stage 1 or Stage 2.

Stage 3

- The parent requests a meeting with the manager. Both the parent and the Pre-School should have a friend or partner present if required. An agreed written record of the discussion is made. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded.

Stage 4

- If at the Stage 3 meeting the parent and pre-school cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.
- Staff or volunteers are appropriate persons to be invited to act as mediators.
- The mediator keeps all the discussion confidential. She/he can hold separate meetings with the pre-school management and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice they give.

Stage 5

- When the mediator has concluded their investigation, a final meeting between the parents, and the pre-school manager is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediators' advice is used to reach this conclusion. The mediator is present at the meeting, if all parties think this will help and a decision to be reached.
- A record of this meeting, including the decision on the action to be taken is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

Office for Standards in Education, Early Years Directorate (Ofsted) and the Area Safeguarding Children Committee.

Parents may approach Ofsted directly at any stage of this complaint 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 ensure the statutory requirements of the EYFS are adhered to.

The address and telephone number of our Ofsted regional centre are:

Early Years, Ofsted, NBU, 3rd Floor, Royal Exchange Buildings, St Ann's Square, Manchester, M2 7LA. Telephone: 0300 123 1231

These details are displayed on our pre-school's notice board.

If a child appears to be at risk, our pre-school follows the procedure of the Local Area Safeguarding Committee.

In these cases, both the parent and the pre-school are informed and the pre-school management works with Ofsted or the Area Safeguarding Committee to ensure a proper

investigation of the complaint followed by appropriate action.

Records

A record of complaints against this pre-school and /or the children and/or the adults working in this setting is kept, including the date, the circumstances of the complaint and how the complaint was managed.

Confidentiality Policy

Statement of intent

It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality pre-school care and education.

Aim

We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children.

Methods

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

- Parents have ready access to the files and records of their own children but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.
- Any concerns/evidence relating to a child's personal safety is kept in a secure, confidential file and is shared with as few as possible and on a "need-to-know" basis.
- Personal information about children, families and staff is kept securely whilst remaining as accessible as possible.
- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with HR.
- Students on recognised qualifications and training, when they are observing in the pre-school, are advised of our confidentiality policy and are required to respect it.

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

Equality and Diversity Policy

Statement of intent

Our pre-school is committed to providing equality of opportunity and anti-discriminatory practice for all staff, children and families.

Aim

We aim to:

- provide a secure environment in which all children can flourish and in which all contributions are valued;
- Include and value the contribution of all families to our understanding of equality and diversity;
- Provide positive non-stereotyping information about different ethnic groups and people with disabilities;
- Improve our knowledge and understanding of issues of equality and diversity; and
- Make inclusion a thread which runs through all of the activities of the pre-school.

The legal framework for this policy is:

- Race Relations Act 1976;
- Race Relations Amendment Act 2000;
- Sex Discrimination Act 1986;
- Children Act 1989 and 2004;
- Special Educational Needs and Disability Act 2001; and
- Special Educational Needs and Disability Code of Practice 0 to 25 Years 2014.

Methods

Admissions

Our pre-school is open to all members of the community.

- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in as many languages as necessary
- We base our admission policy on a fair system.
- We do not discriminate against a child with a disability or refuse a child entry to our pre-school because of any disability.
- We ensure that all parents are made aware of our equal opportunities policy.
- We develop an action plan to ensure that people with disabilities can participate

successfully in the services offered by the pre-school and in the curriculum offered.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Services (DBS). This ensures fairness in the selection process. All job descriptions include a commitment to equality and diversity as part of their specifications.
- We monitor our applications process to ensure that it is fair and accessible.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop practices, which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for equality and diversity.

Curriculum

The curriculum offered in the pre-school encourages children to develop positive attitudes to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- Making children feel valued and good about themselves;
- Ensuring that children have quality of access to learning;
- Reflecting the widest possible range of communities in the choice of resources;
- Avoiding stereotyping or derogatory images in the selection of materials;
- Celebrating a wide range of festivals;
- Creating an environment of mutual respect and tolerance;
- Helping children to understand that discriminatory behaviour and remarks are unacceptable;
- Ensuring that the curriculum offered is inclusive for children with special educational needs and children with disabilities; and
- Ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning.

Valuing Diversity in Families

- We welcome the diversity of family life and work with all families.
- We encourage children to contribute stories of their everyday life into the pre-school.
- We encourage parents/carers to take part in the life of the pre-school and to contribute fully.
- For families who have a first language other than English, we value the contribution their culture and language offer.
- We offer a flexible payment system for families of differing means.

