



PARENT HANDBOOK

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Certificate of registration



Registration Number: RP552752 Registration Date: 07/12/2017

Tiggywinkles Pre-School Limited

Southern Down
Lodge Road, Hurst
Reading
Berkshire
RG10 0SG

Company Number: 10856802

Tiggywinkles Pre-School Limited, as the registered person, is registered as a provider of childcare on non-domestic premises on the Early Years Register at:

Tiggywinkles Pre-School
Popels Hall
Church Road, Winkfield
Windsor
Berkshire
SL4 4SG

Setting Reference Number: EY552753 Approval Date: 07/12/2017

The registered person must comply with the requirements for the Early Years Register set out in the Statutory Framework for the Early Years Foundation Stage. This includes a requirement to give parents information about their provision.

For more information about registered providers, please go to the relevant pages on our website at www.gov.uk/ofsted.

Amanda Spielman

Amanda Spielman
Her Majesty's Chief Inspector

Date of issue: 07/12/2017

To contact Ofsted please telephone 0300 123 1231

EY552753

Our Vision, Values and Aims

OUR VISION

Tiggywinkles Pre-School nurtures motivated, confident and knowledgeable children through a caring, fun and safe environment, developing future positive contributors to society and all those around them.

Tiggywinkles Pre-School - "meeting the individual needs of each child whilst instilling a love of learning and a passion for life"

OUR VALUES

We have a clear understanding of our values at Tiggywinkles Pre-School:

- Happiness and wellbeing
- Engagement - being involved, responsive, interested and interesting
- Respect - promoting a culture of tolerance, inclusion, diversity, equality, fairness and opportunity
- Communication - being genuine, open, honest and sincere
- Achievement - highest quality, high expectations
- Partnership and care - being reflective and learning from parents as partners, developing strong nurturing relationships
- We also teach the children both British values and those of a Christian ethos

OUR AIMS

At Tiggywinkles Pre-School, we aim:

- To provide a safe, happy, caring, stimulating and secure environment for our children.
- To work in partnership with other agencies and our communities to promote the welfare of our children.
- To work together with parents as partners to improve learning and care.
- To value and empower our children and staff.
- To promote wellbeing and respect.

PARTNERSHIP WORKING

We aim to work in partnership with agencies and our community to:

- develop confidence and self-esteem
- involve staff and children within the wider community
- promote fairness and equality for all
- meet the needs of all individuals
- promote a greater understanding of how we can all contribute to improving the world around us
- meet the individual needs of all children

PARENTS AS PARTNERS

We aim to work together with parents to improve learning by:

- sharing information
- promoting an open door policy
- welcoming parents' views and contributions to pre-school activities
- working in partnership to support children's development and learning
- promoting a shared vision, values and aims
- promoting dialogue about the work of the pre-school
- building and sustaining strong and respectful relationships

AMBITION AND ACHIEVEMENT

We aim to develop a culture of ambition and achievement by:

- promoting high standards
- providing opportunities for every individual to be successful and to attain his/her fullest potential; to be the best you can be!
- celebrating achievement
- encouraging consistent and fair approaches to behaviour
- acknowledging success and effort
- developing a "can do" ethos in all that we do

OUR GUARANTEE TO YOU

At Tiggywinkles Pre-School, you can be confident that:

- staff actively promotes our aims and values.
- we have clear policies, procedures and codes of behaviour, which are consistently applied by staff and understood by staff, parents, carers and children.
- you and your child will be consulted about the service provided and your views and ideas valued.
- all children are happy, confident, safe and secure.

Tiggywinkles Equality Statement

Our pre-school is committed to equality. We ensure that everyone is treated fairly and has equality of opportunity. We also work to develop good relations between people from different groups. We recognise that in wider society, people are not always treated fairly, for example because of their: age; disability; gender; gender identity; pregnancy or maternity; ethnicity, colour or national origin; religion or belief; or sexual orientation.

We try to make sure that our pre-school is a safe and secure place for everyone. We do not put up with unfair treatment or bullying of any kind.

We recognise that people have different needs and we understand that treating people equally does not always involve treating them all the same. When people face particular difficulties they need extra support to help them achieve success and we try to do this for all people in our pre-school community.

We also try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers.

Admissions

At Tiggywinkles Pre-School we care for children between the ages of 2-5 years. The numbers and ages of children admitted to the nursery school comply with the legal space requirements set out in the Early Years Foundation Stage (EYFS).

We take the following matters into account when prioritising and deciding on admissions:

- Availability of places, taking into account the staff: child ratios, the age of the child and any registration requirements.
- Children who have siblings already attending the setting.

- When the application is received (extra weight is given to those who have been on the waiting list the longest)
- The nursery school's ability to provide the facilities necessary for the welfare of the child, including appropriate staffing arrangements.
- A child requiring a full-time place may have preference over one requiring a part-time place. This is dependent upon work commitments, occupancy and room availability.
- Any extenuating circumstances affecting the child's welfare or the welfare of his/her family.

We operate an inclusion and equality policy and ensure that all children have access to nursery school places and services irrespective of their gender, race, disability, religion or beliefs or sexual orientation of parents.

Prior to a child attending Tiggywinkles Pre-School, parents must complete and sign a contract, registration form and health declaration. These forms provide the nursery school with personal details relating to the child.

Immunisations

The pre-school will ask parents to provide immunisation details for their children on enrolment and to inform the office of any subsequent immunisations. The following information will be displayed on our health and wellbeing notice board and parents can ask for a copy, it will be updated as required: it is derived from the NHS website and provides details of the current UK immunisation schedule, as set out below.

Current UK immunisation schedule

8 weeks

- 5-in-1 (DTaP/IPV/Hib). This single jab contains vaccines to protect against five separate diseases - diphtheria, tetanus, pertussis (whooping cough), polio and *Haemophilus influenzae* type b (Hib, a bacterial infection that can cause severe pneumonia or meningitis in young children).
- Pneumococcal infection
- Rotavirus vaccine
- Men B vaccine (new vaccine introduced in September 2015)

12 weeks

- 5-in-1, second dose (DTaP/IPV/Hib)
- Men C vaccine
- Rotavirus vaccine second dose

16 weeks

- 5-in-1, third dose (DTaP/IPV/Hib)
- Pneumococcal infection, second dose
- Men B second dose

One year

- Hib/Men C booster. Given as a single jab containing meningitis C second dose and Hib, fourth dose
- MMR (measles, mumps and rubella), given as a single jab
- Pneumococcal infection, third dose

- Men B third does

2 – 6 Year olds (including children in school years 1 and 2)

- Children's flu vaccine (annual)

3 years and 4 months

- MMR second dose
- 4-in-1 pre-school booster (DtaP/IPV). Given as a single jab containing vaccines against diphtheria, tetanus, pertussis (whooping cough) and polio.

Settling in

At Tiggywinkles Pre-School we aim to support parents and other carers to help their children settle quickly and easily by giving consideration to the individual needs and circumstances of every child and their families. Our aim is for children to feel safe, stimulated and happy in the pre-school and to feel secure and comfortable with all staff. We also want parents to have confidence in both their children's wellbeing and their role as active partners, with the child being able to benefit from what the pre-school has to offer.

All our staff know about the importance of building strong attachments with children. We will work in partnership with parents to settle their child into the pre-school as follows:

- Allocating a key person to each child before he/she starts to attend. The key person looks after the child ensuring that their care is tailored to meet their individual needs. He/she offers a settled relationship for the child and builds a relationship with his/her parents during the settling in period and throughout his/her time at the pre-school, to ensure the family has a familiar contact person to assist with the settling in process
- Providing parents with relevant information about the policies and procedures of the pre-school
- Planning visits and an introductory session (lasting approximately 1 hour). These will be provided free of charge over a one or two week period, dependent on individual needs, age and stage of development
- Parents are welcome to stay for a short period with their child during the first week until the child feels settled and the parents feel comfortable about leaving their child. Settling in visits and introductory sessions are key to a smooth transition and to ensure good communication and information sharing between staff and parents
- Reassuring parents whose children seem to be taking a long time settling in to the pre-school and developing a plan with them
- Encouraging parents, where appropriate, to separate themselves from their children for brief periods at first, gradually building up to longer absences
- Reviewing the nominated key person if the child is bonding with another member of staff to ensure the child's needs are supported
- Respecting the circumstances of all families, including those who are unable to stay for long periods of time

in the pre-school and reassure them of their child's progress towards settling in

We have a Top Tips Guide that gives advice on how to deal with Separation Anxiety - please ask for a copy from a member of staff.

Arrivals and departures

At Tiggywinkles Pre-School we give a warm welcome to every child and family on their arrival.

The staff member receiving the child immediately records his/her arrival in the daily attendance register. The staff member also records any specific information provided by the parents, including the child's interests, experiences and observations from home.

If the parent requests the child is given medicine during the day the staff member must ensure that the medication procedure is followed.

If the child is to be collected by someone who is not the parent at the end of the session, there is an agreed procedure that must be followed to identify the designated person. A password is required for the designated adult. Parents are informed about these arrangements and reminded about them regularly.

A nominated staff member must plan the departure of the child. This should include opportunities to discuss the child's day with the parent, e.g. meals, sleep time, activities, interests, progress and friendships. The parent should be told about any accidents or incidents on arrival and the appropriate paperwork must then be signed before they leave the premises. ***Where applicable, all medicines should be recovered from the medicine box/fridge after the parent has arrived and handed to him/her personally. The medication policy is to be followed regarding parental signature.***

The pre-school will not release a child to anyone other than the known parent unless an agreement has been made at the time of arrival. In the case of any emergency such as a parent being delayed and arranging for a designated adult to collect a child, the parent should inform the designated person of the agreed procedure and contact the pre-school about the arrangements as soon as possible. If in any doubt the pre-school will check the person's identity by ringing the child's parent or their emergency contact number.

On departure, the staff member releasing the child must mark the child register immediately marked to show that the child has left the premises.

Late collection and non-collection

At Tiggywinkles Pre-School we give parents information about the procedures to follow if they expect to be late. These include:

- Agreeing a safety password with the pre-school in advance to be used by anyone collecting a child who is not the parent (designated adult)
- Calling the pre-school as soon as possible to advise of their situation
- Asking a designated adult to collect their child wherever possible

- Informing the pre-school of this person's identity so the pre-school can talk to the child if appropriate. This will help to reduce or eliminate any distress caused by this situation
- If the pre-school staff does not know the designated person, the parent must provide a detailed description of this person. This designated person must know the individual child's safety password in order for the pre-school to release the child into their care. This is the responsibility of the parent.

If a child has not been collected from the pre-school after 15 minutes has been allowed for lateness, we initiate the following procedure:

The pre-school head teacher will be informed that a child has not been collected. She will check for any information regarding changes to normal routines, parents' work patterns or general information. If there is no information recorded, the pre-school head teacher will try to contact the parents on the telephone numbers provided for their mobile, home or work. If this fails the pre-school head teacher will try the emergency contacts shown on the child's records

The pre-school head teacher /staff member in charge and one other member of staff must stay behind with the child (if outside normal operating hours). During normal operating times, the pre-school will plan to meet required staff ratios. If the parents have still not collected the child, the pre-school head teacher will telephone all contact numbers available every 10 minutes until contact is made. These calls will be logged on a full incident record.

In the event of no contact being made after **one hour** has lapsed, the person in charge will ring the local authority children's social services emergency duty team and OFSTED will be informed as soon as convenient.

The two members of staff will remain in the building until suitable arrangements have been made for the collection of the child. The child's welfare and needs will be met at all times and to minimise distress staff will distract, comfort and reassure the child during the process.

In order to provide this additional care a late fee of £10 per fifteen minutes will be charged to parents. This will pay for any additional operational costs that caring for a child outside their normal pre-school hours may incur.

Contact numbers:

Name	Contact No
Social Services Emergency Duty Team	01344 786543
OFSTED	0300 123 1231

Healthy Eating

At Tiggywinkles Pre-School we believe that mealtimes should be happy, social occasions for children and staff alike. We are committed to offering children healthy, nutritious and balanced meals and snacks which meet individual needs and requirements.

We will ensure that:

- Snacks and midday meals are balanced and healthy
- Menus are planned in advance and rotated regularly. These are displayed for parents to view
- We provide nutritious food at all snack and meal times, avoiding large quantities of fat, sugar, salt and artificial additives, preservatives and colourings
- Fresh drinking water is always available and accessible. It is frequently offered to children and intake is monitored. In hot weather staff will encourage children to drink more water
- Individual dietary requirements are respected. We gather information from parents regarding their children's dietary needs, including any special dietary requirements, preferences and food allergies that a child has and any special health requirements, before a child joins the pre-school.
- We give careful consideration to seating to avoid cross contamination of food from child to child. Where appropriate an adult will sit with children during meals to ensure safety and minimise risks.
- Where appropriate, age/stage discussions will also take place with all children about allergies and potential risks to make them aware of the dangers of sharing certain foods
- Staff will show sensitivity in providing for children's diets and allergies. They do not use a child's diet or allergy as a label for the child, or make a child feel singled out
- Meal and snack times are organised so that they are social occasions in which children and staff participate in small groups. During meals and snack times children are encouraged to use their manners and say 'please' and 'thank you' and conversation is encouraged
- Staff use meal and snack times to help children to develop independence through making healthy choices, serving food and drink, and feeding themselves
- Any child who shows signs of distress at being faced with a meal they don't like will have his/her food removed without any fuss. If a child does not finish their first course, they will still be given a helping of dessert
- Children not on special diets are encouraged to eat a small piece of everything
- Children are given time to eat at their own pace and not rushed Quantities offered take account of the ages of the children being catered for in line with recommended portion sizes for young children
- We promote positive attitudes to healthy eating through play opportunities and discussions
- No child is ever left alone when eating/drinking to minimise the risk of choking
- We will sometimes celebrate special occasions such as birthdays with the occasional treat of foods such as cake, sweets or biscuits. These will be given at mealtimes to prevent tooth decay and not spoil the child's appetite.
- Where we have frequent birthdays and celebrations we consider alternatives such as celebrating through stickers and badges, read a favourite story, being a special helper, playing a party game, dancing or singing their favourite song
- We do allow parents to bring in cakes on special occasions.
- We ensure that all food brought in from parents meets the above and health and safety requirements
- All staff who prepare and handle food are competent to do so and receive training in food hygiene

which is updated every three years

- In the very unlikely event of any food poisoning affecting two or more children on the premises, whether or not this may arise from food offered at the pre-school, we will inform OFSTED and the relevant health agencies within 14 days.

Birthday Celebrations

Birthday celebrations are extra special events here at Tiggywinkles Pre-School.

It's your child's special day and we focus on highlighting his or her story by having everyone in class participate in the child's 'Celebration of Life'. (We can celebrate earlier or later if your child's birthday does not fall on a day that they attend the nursery - please let us know a suitable time for you).

Please bring/send in the following for your child's celebration:

- Complete the Birthday celebration form with pictures that chart your child's progression from their 'birth' day. (You will be given these ahead of time)
- If you wish, a small snack, which is easy to serve - such as fruit, biscuits, small cupcakes/muffins. (Please remember we operate a no nuts policy, thank you!)
- If possible, plan to participate in the celebration. Please talk to us about your availability in advance of the big day!

We want to ensure that each child is celebrated and feels their special connection to the world around them and we welcome questions regarding our birthday celebration.

Early Years Foundation Stage Curriculum

Introduction

There are seven areas of learning and development that shape educational programmes in our early years setting. All areas of learning and development are important and inter-connected. These areas are crucial for igniting children's curiosity and enthusiasm for learning, for building their capacity and love of learning and to assist them to form relationships to thrive.

This document aims to set out our vision, aims and practices that form part of our daily, weekly, termly and long term planning in the Foundation Stage.

The planning within the EYFS is based around termly themes. The plans that are used by our staff act as a guide for weekly planning, however, plans may alter in response to the needs, achievements and interests of the children. This will be indicated on weekly planning formats which show the spontaneous learning and subsequent planned activities and opportunities provided by the EYFS team. We believe that the curriculum and the learning taking place at our pre-school are driven by the children and we constantly plan, assess and provide resources in order that the interests and questions of the children are met. This drives our curriculum and all the work that happens in the EYFS.

OVERVIEW OF AREAS OF LEARNING

The areas that form part of our EYFS curriculum are as follows: The three prime areas

COMMUNICATION AND LANGUAGE

PHYSICAL DEVELOPMENT

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Our curriculum supports development in the four specific areas through which the three prime areas are strengthened and applied.

The four specific areas are:

LITERACY

MATHEMATICS

UNDERSTANDING THE WORLD

EXPRESSIVE ARTS AND DESIGN.

In addition to these areas of learning we focus on the characteristics of effective learning (COEL) and our planning and assessment track and explore them. They are as follows:

Playing and exploring - engagement, finding out and exploring, playing with what they know, being willing to 'have a go'

Active learning - motivation, being involved and concentrating, perseverance, enjoying and achieving what they set out to do

Creating and thinking critically - thinking, having their own ideas, making links, choosing ways to do things

SPECIFIC & PRIME AREAS OF LEARNING

PRIME AREAS OF LEARNING

COMMUNICATION AND LANGUAGE

In line with guidance we aim to give children opportunities to experience a rich language environment. We will develop their confidence and skills in expressing themselves and to speak and listen in a range of situations. This takes place through carefully planned adult guided activities, teacher led inputs as well as the child initiated learning that happens in the setting.

Children perform in concerts, a Nativity show and possibly other events that provide experiences that allow the children to perform in front of larger audiences and strengthen and celebrate their skills in this area.

PHYSICAL DEVELOPMENT

We provide a range of engaging opportunities for our children to be active and interactive. We strive to develop their co-ordination, control, and movement. We help our children to understand the importance of physical activity and to make healthy choices in relation to food. We do this through a range of planned and spontaneous play opportunities in both our indoor and outdoor learning environments.

We provide enriching experiences by working with food and provide our children with the chance to talk about healthy eating and the importance of health.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

We constantly provide children with times to develop a positive sense of themselves, and others. We work together with parents and other support teachers to form positive relationships and develop respect for others, to develop social skills and learn how to manage their feelings. The children learn to understand appropriate behaviour in groups and to have confidence in their own abilities.

- They are provided with chances to develop their sense of self worth through positive reinforcement in the form of Verbal praise from adults and peers
- Being selected as 'star of the day'
- Use of 'Happy Elmer's' and a sticker and a goody box system

SPECIFIC AREAS OF LEARNING

LITERACY

The children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. Engaging and well-planned curriculum topics support this area of learning. High quality texts are chosen by the team to ensure language and vocabulary extension and experience of literature.

The children are encouraged to link sounds and letters to help them to begin to read and write. The children receive daily, structured phonics sessions using the Jolly Phonics program. The activities are interesting and varied. Throughout the week the children are engaged in both independent and adult directed phonics sessions with a reading or writing focus. Children will be encouraged to use a range of activities that encourage mark making and, later in their development, pencil control. They are given the opportunity to write words and sentences with adult support in a small group or paired work format. This session allows close observation of writing to help children move forward with their writing skills.

The children have access to writing and reading materials at all times.

MATHEMATICS

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, where appropriate; and to describe shapes, spaces, and measures.

The daily teacher led mathematics sessions are engaging and link to the topics and interests of the children. We provide practical mathematics sessions using both the indoor and outdoor learning environments and make the lessons relevant to the children's lives.

Those children that are performing above and below the age expected bandings are supported by additional teacher led sessions and through a structured intervention program.

UNDERSTANDING THE WORLD

Our planned activities guide children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. They have opportunities to experience different cultures and environments.

This learning extends to include trips to a range of carefully chosen places to provide the children with chances to experience high quality interaction at other places of interest. Children learn about the religious ethos of the pre-school and about other world religions through fun activities and stories.

EXPRESSIVE ARTS AND DESIGN

We enable children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

We provide a range of experiences to celebrate this area of learning. The children perform various shows throughout their time in our pre-school, which is a time to celebrate their development in this area.

Parental Involvement

We intrinsically value the contribution parents make to their child's development in each area of learning.

This relationship with parents starts with a discussion and a booklet for the parents to complete. The children will be able to have an hour long taster session before they start at the pre-school on a full-time basis in order that they can get to know the staff and setting with minimal stress.

Parents are given various opportunities to attend workshop sessions in school about the EYFS, the school and about specific curriculum areas. Parents are welcomed into the classroom for formal parent consultation sessions and our mystery reader sessions. Parents are also encouraged to come and share special celebrations or festivals with the children, including their child's birthday. Throughout the year parents are also invited to attend events and performances.

Parents have the opportunity to talk with the staffs who are on hand to answer questions and concerns on a daily basis. Parents are kept up to date with the school webpage, which is updated weekly, to show what is being covered in our pre-school and celebrates achievements with photographs and information.

British Values

It is important that we ensure that the following British Values are incorporated and demonstrated through EYFS learning and play:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

To elaborate, in order to incorporate **democracy**, we must showcase everyone being treated equally and having equal rights, for example by encouraging sharing and group decision-making.

Mutual **respect** and **tolerance** for others is about learning to understand and appreciate each other's differences, without allowing those differences to cause a change in treatment of any sort. It's about being a part of a community where not everyone is the same and forming relationships within that without discrimination.

We ensure the children at Tiggywinkles Pre-School understand that rules are important and learn right from wrong - this is how we promote '**the rule of law**'. We teach that there are boundaries and consequences, and that feelings and behaviour should be managed to fit within these boundaries.

Finally, **individual liberty** is children understanding and valuing their own self and gaining confidence in making choices. Self-esteem, self-confidence and self-awareness are key.