Food

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

Equipment and Resources Policy

Statement of intent

We believe that high quality care and education is promoted by providing children with safe, clean, attractive, age and stage appropriate resources, toys and equipment.

Aim

We aim to provide children with resources and equipment, which help to consolidate and extend their knowledge, skills, interests and aptitudes.

Methods

In order to achieve this aim:

- We provide play equipment and resources which are safe and - where applicable - Conform to the BSEN safety standards for Toys (safety) regulation (1995);
- We provide a sufficient quantity of equipment and resources for the number of children;
- We provide resources which promote all areas of children's learning and development, which may be child or adult led;
- We select books, equipment and resources which promote positive images of people of all races, cultures and abilities, are non-discriminatory and avoid racial and gender stereotyping.
- We provide play equipment and resources which promote continuity and progression, provide sufficient challenge and meet the needs and interests of all children;
- We provide made, natural and recycled materials which are clean, in good condition and safe for the use of the children;
- We provide furniture which is suitable for children;
- We store and display equipment where children can independently choose and select them;
- We check all resources and equipment regularly, as they are set out at the beginning of each session and put away at the end of each session. We repair and clean, or replace any unsafe, worn out, dirty or damaged equipment.
- Review the balance of resources and equipment so that they can support a range of activities across all areas of play, learning and development;
- We provide adequate insurance cover for the pre-school's resources and equipment;
- We plan the provision of activities and appropriate resources so that a balance of familiar equipment and resources and new exciting challenges are offered.

Fire Drill

The alarm is sounded automatically or manually by a member of the staff to alert the group.

Staff will collect the register and take the children through the Fire Exit, to the Assembly Point (through the gate to the assembly point on the playground).

One staff member checks the buildings for any remaining children/adults - the other telephones the fire brigade (or goes through the motions of doing so), when this is done they leave the building and join the others at the Assembly Point.

Do not stop for personal belongings.

Do not re-enter the building for any reasons unless instructed.

The Register is then taken to ascertain all are present at the assembly point.

When everybody has returned to the building the register is taken again (In the case of a real fire the group should then re-group at Trinity School for collection).

The Drill is recorded - dated - timed and signed.

Food and Drink Policy

Statement of intent

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

Aim

At snack times, food is provided by Happy Kids which will be healthy, nutritious and which meets the children's individual dietary needs.

Methods

- Before a child starts to attend the pre-school, we find out from parents their children's dietary needs, including any allergies.
- We record information about each child's dietary needs in her/his registration record and parents sign to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs - including allergies - are up to date.
- We display current information about individual children's dietary needs on the whiteboard in the kitchen to ensure all staff and volunteers are informed.
- We implement systems to ensure that children receive only food and drink which is consistent with their dietary needs and their parents' wishes.
- We provide nutritious food at all snacks, avoiding large quantities of fat, sugar, salt, artificial additives, preservatives and colourings.
- We include foods from the diet of each of the children's cultural backgrounds, providing children familiar foods and introducing them to new ones.
- Through discussions with parents and research reading by staff, we obtain information about the dietary rules of the 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 staff to show sensitivity in providing for children's diets and allergies.
- Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
- We organise meal and snack times so that they are social occasions in which children and staff participate,
- We use meal and snack times to help children to develop independence through making

choices, serving food and drink and feeding themselves.

- We have fresh drinking water constantly available for the children to help themselves.
- We inform parents who provide food for their children about the storage facilities available in the pre-school.
- 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 semi-skimmed pasteurised milk.

Health and Safety Policy

Statement of intent

This pre-school believes that the health and safety of children is of paramount importance. We make our pre-school a safe and healthy place for children, parents and staff.

Aim

We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.

Methods

The member of staff responsible for health and safety is **Sarah Jackson**. She is competent to carry out these responsibilities. She updates her knowledge and understanding regularly. We display the necessary health and safety poster in the main pre-school room.

Risk Assessment

Our risk assessment process includes:

- Checking for hazards and risks indoors and outdoors, and in our activities and procedures
- Our assessment covers adults and children;
- Deciding which areas need attention; and developing an action plan which specifies the action required the timescales for action, the person responsible for the action and any funding required.

We maintain lists of health and safety issues which are checked:

- Daily before sessions begins;
- Weekly; and termly - when full risk assessment is carried out.

Insurance Cover

We have public liability insurance and employers' liability insurance. The certificate is displayed in the main pre-school room.