"We celebrate British Values in practice and ensure that we embrace our citizenship and the diverse culture we are so lucky to be a part of."

Assessment

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified interests. Assessment in the EYFS occurs mainly in the form of observations, which is recorded mainly using the online journal 'Tapestry'. However, we also use: Learning Journal evidence

- Observations by staff
- Weekly tracking grids that link to teacher led sessions
- Parental observations

The children's 'special books' - their Learning Journals - record work and quotes from the children. They are given opportunities to decide what they would like to place in them and are also asked to give a verbal explanation of why they want to celebrate the work chosen.

Each child's level of development is recorded against the assessment scales derived from the bands within the EYFS. We track children using data grids, which are then discussed during our pupil progress meetings and our weekly team meeting.

We provide regular written reports to parents and have parent consultation meetings to discuss the child's progress.

Our Staff

Tiggywinkles staff work together constantly to improve the provision for the children in our care. We regularly adapt and plan our provision and planning based on the needs and interest of our children. The team discuss those children that are meeting the outcomes and those that need support. As a result, activities are organised within our planning and provision in order to support the children in the required areas.

Play Policy

The purpose of this policy is to inform parents, staff and children of the commitment of Tiggywinkles Pre-School to promoting the wellbeing of children by ensuring a balance between safety, risk and challenge in respect of play provision.

Aims:

- We are committed to the children being able to experience challenging play and learning activities in their day-to-day environment within the setting.
- We will enable our practitioners to be creative and imaginative outside the usual bands of play provision.
- Staff will be encouraged to develop and extend the opportunities given to the children, enabling them to play in an exciting environment.

- Adventurous play experiences help the children learn how to deal with many of the everyday risks they will encounter throughout their lives.
- The setting will encourage the children to learn about different types of risk and challenge as they grow.
- The setting will endeavour to give the children the space to experiment and take risks, and to give them the ability to meet physical and mental challenges.
- We will encourage them to realise it's ok to get dirty and not to worry.
- We will support the children when sometimes they fail and encourage them never to give up!
- It is the Tiggywinkles way to respect and to be respected for whoever you are.

Rights and Responsibilities:

The setting will run a risk – benefit assessment, which has become recognised as an appropriate approach to risk management across play and education.

Effective risk management is the job of providers and managers who are ultimately responsible ethically and legally for the judgements made about their provision.

Sensible risk management is not about creating a totally risk free society.

Conclusion:

We as a setting feel that it is important for children to stop being told what they cannot do and show them what they can do. Above all, we encourage the children to be children and to have fun!!

Working in partnership with parents

We believe that parents and staff need to work together in a close partnership in order for children to receive the quality of care and early learning to meet their individual needs. We welcome parents as partners and support a two-way sharing of information that helps establish trust and understanding.

Our policy is to:

- Recognise and support parents as their child's first and most important educators and to welcome them into the life of the pre-school
- Generate confidence and encourage parents to trust their own instincts and judgement regarding their own child. Welcome all parents into the pre-school at any time
- Welcome nursing mothers. The pre-school will make available a private area whenever needed to offer space and privacy to nursing mothers
- Ensure pre-school documentation and communications are provided in different formats to suit each parent's needs
- Ensure that all parents are aware of the pre-school's policies and procedures.
- A detailed parent prospectus will be provided and our full policy documents will be available to parents at all times in reception and on the pre-school website
- Maintain regular contact with parents to help us to build a secure and beneficial working relationship for their children
- Support parents in their own continuing education and personal development including helping them to

develop their parenting skills

- Create opportunities for parents to talk to other adults in a secure and supportive environment through such activities as open days and parents' evenings
- Inform parents about the range and type of activities and experiences provided for children, the daily routines of the setting, the types of food and drinks provided for children and events through the pre-school website
- Operate a key person system to enable parents to establish a close working relationship with a named practitioner and to support two-way information sharing about each child's individual needs both in pre-school and at home
- Inform parents on a regular basis about their child's progress and involve them in shared record keeping. Parents' meetings will be held at least twice a year. The pre-school will consult with parents about the times of meetings to avoid excluding anyone
- Actively encourage parents to contribute to children's learning through sharing observations, interests and experiences from home
- Agree the best communication method with parents e.g. email, face-to-face, telephone and share information about the child's day, e.g. food eaten, activities, sleep times etc.
- Consider and discuss all suggestions from parents concerning the care and early learning of their child and pre-school operation
- Provide opportunities and support for all parents to contribute their own skills, knowledge and interests to the activities of the pre-school
- Inform all parents of the systems for registering queries, compliments, complaints or suggestions, and to check that these systems are understood by parents
- Make sure all parents have access to our complaints procedure
- Share information about the Early Years Foundation Stage and their children's learning and how they can support learning at home
- Provide a written contract between the parent(s) and the pre-school regarding conditions of acceptance and arrangements for payment
- Respect the family's religious and cultural backgrounds and beliefs and accommodate any special requirements wherever possible
- Inform parents how we support children with special educational needs or disabilities
- Find out the needs and expectations of parents. We will do this via questionnaires, suggestion system and encouraging parents to review working practices
- Send questionnaires to encourage feedback
- Encourage parents to volunteer by becoming a 'Secret Reader', share special celebrations and so on.

Complaints Procedure

- We hope that at all times parents are happy with the service provided and we encourage parents to voice their appreciation to the staff concerned. We record all compliments and share these with staff.
- We welcome any suggestions from parents on how we can improve our services, and will give prompt and serious attention to any concerns that parents may have. Any concerns will be dealt with professionally and promptly to ensure that any issues arising from them are handled effectively and to continually improve the quality of the pre-school.
- We have a formal procedure for dealing with complaints where we are not able to resolve a concern. Where any concern or complaint relates to child protection, we follow our Safeguarding Children

Policy.

- Complaints procedure
- **Stage 1** - If any parent should have cause for concern or any queries regarding the care or early learning provided by the pre-school, they should take it up with the child's key person or the room leader.
- **Stage 2** - If the issue remains unresolved or parents feel they have received an unsatisfactory outcome, then they must present their concerns in writing to the pre-school head teacher. The pre-school head teacher will then investigate the complaint and report back to the parent within 10 working days. The head teacher will document the complaint and the actions taken in relation to it.
- **Stage 3** - If the matter is still not resolved, the pre-school will hold a formal meeting between the pre-school head teacher, parent and the senior staff member to ensure that it is dealt with comprehensively. The pre-school will make a record of the meeting and document any actions. All parties present at the meeting will review the accuracy of the record, and be asked to sign to agree it and receive a copy.
- **Stage 4** - If the matter cannot be resolved to their satisfaction, then parents have the right to raise the matter with OFSTED. Parents can contact OFSTED at any time they have a concern, including at all stages of the complaints procedure, and are given information on how to contact OFSTED. OFSTED is the registering authority for nurseries in England and investigates all complaints that suggest a provider may not be meeting the requirements of the pre-school's registration. It risk assesses all complaints made and may visit the pre-school to carry out a full inspection where it believes requirements are not met.
- A record of complaints will be kept in the pre-school. Parents will be able to access this record, however, all personal details relating to any complaint will be stored confidentially and will be only accessible by the parties involved. OFSTED inspectors will have access to this record during visits to ensure actions have been met appropriately.
- Contact details for OFSTED:
- Telephone: 0300 123 1231
- By post: OFSTED, Piccadilly Gate, Store Street, Manchester, M1 2WD
- Email: enquiries@OFSTED.gov.uk
- Parents will also be informed if the pre-school becomes aware that they are going to be inspected and after inspection the pre-school will provide a copy of the report to parents and/or carers of children attending on a regular basis.

Conflict resolution for challenging parents

At Tiggywinkles Pre-School we believe that we have a strong partnership with our parents and an open door policy to discuss any matters arising.

In the unlikely event that a parent starts to act in an aggressive or abusive way at the pre-school, our policy is to:

- Direct the parent away from the children and into a private area such as the outside area
- Ensure that a second member of staff is in attendance, where possible, whilst continuing to ensure the safe supervision of the children
- Act in a calm and professional way, ask the parent to calm down and make it clear that we do not tolerate

- aggressive or abusive language or behaviour
- Contact the police if the behaviour escalates
- Once the parent calms down, the member of staff will then listen to their concerns and respond appropriately
- An incident form will be completed detailing the time, reason and action taken
- Management will provide any support and reassurance that staff may need following the experience, and seek further support where necessary
- Management will also signpost parents to further support where applicable.
-

Access and storage of information

At Tiggywinkles Pre-School we have an open access policy in relation to accessing information about the pre-school and parents' own children. This policy is subject to the laws relating to data protection and document retention.

Parents are welcome to view the policies and procedures of the pre-school, which govern the way in which the pre-school operates. These may be viewed at any time when the pre-school is open, simply by asking the pre-school head teacher or by accessing the parent portal on the pre-school website. The pre-school head teacher or any other relevant staff member will also explain any policies and procedures to parents or use any other methods to make sure that parents understand these in line with the pre-school's communications policy.

Parents are also welcome to see and contribute to all the records that are kept on their child. However, we must adhere to data protection laws and, where relevant, any guidance from the relevant agencies for child protection.

As we hold personal information about staff and families, we are registered under data protection law with the Information Commissioner's Office (REFERENCE ZA330848) under the Register of Data Controllers. All parents, children's and staff information is stored securely according to the requirements of data protection registration including details, permissions, certificates and photographic images.

The pre-school's records and documentation are kept and stored in accordance with minimum legal archiving requirements. We currently archive records for at least 21 years and three months.

This policy will be reviewed annually and amended according to any change in law/legislation.

Safeguarding Children

At Tiggywinkles Pre-School we work with children, parents and external agencies to ensure the welfare and safety of children. Children have the right to be treated with respect, helped to thrive and to be safe.

Safeguarding and promoting the welfare of children, in relation to this policy is defined as:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring that children are growing up in a safe environment with effective care
- Taking action to enable all children to have the best outcomes.

Our intentions to safeguard children and promote their welfare we will:

- Create an environment where children can develop a positive self-image
- Provide positive role models
- Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development
- Provide a safe and secure environment for all children, including keeping a watchful eye on their relationships with their peers
- Always listen to children
- Provide an environment where practitioners are confident to identify where children and families may need intervention and seek the help they need
- Share information with other agencies as appropriate. The pre-school is aware that abuse does occur in our society and we are vigilant in identifying signs of abuse and reporting concerns. Our practitioners have a duty to protect and promote the welfare of children. Due to the many hours of care we are providing, staff may often be the first people to identify that there may be a problem. They may well be the first people in whom children confide information that may suggest abuse or to spot changes in a child's behaviour which may indicate abuse. Our prime responsibility is the welfare and wellbeing of each child in our care. We believe we have a duty to the children, parents and staff to act quickly and responsibly in any instance that may come to our attention. This includes sharing information with any relevant agencies such as local authority services for children's social care, health professionals or the police.