Raising Awareness

- Our induction training for staff includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and understand their share of responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of dangerous substances.
- Health and safety issues are explained to the parents of new children so that they understand the part they play in the daily life of the pre-school.
- As necessary, health and safety is discussed regularly at staff meetings.
- We have a no smoking policy.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

Children's safety

- Only persons who have been checked for criminal records by an enhanced disclosure from the Disclosure and Barring Services and are registered with Ofsted as child carers have unsupervised access to the children, including helping them with toileting.
- Adults do not normally supervise their own children.
- All children are supervised by adults at all times.

Security

- Systems are in place for the safe arrival and departure of children. The times of the children's arrival and departure are recorded.
- The arrival and departure times of adults - staff and visitors are recorded.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving the premises unnoticed.
- The personal possessions of staff are securely stored during pre-school operating hours.

Doors

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

Floors

All surfaces are checked daily to ensure they are clean and not uneven or damaged.

Kitchen

- All surfaces are clean and non-porous.
- There are separate facilities for hand washing and for washing up.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- When children take part in cooking activities, they: are supervised at all times; are kept away from hot surfaces and hot water; and do not have unsupervised access to electrical equipment.

Electrical/Gas Equipment

- All electrical equipment conforms to safety requirements and is checked regularly.
- Our boiler/electrical switch/meter cupboard is not accessible to the children.
- Fires, heaters, electrical sockets, wires and leads are properly guarded and the children are taught not to touch them.
- There are sufficient sockets to prevent overloading.
- The temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas including storage areas.

Storage

- All resources and materials which children select are stored safely.
- All equipment and resources are stored or stacked to prevent them accidentally falling or collapsing.

Outdoor Area

- Our outdoor area is securely fenced.
- Our outdoor area is checked for safety and cleared of any rubbish before it is used.
- All outdoor activities are supervised at all times.

Hygiene

- We regularly seek information from Environmental Health Department and the Health Authority to ensure that we keep up-to-date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- We have a schedule for cleaning resources and equipment, dressing up clothes and furnishings.
- The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.
- We implement good hygiene practices by:
 - Cleaning tables between activities
 - Checking toilets regularly;
 - Wearing protective clothing - such as aprons and disposable gloves - as appropriate;
 - Providing tissues and wipes.

Activities

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the pre-school.
- The layout of the play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials - including paint and glue are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children who are sleeping are checked regularly.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.

Food and Drink

- Staff that prepare and handle food receive appropriate training and understand - and comply with food safety and hygiene regulations.
- All food and drink is stored appropriately.
- Adults do not carry hot drinks through the play area(s) and do not place hot drinks within reach of children.
- Snack and meal times are appropriately supervised and children do not walk about with food and drinks.
- Fresh drinking water is available to the children at all times.
- We operate systems to ensure that children do not have access to food/drinks to which they are allergic.

Animals

- Animals resident or visiting the pre-school are free from disease, safe to be with the children and do not pose a health risk.

Fire Safety

- Fire doors are clearly marked, never obstructed and easily opened from inside.
- Smoke detectors/alarms and firefighting appliances conform to BSN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
Clearly displayed in the premises;
Explained to new members of staff and parents;
Practiced regularly i.e., once every term.
- Records are kept of fire drills and the servicing of fire safety equipment.

First Aid and Medication

Members of staff who hold a current paediatric first aid training certificate are on the premises at all times.

Our first aid kit:

- Complies with the Health and Safety (First Aid) regulations 1981;
- Is regularly checked by a designated member of staff and re-stocked as necessary;
- Is easily accessible to adults; and
- Is kept out of the reach of children.

Records

In accordance with the welfare requirements, we keep records of:

- Adults authorised to collect children from pre-school;
- The names, addresses and telephone numbers of emergency contacts in case of children's illness or accident;
- The allergies, dietary requirements and illnesses of individual children;
- The times of attendance of children, staff and visitors;
- Accidents; and
- Incidents

In addition, the following policies and documentation in relation to health and safety are in place:

Safety

- Risk assessment
- Record of visitors
- Fire safety procedures

Health

- Administration of medication
- Prior parental consent to administer medicine
- Record of the administration of medicines
- Prior parental consent for emergency treatment
- Accident record
- Sick children
- No smoking

Lost Child Policy

Staff are to remain with the group of children ensuring the ratio requirements are met while the remaining members of staff are to initiate a search for the lost child.

If the child remains un-located during the initial search the parents and police are to be informed, whilst the search continues.

When the incident is resolved an action plan/evaluations are to be drawn up to see how the event happened and how it can be stopped in the future.

The Non-Collection of Children Policy

Statement of intent

In the event that a child is not collected by an authorised adult at the end of a pre-school session/day, the pre-school put into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child.

Aim

In the event that a child is not collected by an authorised adult, we will ensure that the child receives a high standard of care in order to cause as little distress as possible.

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

Procedures

1. Parents of children starting at the pre-school are asked to provide specific information which is recorded on our Registration form, including:
 - a. Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour's; place of work, address and telephone number (if applicable);
 - b. Mobile telephone number (if applicable);
 - c. Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from pre-school, for example a child minder or grandparent; and
 - d. Information about any person who does not have legal access to the child.
2. On occasions when parents are aware that they will not be at home or in their usual place of work, they record how they can be contacted in our register.
3. On occasions when parents or the person normally authorised to collect the child are not able to collect the child, they record the name, address and telephone number of the person who will be collecting their child in our register. We agree with parents how the identification of the person who is to collect their child will be verified.
4. Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up procedures. We provide parents with our contact telephone number. We also inform parents that - in the event that their children are not collected from pre-school by an authorised adult and the staff can no longer supervise the child on our premises - we apply our Safeguarding Children policy.

5. If a child is not collected at the end of the session/day, we follow the following procedures:
The register is checked for any information about changes to the normal collection routines;
If no information is available, parents/carers are contacted at home or at work;
If this is unsuccessful, the adults who are authorised by that parents to collect their child from pre-school - and whose telephone numbers are recorded on the Registration Form - are contacted;
All reasonable attempts are made to contact the parents/carers, for example a neighbour is contacted or another member of staff visits the child's home;
The child does not leave the premises with anyone other than those named on their registration form and in the register;
If no-one collects the child and the premises are closing or staff are no longer available to care for the child, we apply the procedure set out in our Safeguarding Children Policy. We contact our local authority Children Services department (telephone number 01635 503090); and inform Ofsted and our LEA. A full written report of the incident is recorded; and depending on circumstances we reserve the right to charge parents for the additional hours worked by the staff.

Non-payment of Fees Policy

All invoices for fees to attend Happy Kids pre-school will be issued each half term in advance of attendance.

Invoices can be paid half termly, weekly or monthly if agreed in advance with the manager or deputy manager. If an invoice is not paid by the due date specified on the invoice a reminder will be issued and sent home with your child requesting payment within a week. This reminder will include an administration charge of ten pounds.

If payment has still not been paid, another reminder will be sent to the home address requesting payment within one week, again an administration charge of ten pounds will be added to the invoice. If payment is still not made, then Happy Kids Newbury Ltd will no longer be able to offer sessions to your child or children.

If any invoice has not been settled within three months, then legal action will be taken and this will incur a charge of fifty pounds plus all court fees.

If the management of Happy Kids Newbury Ltd are required to attend court, costs will be applied at a rate of twenty pounds per hour.

Parental Involvement Policy

We believe that children benefit most from pre-school care when parents and pre-school work together in partnership.

Our Aim

- To support parents as their children's first and most important educators.
- To involve parents in the life of the pre-school and their children's education.
- To support parents in their own continuing education and personal development.

Method

In order to fulfil these aims:

- We are committed to ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families;
- Through access to written information and through regular informal communications, we inform all parents about how the setting is run and its policies. We check to ensure parents understand the information which is given to them;
- We inform all parents on a regular basis about their children's progress;
- We involve parents in the shared record keeping about their children - either formally or informally and ensure parents have access to their children's written records through Tapestry, adapting practice to support parents who cannot access the online system;
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the group;
- We provide information about opportunities for being involved in the pre-school in ways which are accessible to parents with basic skill needs, or those for whom English is an additional language;
- We hold meetings in venues which are accessible and appropriate for all;
- We welcome contributions of parents in whatever form these may take;
- We inform parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure; and
- We provide opportunities for parents to learn about the pre-school curriculum and about young children's learning, in the pre-school and at home.

In compliance with welfare requirements, the following is in place:

- Admissions policy;
- Complaints procedure;
- Record of complaints; and
- Activities provided for children.

Safeguarding Policy

Statement of intent

Our pre-school wants to work with children, parents and the community to ensure the safety of children and to give them the very best start in life. The staff acknowledge that some children, including disabled/SEN (Special Education Needs) children and young people or those from ethnic minority communities, can be particularly vulnerable to abuse, including emotional, physical, sexual abuse, neglect and honour based violence such as genital mutilation and radicalisation. We accept the responsibility to take reasonable and appropriate steps to ensure the children's welfare within the pre-school.