The pre-school aims to:

- Keep the child at the centre of all we do
- Ensure staff are trained to understand the safeguarding policy and procedures, are alert to identify possible signs of abuse, understand what is meant by child protection and are aware of the different ways in which children can be harmed
- Ensure that all staff feel confident and supported to act in the best interest of the child and seek the help that the child may need
- Ensure that all staff are familiar and updated regularly with child protection training and procedures
- Make any referrals in a timely way, sharing relevant information as necessary in line with procedures set out by the Local Safeguarding Children Board
- Ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest
- Ensure that children are never at risk while in the charge of pre-school staff
- Take appropriate action relating to allegations of serious harm or abuse against any person working with children, or working on the pre-school premises including reporting such allegations to OFSTED and other authorities
- Ensure parents are fully aware of child protection policies and procedures when they register with the pre-school and are kept informed of all updates
- Regularly review and update this policy with staff and parents where appropriate and make sure it complies with any legal requirements, guidance or procedures
-

Important Contact Information

Emergency Duty Team (5.00pm - 9.00am Mon-Fri, 24 hours on weekends and bank holidays): **01344 786543**

Duty and Assessment Team based within Children's Social Care:
01344 352020

CAF Co-ordinator - Link found on:

- <https://www.bracknell-forest.gov.uk/common-assessment-framework-caf/caf-information-professionals>

LADO -

Local Safeguarding Children Board - **01344 352005**

Bracknell Forest Multi-agency hub (MASH) **01344 352005**

- MASH@bracknell-forest.gov.uk

Thames Valley Police Emergency - 999/112

Thames Valley Police Non-Emergency - 101

Alternatively you can call ChildLine for advice on 0800 1111 or email them by visiting www.childline.org.uk

Types of abuse and particular procedures followed

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by harming them, or by failing to act to prevent harm. Children may be abused within a family, institution, or community setting by those known to them or a stranger. This could be an adult or adults, another child or children.

The signs and indicators listed below may not necessarily indicate that a child has been abused, but will help us to recognise that something may be wrong, especially if a child shows a number of these symptoms or any of them to a marked degree.

Indicators of child abuse

- Failure to thrive and meet developmental milestones
- Fearful or withdrawn tendencies
- Aggressive behaviour
- Unexplained injuries to a child or conflicting reports from parents or staff
- Repeated injuries
- Unaddressed illnesses or injuries.

Recording suspicions of abuse and disclosures

Staff should make an objective record of any observation or disclosure, supported by the pre-school pre-school head teacher. This record should include:

- Child's name

- Child's address
- Age of the child and date of birth
- Date and time of the observation or the disclosure
- Exact words spoken by the child
- Exact position and type of any injuries or marks seen
- Exact observation of any incident including any other witnesses
- Name of the person to whom any concern was reported, with date and time; and the names of any other person present at the time
- Any discussion held with the parent(s) (where deemed appropriate).

The above must be dated and kept in a separate confidential file and are signed by the person reporting the incident as well as the pre-school head teacher,

If a child starts to talk to an adult about potential abuse it is important not to promise the child complete confidentiality. It is vital that the child is allowed to talk openly and disclosure is not forced or words put into the child's mouth. As soon as possible after the disclosure details must be logged accurately.

Staff involved may be asked to supply details of any information/concerns they have with regard to a child. The pre-school expects all members of staff to co-operate with the local authority children's social care, police and OFSTED to ensure the safety of the children.

Physical abuse

If staff have reason to believe that there has been a physical injury to a child, including deliberate poisoning, where there is definite knowledge, or reasonable suspicion that the injury was inflicted or knowingly not prevented, this should be logged and discussed with the pre-school head teacher. Symptoms may include bruising or injuries in an area that is not usual for a child, e.g. fleshy parts of the arms and legs, back, wrists, ankles and face.

Many children will have cuts and grazes from normal childhood injuries. These should also be logged and discussed with the pre-school head teacher or key worker. Children may be abused physically through shaking or throwing. Other injuries may include burns or scalds. These are not usual childhood injuries and should be logged & discussed with the pre-school head teacher.

Fabricated illness

This is where a child is presented with an illness that is fabricated by the adult carer. The carer may seek out unnecessary medical treatment or investigation. The signs may include a carer exaggerating a real illness or symptoms, complete fabrication of symptoms or inducing physical illness, e.g. through poisoning, starvation, inappropriate diet. This may also be presented through false allegations of abuse or encouraging the child to appear disabled or ill to obtain treatment or specialist support.

Procedure:

- All signs of marks/injuries to a child, when they come into pre-school or occur during time at the pre-school, will be recorded by a staff member
- The incident will be discussed with the parent at the earliest opportunity

- Discussions will be recorded; the parent may have access to the record
- If there appear to be any queries regarding the injury, the local authority children's social care team will be notified in line with procedures set out by the Local Safeguarding Children Board (LSCB).

Sexual abuse

This may include children acting out a sexual activity on dolls/toys or in the role-play area with their peers, drawing pictures that are inappropriate for a child, talking about sexual activities or using sexual words. The child may become worried when their clothes are removed, e.g. for nappy changes. Other physical symptoms may include genital trauma, discharge, and bruises between the legs or signs of a sexually transmitted disease (STD). Emotional symptoms could include a distinct change in a child's behaviour. They may be withdrawn or overly extroverted and outgoing. They may withdraw away from a particular adult and become distressed if they reach out for them, but they may also be particularly clingy to a potential abuser so all symptoms and signs should be looked at together and assessed as a whole.

Procedure:

- The adult should reassure the child and listen without interrupting if the child wishes to talk
- The observed instances will be detailed in a confidential report
- The observed instances will be reported to the pre-school head teacher
- The matter will be referred to the local authority children's social care team
- A sensitive and confidential discussion will be held with the parents/carers of any other children party to inappropriate play.

Emotional abuse

If a staff member has reason to believe that there is a severe, adverse effect on the behaviour and emotional development of a child, caused by persistent or severe ill treatment or rejection, action must be taken. This may include extremes of discipline where a child is shouted at or put down on a consistent basis, lack of emotional attachment by a parent, or it may include parents or carers placing inappropriate age or developmental expectations upon them. Emotional abuse may also be imposed when a child witnesses' domestic abuse, as well as alcohol and drug misuse by the adults who care for them. The child is likely to show extremes of emotion with this type of abuse. This may include shying away from an adult who is abusing them, becoming withdrawn, aggressive or clingy in order to receive their love and attention. This type of abuse is harder to identify, as the child is not likely to show any physical signs.

Procedure:

- The concern should be discussed with the pre-school head teacher
- The concern will be discussed with the parent
- Discussions will be recorded; the parent may have access to the record
- If there appear to be any queries regarding the circumstances, the matter will be referred to the local authority children's social care team.

Neglect

Action must be taken if a staff member has reason to believe that there has been persistent or severe neglect of a child (for example, by exposure to any kind of danger, like cold, starvation or failure to seek medical treatment when required on behalf of the child), which results in serious impairment of the child's health or development, including failure to thrive. Signs may include a child persistently arriving at pre-school unwashed or unkempt, wearing clothes that are too small (especially shoes that may restrict the child's growth or hurt them), arriving at pre-school in the same nappy they went home in or a child having an illness that is not being addressed by the parent. A child may also be persistently hungry if a parent is withholding food or not providing enough for a child's needs. Neglect may also be shown through emotional signs, e.g. a child may not be receiving the attention they need at home and may crave love and support at pre-school. They may be clingy and emotional.

Procedure:

- The concern will be discussed with the parent
- Discussions will be recorded; the parent may have access to the record
- If there appear to be any queries regarding the circumstances the local authority children's social care team will be notified.

Staffing and volunteering

Our policy is to provide a secure and safe environment for all children. We only allow an adult who is employed by the pre-school to care for children and who has an enhanced clearance from the Disclosure and Barring Service (DBS) to be left alone with children. All staff will attend child protection training and receive initial basic child protection training during their induction period. This will include the procedures for spotting signs and behaviours of abuse and abusers/potential abusers, recording and reporting concerns and creating a safe and secure environment for the children in the pre-school. During induction staff will be given contact details for the LADO (local authority designated officer), the local authority children's services team, the Local Safeguarding Children Board (LSCB) and OFSTED to enable them to report any safeguarding concerns, independently, if they feel it necessary to do so. The Designated Safeguarding Lead Officer at the pre-school is: Julie Stephens who takes lead responsibility for safeguarding and co-ordinates child protection and welfare issues. They will liaise with the Local Safeguarding Children Board (LSCB) and the local authority children's social care team, undertake specific training, including a child protection training course, and receives regular updates to developments within this field.

Furthermore, we provide appropriate staffing resources to meet the needs of all children. Applicants for posts within the pre-school 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 applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information. We give staff regular opportunities to declare changes that may affect their suitability to care for the children. This includes information about their health, medication or about changes in their home life such as whether anyone they live within a household has committed an offence or been involved in an incident that means they are disqualified from working with children. We use the DBS update service annually to check staff's suitability to work with children. We abide by the requirements of the EYFS and any OFSTED guidance in respect to obtaining references and suitability checks for staff, students and volunteers, to ensure that all

staff working in the setting are suitable to do so

- We ensure we receive at least two written references for each member of staff employed with us
- We abide by the requirements of the Safeguarding Vulnerable Groups Act (2006) and the Childcare Act 2006 in respect of any person who is disqualified from providing childcare, is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern
- We record the details of visitors to the pre-school and will take necessary security steps to ensure that no unauthorised person has unsupervised access to the children
- All visitors/contractors will be supervised whilst on the premises, especially in areas used by children
- Staff have access to and comply with the Whistleblowing policy which enables them to share any concerns about their colleagues in an appropriate manner
- All staff will receive regular supervision meetings where opportunities will be made available to discuss any issues relating to individual children, child protection and any needs for further support

Informing parents

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 authority children's social care team/Police does not allow this. This will usually be the case where the parent or family member is the likely abuser, or where a child may be endangered by this disclosure. In these cases the investigating officers will inform parents.

Confidentiality

All suspicions, enquiries and external investigations are kept confidential and shared only with those who need to know.

Support to families

The pre-school takes every step in its power to build up trusting and supportive relations among families and staff. The pre-school continues to welcome the child and the family whilst enquiries are being made in relation to abuse in the home situation. Parents and families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out in the best interests of the child.

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, only if appropriate in line with guidance of WSCB with the proviso that the care and safety of the child is paramount. We will do all in our power to support and work with the child's family.

Employees of the pre-school or any other person working on the pre-school premises

If an allegation is made against a member of staff or any other person who works on the pre-school premises regardless of whether the allegation relates to the pre-school premises or elsewhere, we will follow the procedure below.

The allegation should be reported to the pre-school head teacher. *(If this person is the subject of the*

allegation then this should be reported to OFSTED (0300 123 1231) or the local authority children's social care team (01344 352020).