Aims

Our aims are to:

- Create an environment in our pre-school which encourages children to develop a positive self-image, regardless of race, language, religion, culture or home background.
- Help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- Encourage children to develop a sense of autonomy and independence;
- Enable children to have the self-confidence and the vocabulary to resist inappropriate approaches;
- Support and enable children of all abilities to have their voice heard and share their thoughts, ideas, concerns and opinions; and
- Work with parents to build their understanding of and commitment to the welfare of all our children.

The legal framework for this work is:

- The Rehabilitation of Offenders Act;
- The Children Act 1989 and 2004;
- Human Rights Act 1998;
- Data Protection Act 1984;
- The Protection of Children Act 1999;
- The Children (NI) Order;
- The Children (Scotland) Order;
- Every Child Matters 2003;
- The Childcare Act 2006;
- What to do if you're worried a child is being abused 2015

- Working Together to Safeguard Children 2015; and
- Counter- Terrorism and Security Act 2015
- Keeping children safe in education (2016)
- The prevent duty: for schools and childcare providers
- The Prevent Duty for England and Wales 2015

Liaison with other bodies

- We work within the Berkshire Local Safeguarding Children Boards guidelines and liaise with the Local Authority Designated Officer, who can be contacted on **01635 503090**.
- The Berkshire Local Safeguarding Children Boards Child Protection Procedure are available online at <http://proceduresonline.com/berks>.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements that affect the wellbeing of children.
- We have procedures for contacting the local authority on safeguarding children issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the pre-school and other agencies to work well together.
- If a report is to be made to the authorities, we act within the Area Safeguarding Children guidance in deciding whether we must inform the child's parents at the same time.

Methods

Staffing and Volunteering

- Our named person who co-ordinates safeguarding children or child protection issues is **Kim Whelehan**. In the absence of **Kim Whelehan**, **Sarah Fenemore** will be available.
- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within the pre-school are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are;
- Informed of the need to carry out checks before posts can be confirmed. Where applicants are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect of references and police checks for staff and volunteers, to ensure that no disqualified person or unfit person works at the pre-school or has access to the children.
- Volunteers do not work unsupervised.
- We abide by the Safeguarding and Child Protection requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise

have led to dismissal for reasons of child protection concerns.

- We have a procedure for recording the details of visitors to the pre-school
- We take security steps to ensure that we have control over who comes into the pre-school so that no unauthorised person has unsupervised access to the children.

Disciplinary Action

Where a member of staff or a volunteer is dismissed from the pre-school or internally disciplined because of misconduct relating to a child, we notify the Department of Health administrators so that the name may be included on the list for the Protection of Children and Vulnerable Adults.

Training

We seek out training opportunities for all adults involved in the pre-school to ensure that they are able to recognise the signs and symptoms of possible physical abuse, emotional abuse, sexual abuse, neglect, honour-based violence and radicalisation and so that they are aware of the local authority guidelines for making referrals. We ensure that all staff know the procedures for reporting and recording their concerns in the pre-school.

The designated members of staff, Kim and Sarah undergo safeguarding training every two years and knowledge and skills are refreshed annually. Updated information relating to safeguarding and child protection is shared with all members of staff and volunteers.

Planning

The layout of the room allows for constant supervision.

Curriculum

- We introduce key elements of safeguarding children into our foundation stage curriculum with regard to Every Child Matters, so that children can develop an understanding of why and how to keep safe.
- We create within the pre-school a culture of value and respect for the individual.
- We ensure that this is carried out in a way that is appropriate for the ages and stages of our children.

Complaints

- We ensure that all parents know how to complain about staff or volunteer's actions within the pre-school, which may include an allegation of abuse.
- We follow the guidance of the Area Safeguarding Children Committee when investigating any complaint that a member of staff or volunteer has abused a child.
- We follow all the disclosure and recording procedure when investigating an allegation that a member of staff or volunteer has abused a child as if it were an allegation of abuse by any other person.
- Responding to suspicions of abuse.
- When children are suffering from physical, sexual or emotional abuse, this may be demonstrated through changes in their behaviour, or in their play. Where such changes in behaviour occur, or where children's play gives a cause for concern, the pre-school investigates.
- We allow investigations to be carried out with sensitivity. Staff in the pre-school take care not to influence the outcome either through the way they speak to children or ask questions of children.
- Where a child shows signs and symptoms of 'failure to thrive' or neglect, we make appropriate referrals.

The Prevention Duty

Staff within the pre-school have a duty to prevent children from being drawn into terrorism. It is the duty of staff to identify and protect children who are at risk from radicalisation and extremism, by following the pre-schools safeguarding procedures if a change of behaviour is observed and there are concerns.

Staff within the pre-school setting aim to build children's resilience to radicalisation and extremism through the promotion of British Values. These include Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance, which are incorporated within the Personal, Social and Emotional development in the Early Years Foundation Stage framework, in an age appropriate way. In daily practice this is achieved by:

- Providing a safe environment that promotes participation in decision making, idea sharing and respect for the views of others.
- Supporting children to learn right from wrong.
- Helping children to know and respect the differences and similarities between themselves and others.
- Celebrating and encouraging children's achievements during everyday activities.
- Promoting inclusivity and diversity, celebrating children's individual faiths and beliefs

as directed by their parents.

Disclosures

Where a child makes a disclosure to a member of staff, that member of staff:

- Offers reassurance to the child;
- Listens to the child; and
- Gives reassurance that he or she will take action.

The member of staff does not question the child.

Recording suspicions of abuse and disclosures

Staff make a record of:

- The child's name
- The child's address
- The age of the child;
- The date and time of the observation or the disclosure;
- An objective record of the observation or disclosure;
- The exact words spoken by the child;
- The name of the person to whom the concern was reported, with date and time; and
- The names of any other person present at the time.

These records are signed and dated and kept in a separate confidential file.

All members of staff know the procedures of recording and reporting, which includes their mandatory duty to report known cases of female genital mutilation to the police.

Informing Parents

Parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Local Area Safeguarding Children Committee or Local Authority Designated Officer (LADO) does not allow this. This will usually be the case where the parent is the likely abuser. In these cases, the investigating officer will inform parents.

Confidentiality

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

Support to Families

- The pre-school takes every step in its power to build up trusting and supportive relations among families, staff and volunteers in the group.
- The pre-school continues to welcome the child and the family whilst investigations are being made in relation to abuse in the home situation.
- Confidential records kept of a child are shared with the child's parents or those who have parental responsibility for the child only if appropriate under the guidance of the Area Safeguarding Children Committee.
- With the provision that the care and safety of the child is paramount, we do all in our power to support and work with the child's family.

Special Educational Needs/Disability Policy

Statement of intent

We provide an environment in which all children are supported to reach their full potential.

Aims

- We have regard for the DFE Special Educational Needs Code of Practice 0-25 (2014).
- We include all children in our provision.
- We provide practitioners to help support parents and children with special educational needs (SEN)/disabilities.
- We identify the specific needs of children with SEN/disabilities and meet those needs through a range of strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision and; if necessary, make adjustments.

Methods

- We designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) and give her/his name to parents, this is Kim Whelehan
- We provide a statement showing how we provide for children with SEN/disabilities.
- We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice guarantees equality of access and opportunity.
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangement to other settings and schools.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We provide a broad and balanced curriculum for all children with SEN/disabilities.

- We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing support and achievement plans (SAPP). These are produced by the key person, SENCO and parents and carers when there are significant emerging concerns relating to a child's attainment levels and/or when there is an identified SEN or disability.
- We ensure that children with SEN/disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities.
- We provide resources (human and financial) to implement our SEN/disability policy.
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
- We provide in-service training for practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Settling in Pre-School Policy

Statement of intent

We want children to feel safe, stimulated and happy in the pre-school and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's wellbeing and their role as active partners with the pre-school.

Aim

We aim to make the pre-school a welcome place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

Methods

- Before a child starts to attend the pre-school, we use a variety of ways to provide families with information. These include written information (including our prospectus and policies), displays on pre-school activities, show families.
- During the half term before a child is enrolled, we provide opportunities for the child and his/her parents or carers to visit the pre-school.
- When a child starts to attend, we work with their family to decide on the best way to help the child to settle into the pre-school.
- We allocate a key person to each child and his/her family, once she/he starts to attend.
- We ask the parents/carers to complete an information section of our registration form and a section on their child's Tapestry to assist the key person with getting to know the child.

Staffing and Employment Policy

Statement of intent

We provide a high staffing ratio to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are all qualified to at least a level 3 and are checked for criminal records through the Disclosures and Barring Services in accordance with Ofsted's requirements.

Aims

To ensure that children and their parents are offered high quality pre-school care and education.