The Local Authority Designated Officer (LADO), OFSTED and WSCB will then be informed immediately in order for this to be investigated promptly:

The LADO will be informed immediately for advice and guidance

A full investigation will be carried out by the appropriate professionals, i.e. LADO, OFSTED, LSCB, to determine how this will be handled.

The pre-school will follow all instructions from the LADO, OFSTED, LSCB and ask all staff members to do the same and co-operate where required.

Support will be provided to all those involved in an allegation throughout the external investigation in line with LADO support and advice.

The pre-school reserves the right to suspend any member of staff during an investigation.

All enquiries/external investigations/interviews will be documented and kept in a locked file for access by the relevant authorities.

Unfounded allegations will result in all rights being re-instated.

Founded allegations will be passed on to the relevant organisations including the local authority children's social care team and where an offence is believed to have been committed, the police, and will result in the termination of employment. OFSTED will be notified immediately of this decision.

The pre-school will also notify the Disclosure and Barring Service (DBS) to ensure their records are updated.

All records will be kept until the person reaches normal retirement age or for 10 years if that is longer. This will ensure accurate information is available for references and future DBS checks.

The pre-school retains the right to dismiss any member of staff in connection with founded allegations following an inquiry.

Our pre-school has a clear commitment to protecting children and promoting welfare. Should anyone believe that this policy is not being upheld, it is his or her duty to report the matter to the attention of the pre-school head teacher at the earliest opportunity.

Intimate care, Safe-care and practice

Intimate care routines are essential throughout the day to meet children's basic needs. This may include nappy changing, supporting children with toileting, changing clothes, giving first aid treatment and specialist medical support, where required.

In order to maintain the child's privacy, we will carry out the majority of these actions on a one-to-one basis, wherever possible, by the child's key person with the exception of first aid treatment, which must be carried

out by a qualified first aider.

We wish to ensure the safety and welfare of children during intimate care routines and safeguard them against any potential harm as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently. We aim to support all parties through the following actions:

- Promoting caring relationships through the key person system in the pre-school and ensuring all parents understand how this works
- Ensuring all staff undertaking intimate care routines have cleared DBS checks
- Training all staff in the appropriate methods for intimate care routines and arranging specialist training, i.e. first aid training, specialist medical support
- Conducting thorough inductions for all new staff to ensure they are fully aware of all pre-school procedures relating to intimate care routines
- Following up procedures through supervision meetings and appraisals to identify any areas for development or further training
- Working closely with parents on all aspects of the child's care and education. If a child requires specific support the pre-school will arrange a meeting with the parent to discuss all the relevant information to enable the staff to care for the child fully and meet their individual needs
- Ensuring all staff has an up-to-date understanding of safeguarding and how to protect children from harm. This will include identifying signs and symptoms of abuse and how to raise these concerns as set out in the safeguarding policy
- Operating a Whistleblowing policy to help staff raise any concerns about their peers or pre-school head teacher; and help them develop confidence to raise concerns as they arise in order to safeguard the children in the pre-school
- Conducting working practice observations on all aspects of pre-school operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes intimate care routines
- Conducting risk assessments on all aspects of the pre-school operation and reviewing the safeguards in place. The pre-school has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved. If any parent or member of staff has concerns or questions about intimate care procedures or individual routines, please see the pre-school head teacher at the earliest opportunity.

We believe that all children need to feel safe, secure and happy. This involves pre-school staff being responsive to children's needs, whilst maintaining professionalism. This includes giving children cuddles and changing children's nappies or clothes.

To promote good practice and to minimise the risk of allegations we have the following guidelines:

- Although we recognise it is appropriate to cuddle children, we give cuddles only when sought by children needing comfort to support their emotional development. Staff are advised to do this in view of other children and practitioners, whenever possible. We recognise that there may be occasions where it is appropriate for this to happen away from others, such as when a child is ill. In these circumstances staff are advised to leave the door open. It is the duty of all staff and the pre-school head teacher to ensure that children are appropriately comforted and to monitor practice
- When changing children's nappies or soiled/wet clothing, we leave the doors open, where appropriate.
- We discourage inappropriate behaviour such as over tickling, over boisterous play or inappropriate questions such as asking children to tell them they love them and we advise staff to report any such observed practice
- Staff are respectful of each other and the children and families in the pre-school and do not use inappropriate language or behaviour, including during breaks

All staff are aware of the whistleblowing procedures and the pre-school head teacher carries out random checks throughout the day to ensure safe practices. If a parent or member of staff has concerns or questions about safe care and practice procedures or behaviour they consider as inappropriate, including between staff members, they are urged to see the pre-school head teacher at the earliest opportunity. Management will challenge inappropriate behaviour in line with the disciplinary or whistleblowing procedures. If the concern relates to the pre-school head teacher and/or pre-school owner then parents should contact OFSTED (0300 123 1231) or the local authority children's social care team (01344 352020).

Cameras, mobile phone and recording device use

At Tiggywinkles Pre-School we recognise that photographs and video recordings play a part in the life of the pre-school. We ensure that any photographs or recordings (including CCTV) taken of children in our pre-school are only done with prior written permission from each child's parent. We obtain this when each child is registered and we update it on a regular basis to ensure that this permission still stands.

We ask for individual permissions for photographs and video recordings for a range of purposes including: use in the child's learning journey; for display purposes; for promotion materials including our pre-school website and brochure; and for security in relation to CCTV. We ensure that parents understand that where their child is also on another child's photograph, but not as the primary person, that may be used in another child's learning journey.

If a parent is not happy about one or more of these uses we will respect their wishes and find alternative ways of recording their child's play or learning.

Staff are **not** permitted to take photographs or recordings of a child on their own cameras, mobiles or other devices and may only use those provided by the pre-school. The pre-school head teacher will monitor all photographs and recordings to ensure that the parent's wishes are met.

Parents are not permitted to use any recording device or camera (including those on mobile phones) on the pre-school premises without the prior consent of the pre-school head teacher.

During special events, e.g. Christmas or leaving parties, staff may produce group photographs to distribute to parents on request. In this case we will gain individual permission for each child before the event. This will ensure all photographs taken are in line with parental choice. We ask that photos of events such as Christmas parties are not posted on any social media websites.

Parents' and visitors' use of mobile phones and social networking

Whilst we recognise that there may be emergency situations which necessitate the use of a mobile phone, in order to ensure the safety and welfare of children in our care and share information about the child's day, parents and visitors are kindly asked to refrain from using their mobile phones whilst in the pre-school or when collecting or dropping off their children.

We promote the safety and welfare of all staff and children and therefore ask parents and visitors not to post publically or privately, information about any child on social media sites. We ask all parents and visitors to follow this policy to ensure that information about children; images and information do not fall into the wrong hands.

Parents/visitors are invited to share any concerns regarding inappropriate use of social media through the official procedures.

Inclusion and equality

We are committed to providing equality of opportunity and anti-discriminatory practice for all children and families according to their individual needs. Discrimination on the grounds of gender, age, race, religion or belief, marriage or civil partnership, disability, sexual orientation, gender reassignment, pregnancy or maternity, ethnic or national origin, or political belief has no place within our pre-school.

Should anyone believe that this policy is not being upheld, it is his or her duty to report the matter to the attention of the pre-school head teacher at the earliest opportunity.

The pre-school and staff are committed to:

- Recruiting, selecting, training and promoting individuals on the basis of occupational skills requirements
- Providing a childcare place, wherever possible, for children who may have learning difficulties and/or disabilities
- Making reasonable adjustments for children with special educational needs and disabilities
- Striving to promote equal access to services and projects by taking practical steps (wherever possible and reasonable), such as ensuring access to people with additional needs and by producing materials in relevant languages for all children and their families
- Providing a secure environment in which all our children can flourish and all contributions are valued
- Including and valuing the contribution of all families to our understanding of equality, inclusion and diversity
- Providing positive non-stereotypical information
- Continually improving our knowledge and understanding of issues of equality, inclusion and diversity
- Regularly reviewing, monitoring and evaluating the effectiveness of inclusive practices to ensure they promote and value diversity and difference and that the policy is effective and practices are non-

discriminatory

- Making inclusion a thread, which runs through the entirety of the pre-school, for example, by encouraging positive role models through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour

Admissions/service provision

The pre-school is accessible to all children and families in the local community and further afield through a comprehensive and inclusive admissions policy. The pre-school will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups.

Recruitment

At interview, no questions will be posed which potentially discriminate on the grounds specified in the statement of intent. All candidates will be asked the same questions and members of the selection group will not introduce nor use any personal knowledge of candidates acquired outside the selection process.

Staff

It is the policy of Tiggywinkles Pre-School not to discriminate in the treatment of individuals. All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. All staff are expected to challenge language, actions, behaviours and attitudes, which are discriminatory on the grounds, specified in this policy and recognise and celebrate other cultures and traditions. Staff will follow the whistleblowing policy where applicable to report any discriminatory behaviours observed.

Training

The pre-school recognises the importance of training as a key factor in the implementation of an effective inclusion and equality policy. All new staff receives induction training including specific reference to the inclusion and equality policy.

Early learning framework

Early learning opportunities offered in the pre-school encourage children to develop positive attitudes to people who are different from them. 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 all children have access to early learning and play opportunities
- Reflecting the range of communities in the choice of resources
- Avoiding stereotypical or derogatory images in the selection of materials
- Acknowledging and celebrating a wide range of religions, beliefs and festivals
- Creating an environment of mutual respect and empathy
- Helping children to understand that discriminatory behaviour is unacceptable

- Ensuring that all early learning opportunities offered are inclusive of children with learning difficulties and/or disabilities and children from disadvantaged backgrounds
- Ensuring that children whose first language is not English have full access to early learning opportunities and are supported in their learning
- Working in partnership with all families to ensure they understand the policy and challenge any discriminatory comments made
- Ensuring the medical, cultural and dietary needs of children are met
- Helping children to learn about a range of food and cultural approaches to meal times and to respect the differences among them.

Information and meetings

Information about the pre-school, its activities and their children's development will be given in a variety of ways according to individual needs to ensure that all parents can access the information they need. Wherever possible, meetings will be arranged to give all families options to attend and contribute their ideas about the running of the pre-school.

Special education needs (SEN) and disabilities

Rationale

Tigglywinkles Pre- School is committed to providing an appropriate and high quality education to all our children. We believe that all children, including those with special educational needs and disabilities (SEND) have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We believe that all children should be equally valued in school. We will strive to develop an environment where all children can flourish, feel safe and reach their full potential.

Tigglywinkles Pre- School is committed to inclusion. Part of the pre-schools strategic planning for school improvement is to develop cultures, policies and practices that include all learners. We aim to foster a sense of community and belonging, and to offer new opportunities to all learners. This does not mean that we will treat all learners in the same way. We will respond to them as individuals, in ways that take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for the achievement of different groups of learners:

- Girls and boys;
- Minority, ethnic and faith groups, Travellers, asylum seekers and refugees;
- Learners who need support to learn English as an additional language (EAL);
- Learners with SEN;
- Learners who are disabled;
- Those who are more able;
- Those who are looked after by the local authority;
- Others such as those who are sick; those who are vulnerable due to family circumstances;
- Any learners who are at risk of disaffection and exclusion.

Definition of Special Educational Needs and Disabilities

Children have SEND if they have a *learning difficulty or disability, which calls for special educational provision to be made for them.*

Children have a *learning difficulty or disability* if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority;
- are under compulsory school age and fall within the definition above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

If the child has a medical condition that requires some additional support Tiggywinkles Pre-School will refer to 'Supporting pupils at school with medical conditions' April 2014.

Special educational provision means:

- a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than 'special schools', in the area
- b) for children under two, educational provision of any kind.

This SEND policy details how Tiggywinkles Pre-School will do its best to ensure that the necessary provision is made for any child who has SEND. All practitioners will be aware of the special needs of individual children whom they teach. Tiggywinkles Pre-School will endeavour to ensure that our staff are able to identify and provide for those children who have special educational needs. Children with SEND will join in the activities of the setting together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the children with whom they are educated.

The setting will have regard to the **Special Educational Needs and Disabilities Code of Practice (2014)** when carrying out its duties toward all children with SEND.

Partnership with parents

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. Tiggywinkles Pre-School recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with SEND will be treated as partners and supported to play an active and valued role in their children's education.

Views of the child

Children and young people with special educational needs and disabilities often have a unique knowledge of their own needs and their views about what sort of help they would like to enable them to make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes. The views of the child will be determined through focused observations of their engagement in tasks, the choices that they make in regard to participation in activities and through discussions with parents.

Identification, Assessment and Provision in Early Education Settings

The Early Learning Goals set out what most children will have achieved by the end of the Foundation Stage. We recognise that children will progress at different rates during the Foundation Stage and some children will not be achieving the expected norms. Such children will need differentiated learning opportunities to help them progress and regular monitoring of their progress.

Graduated response

Monitoring of individual children's progress throughout the Foundation Stage is essential. Where a child appears not to be making progress then it may be necessary to use alternative approaches to learning. On-going difficulties may indicate the need for help above that which is normally available for children in the setting.

The key test for action is evidence that the child's current rate of progress is inadequate.

Adequate progress

Adequate progress can be defined in a number of ways. It might, for instance, be progress that:

- closes the attainment gap between the child and the child's peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in the child's behaviour.

Once practitioners have identified that a child has special educational needs or disability, the setting will intervene through School Support and implement a graduated approach to support that child. The SENCO (Special Educational Needs Co-ordinator) will be involved from the outset and may need to seek advice and support from external agencies. Informing parents to contribute their knowledge and understanding of their child and raise any concerns they may have about their child's needs and the provision that is being made for them, is an essential initial step.

Responsibilities for SEND at Tiggywinkles Pre-School

The Governing Body must report to parents annually on the schools provision for SEND. There are 2 members of the Governing Body responsible for SEND.

The Head teacher has responsibility for the day to day management of all aspects of the pre-school's work, including provision for children with SEND.

Tiggywinkles Pre-School has a designated Special educational Needs Co-ordinator (SENCO). They work closely with staff in relation to the SEND policy and co-ordinating provision for children with SEND.

All practitioners in Tiggywinkles Pre-School are involved in the identification, assessment and provision for children with SEND and in the development of SEND policy.

The practitioner usually responsible for the child is responsible for working with the child with SEND on a daily basis and for planning and delivering an individualised programme.

The SENCO

The SENCO will have responsibility for:

- ensuring liaison with parents and other professionals in respect of children with SEND;
- advising and supporting other practitioners in the setting;
- ensuring that appropriate Individual Education Plans/Play plans are in place;
- ensuring that relevant background information about individual children with SEND is collected, recorded and updated;
- deployment of staff to support children with SEND.

The SENCO will take the lead in further assessment of the child's particular strengths and weaknesses; in planning future support for the child in discussion with colleagues; and in monitoring and subsequently reviewing the action taken. The SENCO will also ensure that appropriate records are kept including a record of children receiving SEND support and those with Education Health Care plans. The teacher/practitioner usually responsible for the child will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. There will be regular children's progress discussions in team meetings. The SENCO will have regular discussions with key workers to develop teaching and learning strategies for individual children.

SEN support

When a child is identified as having a special educational need, interventions should be devised that are additional to those provided as part of the setting's usual curriculum. The triggers for intervention through SEND support could be concern about a child who despite receiving appropriate early education experiences:

- makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness;
- continues working at levels significantly below those expected for children of a similar age in certain areas;
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the setting;
- has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment;
- has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

If practitioners in consultation with parents conclude that a child may need further support to help them progress, staff should seek the help of the SENCO. The SENCO and colleagues will collect all known information about the child and seek additional information from the parents. In some cases, outside professionals from health, social services or the education psychology service may already be involved with the child. If external professionals have not already been working with practitioners, the SENCO should contact them if parents agree. If staff have concerns regarding a child's speech, language or communication skills, parents will be advised to attend a Speech and Language Drop in clinic.

Nature of intervention

The SENCO and the child's teacher/key worker, in consultation with parents, will decide on the strategies needed to help the child to progress in the light of their earlier assessment. These strategies will comprise of individualised arrangements for learning and teaching.

These arrangements may include:

- extra adult time in devising the nature of the planned intervention and monitoring its effectiveness;
- the provision of different learning materials or special equipment;
- some individual or group support or staff development and training to introduce more effective strategies;
- access to LA support services for one-off or occasional advice on strategies or equipment;
- staff training to provide effective intervention without the need for regular or on-going input from external agencies.

Individual Education Plans/Play Plans

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). At Tigglywinkles Pre-School IEPs take the format of 'play plans'. This should include information about:

- the short-term targets set for the child;
- the teaching strategies;
- the provision to be put in place.

The play plan will focus on up to four key targets and will be discussed with parents and the child. The play plans will be continually kept 'under review,' but are formally reviewed two to three times a year. Parents will be consulted as part of the review process.

A **graduated response** may be characterised by the involvement of external support services that can provide more specialist assessments, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. The triggers for referral for seeking help from outside agencies could be that, despite receiving an individualised programme and/or concentrated support, the child:

- continues to make little or no progress in specific areas;
- continues working at an early years curriculum substantially below that expected of children of a similar age;
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme;
- has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service;
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When the school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The resulting play plan for the child will set out new strategies for supporting the child's progress. Delivery of the play plan will remain the responsibility of Early Years practitioner.

Requests for an Education, Health and Care Needs Assessment

For a very few children the help given by the early education setting through SEND Support will not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary for the setting, in consultation with the parents and any external agencies already involved, to consider whether a statutory multi-disciplinary assessment may be appropriate. Where a request for a statutory assessment is made to the

LA (Local Authority), the child will have demonstrated significant cause for concern and the setting will provide evidence to the LA detailing:

- The school's action through SEND support;
- Play plans for the child;
- Records of regular reviews and their outcomes;
- The child's health including the child's medical history where relevant;
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- Strategies advised by a Speech and Language Therapist for those children with a speech and language delay;
- Views of the parents and of the child;
- Involvement of other professionals;
- Any involvement by the social services or education welfare service.

When the LA receives a request for an Education, Health and Care (EHC) needs assessment it will work co-operatively with parents, the child's educational setting and, as appropriate, other agencies, as to whether an EHC needs assessment of the child's special educational needs is necessary. Where the evidence presented to the LA suggests that the child's learning difficulties may call for special educational provision which cannot reasonably be provided within the resources normally available to the setting, the LA has a duty to gather advice from relevant professionals about the child's education, health and care needs, desired outcomes and special educational, health and care provision that can be required to meet the identified needs and achieve the desired outcomes. Tiggywinkles Pre-School will co-operate with the LA by providing the requested advice and information.

Tiggywinkles Pre-School will always grant admissions unless:

- it would be unsuitable for the age, ability, aptitude or SEND of the child; or
- the attendance of the child would be incompatible with the efficient education of others or the efficient use of resources.

Providing the support specified in the EHC plan

Tiggywinkles Pre-School will have been involved in the development or review of the EHC plan to determine what can be provided from within the pre-school's own resources and what will require additional external expertise or further funding from the LA.

Reviewing an EHC Plan

EHC plans are reviewed at least every 6 months for a child under 5 years old. Reviews focus on the child's progress towards achieving the outcomes specified on the EHC plan and must consider whether these outcomes and targets remain appropriate. Tiggywinkles Pre-School refers to guidance provided in 'The Early Years: Guide to the 0 to 25 SEND code of practice 2014' to guide the review process.

Further guidance

Early Years Foundation Stage Statutory Framework (DfE 2014)
Working Together to Safeguard Children (DfE 2015)
Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

Discrimination

At our pre-school we do not tolerate discriminatory behaviour. We believe that parents have a right to know if discrimination occurs and what actions the pre-school will take to tackle it. We follow our legal duties in relation to discrimination and record all incidents and report these where relevant to children's parents and the registering authority.

Protected characteristics

The nine protected characteristics under the Equality Act 2010 are:

- Age
- Gender reassignment
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Disability
- Race
- Sex
- Pregnancy and maternity

We tackle discrimination by:

- Expecting all staff in the pre-school to be alert to any discriminatory behaviour or bullying taking place
- Expecting all staff to intervene firmly and quickly to prevent any discriminatory behaviour or bullying, this may include behaviour from parents and other staff members.
- Expecting all staff to treat any allegation seriously and report it to the pre-school head teacher. Investigating and recording each incident in detail and making this record available for inspection by staff, inspectors and parents where appropriate, on request. The pre-school head teacher is responsible for ensuring that incidents are handled appropriately and sensitively and entered in the record book. Any pattern of behaviour should be indicated. Perpetrator/victim's initials may be used in the record book as information on individuals is confidential to the pre-school
- Excluding or dismissing any individuals who display continued discriminatory behaviour or bullying but such steps will only be taken when other strategies have failed to modify behaviour. This includes any employees where any substantiated allegation after investigation will incur our disciplinary procedures.

Pre-school staff

We expect all staff to be alert and seek to overcome any offensive behaviour based on fear or dislike of distinctions that children, staff or parents may express in pre-school. We aim to create an atmosphere where the victims of any form of discrimination have confidence to report such behaviour, and that subsequently they feel positively supported by the staff and management of the pre-school. It is incumbent upon all members of staff to use a sensitive and informed approach to counter any harassment perpetrated out of ignorance.

Sickness and illness

To help keep children healthy and minimise infection, we do not expect children to attend pre-school if they

are unwell. If a child is unwell it is in their best interest to be in a home environment with adults they know well rather than at pre-school.