Methods

- To meet this aim we use the following ratios of adult to child:

The legal requirement as stipulated in the EYFS is:

- Children aged two years of age 1 qualified adult: 4 children
- Children aged three - five years 1 qualified adult: 8 children
- A minimum of four staff/adults are on duty at any one time.
- We use a key person system to ensure that each child and each family has a particular member of staff for discussion and consultation.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties, which may arise from time to time.
- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff have job descriptions which set out their roles and responsibilities
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation.
- Applicants will not be placed at a disadvantage by us imposing condition or requirements which are not justifiable.
- We provide regular in-service training to all staff.
- We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy and Procedures and Safeguarding Children Procedures. Other policies and procedures will be introduced within an induction plan.
- All staff are issued with staff handbooks.
- We support the work of our staff by holding regular supervision meetings and appraisals

and review meetings.

- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.
- We use Ofsted guidance on obtaining references and criminal record checks through the Disclosures and Barring services for staff.

Volunteers Policy

In our pre-school:

Volunteers are selected at the discretion of the staff and are already known to the group.

Volunteer's responsibilities are: to ensure the welfare and safety of the children. To be aware of and uphold the pre-school's policies and procedures on all matters at all times. To follow health and safety procedures as stated in the pre-school policies.

Volunteers are not permitted at any time to be left alone with the children, unless they hold a Disclosures and Baring services check.

Volunteers are unable to accompany children to the toilet, or administer first aid.

Volunteers are expected to uphold the group's confidentiality at all times.

Volunteers should have a full and complete knowledge of the pre-school's fire regulations and evacuation procedures.

Volunteers are to wash their hands prior to food and drink preparation.

No Smoking, Alcohol and Drugs Policy

No Smoking

Happy Kids Pre - School premises are non-smoking. Staff members, students, volunteers, parents and carers are not permitted to smoke in any area of the inside building or in any of the secure outside areas.

Staff members, students and volunteers are not permitted to smoke when out of the building on trips or when travelling to and from the buildings with children. Staff members and volunteers are made aware of no smoking through our 'Staff Information'.

No Alcohol or Illegal Substances

Alcohol or illegal substances are not permitted on the premises of Happy Kids Pre - School.

Staff members found to be under the influence or in possession of alcohol or illegal substances whilst children are in our care will be instantly dismissed.

Acceptable Use of Mobile Phones, Smart Watches, Cameras and Tablets Policy

It is our intention to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used and in turn eliminating the following concerns:

- Staff being distracted from their work with children
- The inappropriate use of mobile phones, smart watches, cameras and tablets around children

Aim

- Have a clear policy on the acceptable use of mobile phones, smart watches, cameras and tablets that is understood and adhered to by all parties concerned without exception.

In order to achieve this aim, we operate the following acceptable use Policy:

Mobile Phones and Smart Watches

- Happy Kids allows staff to bring in personal mobile phones and devices for their own use. Under no circumstances does Happy Kids allow a member of staff to contact a current pupil or parent/carer using their personal device.
- Users bringing personal devices into Happy Kids must ensure there is no inappropriate or illegal content on the device.
- All staff must ensure that their mobile telephones/devices are left inside their bag throughout contact time with children. Staff bags should be placed in the designated area in the kitchen. This includes smart watches that allow the user to receive and make calls and text messages.
- Mobile phone calls may be taken at staff breaks or in staff members' own time and in the designated staff area.
- If staff have a personal emergency they are free to use the setting's phone or make a personal call from their mobile in the designated staff area of the setting.

- If any staff member has a family emergency or similar and requires keeping their mobile to hand, prior permission must be sought from the manager and the mobile should be placed in the manager's office.
- Staff (will need to) ensure that the Manager has up to date contact information and that staff make their families, children's schools etc. aware of emergency work telephone numbers. This is the responsibility of the individual staff member.
- All visitors/other professionals or students will be requested to place their bag containing their phone/smart watch in the office and asked to take or receive any calls in the office area where their phone must remain.
- Parents and carers dropping off and picking up their children are asked not to use their mobile phones/devices around the children, in the setting.
- It is the responsibility of all members of staff to be vigilant and report any concerns to the manager.
- Concerns will be taken seriously, logged and investigated appropriately (see allegations against a member of staff within our safeguarding policy).
- The manager reserves the right to check the image contents of a member of staff's mobile phone should there be any cause for concern over the appropriate use of it.
- Should inappropriate material be found then our Local Authority Designated Officer (LADO) will be contacted immediately. We will follow the guidance of the LADO as to the appropriate measures for the staff member's dismissal.