Our procedures

In order to take appropriate action of children who become ill and to minimise the spread of infection we implement the following procedures:

- If a child becomes ill during the pre-school day, we will contact their parent(s) and ask them to pick up their child as soon as possible. During this time we will care for the child in a quiet, calm area with their key person.
- We follow the guidance given to us by Public Health England (formerly the Health Protection Agency) in Guidance on Infection Control in Schools and other Child Care Settings and exclusion times for infectious illnesses so as to protect other children in the pre-school. These infectious illnesses include: vomiting and diarrhoea, measles, chicken pox, meningitis, german measles, glandular fever, mumps, whooping cough, hand-foot-and-mouth disease, parvovirus 'slapcheek', scarlet fever, streptococcal infection, conjunctivitis, impetigo, ringworm, scabies and verrucae.
- Should a child have an infectious disease, they must not return to pre-school until they have been clear for at least 48 hours. We notify OFSTED as soon as possible and in all cases within 14 days if we have any child or staff member with food poisoning. We inform all parents if there is a contagious infection identified in the pre-school, to enable them to spot the early signs of this illness. We thoroughly clean and sterilise all equipment and resources that may have come into contact with a contagious child to reduce the spread of infection
- We strongly suggest that all children on antibiotics remain at home for the first 48 hours of the course. This is because it is important that children are not subjected to the rigours of the pre-school day, which requires socialising with other children, being part of a group setting and playing outdoors.
- We have the right to refuse admission to a child who is unwell. This decision will be taken by the pre-school head teacher on duty and is non-negotiable.
- All parents are requested to regularly check their children's hair for nits. If a parent finds that their child has head lice we would be grateful if they could inform the pre-school so that other parents can be alerted to check their child's hair.

Meningitis procedure

If a parent informs the pre-school that their child has meningitis, the pre-school head teacher will contact the Infection Control (IC) Nurse for their area. The IC Nurse will give guidance and support in each individual case. If parents do not inform the pre-school, we will be contacted directly by the IC Nurse and follow all guidance given and notify the appropriate authorities including OFSTED if necessary.

Giving Medication

We promote the good health of children attending pre-school and take necessary steps to prevent the spread of infection. If a child requires medication of any kind we follow strict guidelines in the pre-school and these are set out below.

Medication prescribed by a doctor, dentist, nurse or pharmacist

(Medicines containing aspirin will only be given if prescribed by a doctor).

- Prescription medicine will only be given to the person named on the bottle for the dosage stated
- Medicines must be in their original containers.
- Parents/carers of any child requiring prescription medication should hand over the medication to a senior member of staff who will then note the details on a medication form.
- Parents/carers must give prior written permission for the administration of each and every medication.
- The pre-school will not administer a dosage that exceeds the recommended dose on the instructions unless accompanied by written instructions from a doctor or dentist.
- The parent must be asked when the child has last been given the medication before coming to pre-school; and record this information on the medication form. Similarly when the child is picked up, the parent or guardian must be given precise details of the times and dosage given throughout the day. The parent's signature must be obtained at both times.
- At the time of administering the medicine, a senior member of staff will ask the child to take the medicine at the prescribed time and in the prescribed form.
- If the child refuses to take the appropriate medication then a note will be made on the medication form.

Non-prescription medication supplied by a parent/carer (these will not usually be administrated)

- The pre-school **will not** administer any non-prescription medication containing aspirin.
- The pre-school will only administer non-prescription medication for a short initial period, dependent on the condition of the child. After this time medical attention should be sought.
- If the pre-school feels the child would benefit from medical attention rather than non-prescription medication, we reserve the right to refuse pre-school care until the child is seen by a medical practitioner.
- If a child needs liquid paracetamol (Calpol) during their time at pre-school, such medication will be treated as prescription medication with the onus being on the parent to provide the medicine.
- On registration, parents will be asked to fill out a medication form to consent to their child being given liquid paracetamol (Calpol) only to be administered in an emergency if the pre-school cannot contact the parent or anti-histamine (Piriton) in the case of a wasp or bee sting.
- An emergency supply of liquid paracetamol and anti-histamine will be stored on site. This will be checked at regular intervals by the pre-school head teacher to make sure that it complies with any instructions for storage and is still in date.
- If a child does exhibit the symptoms for which consent has been given to give non-prescription medication during the day the pre-school will make every attempt to contact the child's parents. Where parents cannot be contacted then the pre-school head teacher will take the decision as to whether the child is safe to have this medication based on the time the child has been in the pre-school, the circumstances surrounding the need for this medication and the medical history of the child on their registration

form. *Giving non-prescription medication will be a last resort and the child will be closely monitored until the parents collect the child.*

- For any non-prescription cream for skin conditions e.g. Sudocrem, prior written permission must be obtained from the parent and the onus is on the parent to provide the cream which should be clearly labelled with the child's name.
- If any child is brought to the pre-school in a condition in which he/she may require medication, the pre-school head teacher will send the child home.
- As with any kind of medication, staff will ensure that the parent is informed of any non-prescription medicines given to the child whilst at the pre-school, together with the times and dosage given.
- The pre-school DOES NOT administer any medication unless prior written consent is given for each and every medicine.

Staff medication

All pre-school staff have a responsibility to work with children only where they are fit to do so. Staff must not work with children where they are infectious or too unwell to meet children's needs. If any staff member believes that their condition, including any condition caused by taking medication, is affecting their ability they must inform the pre-school head teacher and seek medical advice. The pre-school head teacher will decide if a staff member is fit to work, including circumstances where other staff members notice changes in behaviour.

Where staff may occasionally or regularly need medication, any such medication must be kept in a locked container in the kitchen where staff may need access to the medication such as an asthma inhaler. In all cases it must be stored out of reach of the children. It must not be kept in the first aid box and should be labelled with the name of the member of staff.

Storage

All medication for children must have the child's name clearly written on the original container and kept in a closed box, which is out of reach of all children. Any antibiotics requiring refrigeration must be kept in a fridge inaccessible to children.

Emergency medication, such as inhalers and Epi-Pens, will be within easy reach of staff in case of an immediate need, but will remain out of children's reach.

All medications must be in their original containers, labels must be legible or they will not be given. All prescription medications should have the pharmacist's details and a note attached to show the dosage needed and the date the prescription was issued. This will all be checked, along with expiry dates, before the staff agrees to administer the medication.

Promoting positive behaviour

We believe that children flourish best when they know how they and others are expected to behave. Children

gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. The pre-school encourages and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, other people and their surroundings.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the pre-school we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both in their own environment and those around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

We aim to:

- Recognise the individuality of all our children and that some behaviours are normal in young children e.g. biting
- Encourage self-discipline, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all staff act as positive role models for children
- Encourage parents and other visitors to be positive role models
- Work in partnership with parents by communicating openly
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
- Promote non-violence and encourage children to deal with conflict peacefully
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate. Children who behave inappropriately by physically abusing another child or adult e.g. biting, or through verbal bullying, are helped to talk through their actions and apologise where appropriate. We make sure that the child who has been upset is comforted and the adult will confirm that the other child's behaviour is not acceptable. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child.

When children behave in unacceptable ways:

- We only use physical intervention for the purpose of averting immediate danger or personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.
- We never threaten or use physical punishment such as smacking or shaking
- We do not single out children or humiliate them in any way. Where children use unacceptable behaviour they will be re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity
- Staff will not raise their voices (other than to keep children safe)
- In any case of misbehaviour, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome

- We help staff to reflect on their own responses towards challenging behaviours to ensure that their reactions are appropriate
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with inappropriate behaviour in pre-school at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between their home and the pre-school. In some cases we may request additional advice and support from other professionals, such as an educational psychologist
- We keep confidential records on any inappropriate behaviour that has taken place. We inform parents and ask them to read and sign any incidents concerning their child
- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs
- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions we will implement an individual behaviour modification plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. In these instances we may remove a child from an area until they have calmed down.

Anti-bullying

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years. We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling. We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

At our pre-school, staff follow the procedure set out below to enable them to deal with challenging behaviour:

- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- Children are helped to understand that using aggression to get things is inappropriate and they will be encouraged to resolve problems in other ways
- Our staff will intervene when they think a child is being bullied, however mild or harmless
- Staff will initiate games and activities with children when they feel play has become aggressive, both indoors or out
- Staff will discuss any instance of bullying fully with the parents of all involved to look for a consistent resolution to the behaviour
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the pre-school
- All concerns will be treated in the strictest confidence.

By positively promoting good behaviour, valuing co-operation and a caring attitude, we hope to ensure that

children will develop as responsible members of society.

Biting

We follow a positive behaviour policy however we understand that children may use certain behaviours such as biting as part of their development. Biting is a common behaviour that some young children go through and can be triggered when they do not yet have the words to communicate their anger, frustration or need.

Our procedures

The pre-school uses the following strategies to prevent biting: sensory activities, biting rings, adequate resources and staff who recognise when children need more stimulation or quiet times. However, in the event of a child being bitten we use the following procedures. The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visual injury. Administer any first aid where necessary. Complete an accident form and continue to observe the bitten area for signs of infection. For confidentiality purposes we do not disclose the name of the child who has caused the bite to the parents.
- Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the child who has been bitten sad. The child will be asked to say sorry if developmentally appropriate. Complete an incident form to share with the parents at the end of the child's session.
- If a child continues to bite, staff will carry out observations to try to distinguish a cause, e.g. tiredness or frustration. We will arrange for a meeting with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel it's their fault. In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who had been bitten.

If a child or member of staff sustains a bite wound where the skin has been severely broken arrange for urgent medical attention after initial first aid has been carried out. In cases where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, e.g. in some cases of autism where a child doesn't have the communication skills, the pre-school head teacher will carry out a risk assessment and may recommend immunisation with hepatitis B vaccine for all staff and children.

Risk assessment

We promote the safety of children, parents, staff and visitors by reviewing and reducing any risks.

Risk assessments

Risk assessments document the hazard/aspects of the environment that needs to be checked on a regular basis, who could be harmed, existing controls, the seriousness of the risk/injury, any further action needed to control the risk, who is responsible for what action, when/how often will the action be undertaken, and how

this will be monitored and checked and by whom.

The pre-school carries out written risk assessments six-monthly. These are regularly reviewed and cover potential risks to children, staff and visitors at the pre-school. When circumstances change in the pre-school, e.g. a significant piece of equipment is introduced; we review our current risk assessment or conduct a new risk assessment dependent on the nature of this change.

All staff are trained in the risk assessment process to ensure understanding and compliance.

All outings away from the pre-school are individually risk assessed. For more details refer to the outings policy.

Outings

At Tiggywinkles Pre-school we will often take the children on walks to St Mary's Church or on Nature Walks in the fields behind the pre-school.