Cameras and tablets

Photographs taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements is an effective form of recording their progression in the early Years Foundation Stage. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care.

- Only the designated Happy Kids camera and tablets are to be used to take any photos within the setting or on outings.
- Images taken on this camera and tablets must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress.
- All staff are responsible for the location of the camera and tablets; this should be placed within the lockable filing cabinet when not in use.
- The camera and tablets must be locked away at the end of each day.
- Images taken and stored on the camera must be downloaded as soon as possible ideally once a week. Images stored on the tablets must be uploaded to Tapestry and then removed from the device.

- Images taken on the camera must only be downloaded by the nominated members of staff, currently **Kim Whelehan** and **Sarah Fenemore**
- If the technology is available, images should be uploaded to Tapestry on-site. Should the facility not be available these may be uploaded off-site and erased from the personal computer as soon as the images have successfully added.
- Under no circumstances must cameras of any kind be taken into the bathrooms without prior consultation with the manager.
- If photographs need to be taken in a bathroom, i.e. photographs of the children washing their hands, then the manager must be asked first and staff be supervised whilst carrying out this kind of activity. At all times the camera must be placed in a prominent place where it can be seen.
- Failure to adhere to the contents of this policy will lead to disciplinary procedures being followed.

Social Networking Policy

Introduction

Social networking activities conducted online outside work, such as blogging (writing personal journals to publicly accessible internet pages), involvement in social networking sites, such as Facebook and Twitter, and posting material, images or comments on sites such as You Tube can have a negative effect on an organisation's reputation or image. In addition, Happy Kids has a firm commitment to safeguarding children in all aspects of its work. This policy has been written to set out the key principles and code of conduct that we expect of everyone with respect to their responsibilities in connection with the use of social networking sites.

Key Principles

Everyone at Happy Kids has a responsibility to ensure that they protect the reputation of Happy Kids, and to treat colleagues and members of the setting with professionalism and respect.

It is important to protect everyone at Happy Kids from allegations and misinterpretations which can arise from the use of social networking sites.

Safeguarding children is a key responsibility of all members of staff and it is essential that everyone at Happy Kids considers this and acts responsibly if they are using social networking sites out of Happy Kids opening hours. Anyone working in the setting either as a paid member of staff or volunteer must not communicate with children via social networking.

Aims

- To set out the key principles and code of conduct expected of all members of staff, friends and volunteers at Happy Kids with respect to social networking.
- To further safeguard and protect children and staff.

Personal Responsibility

- Everyone is personally responsible for the content they publish online
- Online behaviour should reflect the same standards of honesty, respect and consideration that are used face-to-face.
- When publishing to social networking sites the information is representative of the individual's views and opinions and not the views of Happy Kids.
- By posting comments or by having online conversations etc. on social media sites, everyone must be aware that they are broadcasting to the world, and that even with the strictest privacy settings it is not always possible to know the security level of the social networking sites of any contacts.
- What is posted online should be within the bounds of professional discretion.

Code of Conduct for Everyone at Happy Kids – social networking

The following are **not considered acceptable** at Happy Kids:

- The use of Happy Kids name, logo, or any other published material without written prior permission from owner. This applies to any published material including the internet or written documentation.
- The posting of any communication or images which links the setting to any form of illegal conduct or which may damage the reputation of the setting. This includes defamatory comments.
- The disclosure of confidential or business-sensitive information; or the disclosure of information or images that could compromise the security of the setting.
- The posting of any images of employees, children or anyone directly connected with the setting whilst engaged in Happy Kids activities.

In addition to the above everyone at Happy Kids must ensure that they:

- Do not make any derogatory, defamatory, rude, threatening or inappropriate comments about the setting, or anyone at or connected with Happy Kids.
- Use social networking sites responsibly and ensure that neither their personal/professional reputation, nor the settings reputation is compromised by inappropriate postings.
- Are aware of the potential of on-line identity fraud and to be cautious when giving out personal information about them which may compromise their personal safety and security.

Potential and Actual Breaches of the Code of Conduct

Happy Kids will take appropriate action in order to protect the settings' reputation and that of its staff, children, families and anyone else directly linked to the setting.

In instances where there had been a breach of the above Code of Conduct, the following will apply:

- Any breaches of this policy will be fully investigated.
- Where it is found that there has been a breach of the policy this will result in action being taken under the Disciplinary Procedure.