Procedures

- A full risk assessment carried out by a senior member of staff will assess the risks or hazards which may arise for the children, and identify steps to be taken to remove, minimise and manage those risks and hazards.
- Permission will be obtained from parents to take children on walks to St Mary's Church
- We provide appropriate staffing levels dependent on the assessment of the safety and the individual needs of the children. At least one member of staff will hold a valid and current paediatric first aid certificate.
- A fully stocked first aid box will always be taken on all outings along with any special medication or equipment required
- A completed register together with all parent and staff contact numbers will be taken
- Regular headcounts will be carried out throughout the outing.
- Children will be easily identified by staff when on a trip by wearing high visibility vests
- A fully charged mobile phone will be taken as a means of emergency contact
- In the event of an accident, staff will assess the situation. If required, the group will return to pre-school immediately and parents will be contacted to collect their child. In the event of a serious accident an ambulance will be called at the scene, as well as parents being contacted. One member of staff will accompany the child to the hospital, and the rest of the group will return to the pre-school.

Lost children In the event of a child being lost, the Lost Child Procedure will be followed. Any incidents or accidents will be recorded in writing and OFSTED will be contacted and informed of any incidents.

Lost/missing child

In the unlikely event of a child going missing from the pre-school or on an outing, we have the following procedure, which will be implemented immediately:

- All staff will be aware of the procedure when a child goes missing and supply information to support the search, e.g. a recent photograph and a detailed description of clothing

- The pre-school head teacher will be informed immediately and all staff present will be informed. Some staff will be deployed to start an immediate thorough search, whilst ensuring that some staff remain with the other children so they remain supervised, calm and supported throughout
- The pre-school head teacher will call the police as soon as they believe the child is missing and follow police guidance. The parents of the missing child will also be contacted
- A second search of the area will be carried out
- During this period, available staff will be continually searching for the missing child, whilst other staff maintain as near to normal routine as possible for the rest of the children
- The pre-school head teacher will meet the police and parents
- The pre-school head teacher will then await instructions from the police
- In the unlikely event that the child is not found the pre-school will follow the local authority and police procedure
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings
- OFSTED must be contacted and informed of any incidents
- With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- In any cases with media attention staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced
-

Confidentiality

At Tiggywinkles Pre-School we recognise that we hold sensitive/confidential information about children and their families and the staff we employ. This information is used to meet children's needs, for registers, invoices and emergency contacts. We store all records in locked cabinets in line with data protection registration and any information shared with the staff team is done on a 'need to know' basis and treated in confidence.

Procedures

It is our intention to respect the privacy of children and their families and we do so by:

- Storing confidential records in a locked filing cabinet
- Ensuring staff inductions include an awareness of the importance of confidentiality and that information about the child and family is not shared outside of the pre-school other than with relevant professionals who need to know that information
- If staff breach any confidentiality provisions, this may result in disciplinary action and, in serious cases, dismissal
- Ensuring that all staff are aware that this information is confidential and only for use within the pre-school and to support the child's best interests with parental permission
- Ensuring that parents have access to files and records of their own children but not to those of any other child, other than where relevant professionals such as the police or local authority children's social care team decide this is not in the child's best interest

- Ensuring issues concerning the employment of staff remain confidential to the people directly involved with making personnel decisions
- Ensuring any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a 'need-to-know' basis. If, however, a child is considered at risk, our safeguarding/child protection policy will override confidentiality.

No smoking

Smoking has proved to be a health risk and therefore in accordance with legislation, the pre-school operates a strict no smoking policy within its buildings and grounds. It is illegal to smoke in enclosed places.

All persons must abstain from smoking while on the premises. This applies to staff, parents, carers, contractors and any other visitors to the premises.

Staff must not smoke while wearing pre-school uniform as it is essential that staff are positive role models to children and promote a healthy lifestyle.

This policy also applies to electronic cigarettes.

No alcohol and drugs

We are committed to providing a safe environment that helps to ensure the children are not exposed to adults who may be under the influence of alcohol or other substances that may affect their ability to care for children.

Alcohol

Under the Health and Safety at Work Act 1974, companies have a legal requirement to provide a safe working environment for all of their employees. Anyone who arrives at the pre-school clearly under the influence of alcohol will be asked to leave. If they are a member of staff, the pre-school will investigate the matter and will initiate the disciplinary process as a result of which action may be taken, including dismissal. If they are a parent, the pre-school will judge if the parent is suitable to care for the child. The pre-school may call the second contact on the child's registration form to collect them. If a child is thought to be at risk the pre-school will follow the safeguarding children procedure and the police/children's social services may be called.

If anyone arrives at the pre-school in a car under the influence of alcohol the police will be contacted.

Drugs

Anyone who arrives at the pre-school under the influence of illegal drugs, or any other substance including medication, that affects their ability to care for children, they will be asked to leave the premises immediately. If it is a member of staff, an investigation will follow which may lead to consideration of disciplinary action, as a result of which dismissal could follow. If they are a parent, the pre-school will judge if the parent is suitable to care for the child. The pre-school may call the second contact on the child's registration form to collect them. If a child is thought to be at risk the pre-school will follow the safeguarding children procedure and the police may be called.

The pre-school will contact the police if anyone is suspected of being in possession of illegal drugs or if they are driving or may drive when under the influence of illegal drugs. If it is a member of staff, serious disciplinary procedures will be followed.

If a member of staff is taking prescriptive medication that may affect their ability to work, they must inform the pre-school head teacher as soon as possible to arrange for a risk assessment to take place.

Extreme weather

At Tiggywinkles Pre- School we will ensure our pre-school is prepared for all weather conditions that might affect the running of the pre-school such as floods, snow and heat waves. We will not take children outdoors where we judge that weather conditions make it unsafe to do so.

If any of these incidents impact on the ability of the pre-school to open or operate, we will contact parents via phone and email.

Flood

In the case of a flood we will follow our critical incident procedure to enable all children and staff to be safe and continuity of care to be planned for.

Snow

If there is high snowfall, then the pre-school head teacher will take the decision as to whether to close the pre-school. This decision will take into account the safety of the children, their parents and the staff team. In the event of a planned closure during the pre-school day, we will contact all parents to arrange for collection of their child.

In the event of staff shortages due to snow or other severe weather we will contact all available off duty staff and/or agency staff and group the children differently until they are able to arrive. If we are unable to maintain statutory ratio requirements after all avenues are explored, we will contact OFSTED to inform them of this issue, recording all details in our incident file. If we feel the safety, health or welfare of the children is compromised then we will take the decision to close the pre-school.

Heat wave - Please refer to our sun care policy.

Sun care

At Tiggywinkles Pre-School we are committed to ensuring that all children are fully protected from the dangers of too much sun/UV rays. We follow guidance from the weather and UV level reports and use the following procedures to keep children safe and healthy in the sun:

- Children must have a clearly labelled sun hat which will be worn at all times whilst outside in sunny weather.
- Children must have their own labelled high factor sun cream with prior written consent for staff to apply.
This enables children to have sun cream suitable for their own individual needs. Staff must be aware of the expiry date and discard sunscreen after this date
- Parents are requested to supply lightweight cotton clothing for their children suitable for the sun.

- Children's safety and welfare in hot weather is the pre-school's prime objective so staff will work closely with parents to ensure all appropriate cream and clothing is provided
- Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun; children will not be allowed in the direct sunlight between 11.00am - 3.00pm on hot days
- Children will always have sun cream applied before going outside in the hot weather and at frequent intervals during the day
- Children are encouraged to drink cooled water more frequently throughout sunny or warm days and this will be accessible both indoors and out
- Children are made aware of the need for sun hats, sun cream and the need to drink more fluids during their time in the sun

Allergies

At Tiggywinkles Pre-School we are aware that children may have or develop an allergy resulting in an allergic reaction. Our aims are to ensure allergic reactions are minimised or, where possible, prevented and that staff are fully aware of how to support a child who may be having an allergic reaction.

Our procedures

Our staff are made aware of the signs and symptoms of a possible allergic reaction in case of an unknown or first reaction in a child. These may include a rash or hives, nausea, stomach pain, diarrhoea, itchy skin, runny eyes, shortness of breath, chest pain, swelling of the mouth or tongue, swelling to the airways to the lungs, wheezing and anaphylaxis. We ask parents to share all information about allergic reactions and allergies on child's registration form. We share all information with all staff and keep an allergy register. All food prepared for a child with a specific allergy is prepared in an area where there is no chance of contamination and served on equipment that has not been in contact with this specific food type, e.g. nuts. The pre-school head teacher, staff and parents will work together to ensure a child with specific food allergies receives no food at pre-school that may harm them. This may include substituting specific meals on the current pre-school menu. The 14 allergens are displayed in the kitchen and identified in all meals. Seating will be monitored for children with allergies. Where deemed appropriate staff will sit with children who have allergies and where age/stage appropriate staff will discuss food allergies and the potential risks. If a child has an allergic reaction to food, a bee or wasp sting, plant etc. a first-aid trained member of staff will act quickly and administer the appropriate treatment, if appropriate. We will inform parents and record the information in the incident book. If an allergic reaction requires specialist treatment, e.g. an EpiPen, then a member of staff who has specific medical training will administer the treatment to the individual child. If the allergic reaction is severe we will call for an ambulance immediately and contact the parents and arrange to meet them at the hospital.

Outdoor play

At Tiggywinkles Pre-School we are committed to the importance of daily outdoor play and the physical development of all children regardless of their age and stage of development. We provide outdoor play in all weathers.

We recognise that children need regular access to outdoor play in order to keep fit and healthy, develop their large and fine motor skills, experience learning in a natural environment and access sunlight in order to absorb vitamin D more effectively.

The outdoor areas within the pre-school grounds have a wealth of experiences and resources which help children to develop in a variety of ways, including independence, exploration and investigative skills, risk taking and self-esteem, all of which support children to develop skills now and for the future.

We ensure all areas are safe and secure through close supervision and the use of robust risk assessments and safety checks. Where possible and appropriate, we plan and encourage play that helps children understand and manage risks. This type of play allows children to explore and find their own boundaries in a safe environment with supportive practitioners. Staff are informed of the importance of safety procedures and are trained appropriately to ensure these procedures are followed effectively.

We plan all outdoor play opportunities and to complement the indoor activities and provide children with purposeful activities that support and follow individual children's interests. There is a balance of both adult-led and child-initiated opportunities to enable children to learn and practice new skills, knowledge and behaviours.

Equipment and resources

We believe that high-quality care and early learning is promoted by providing children with safe, clean, stimulating, age and stage appropriate equipment and resources.

To ensure this occurs within the pre-school, including in our outdoor areas, we will:

- Provide play equipment and resources which are safe and, where applicable, conform to the European Standards for Playground Equipment: EN 1176 and EN 1177, BS EN safety standards or Toys (Safety) Regulation (1995)
- Provide a sufficient quantity of equipment and resources for the number of children registered in the pre-school
- Provide resources to meet children's individual needs and interests
- Provide resources which promote all areas of children's learning and development
- Select books, equipment and resources which promote positive images of people of all races, cultures, ages, gender and abilities, are non-discriminatory and do not stereotype
- Provide play equipment and resources which promote continuity and progression, provide sufficient challenges and meet the needs and interests of all children
- Store and display resources and equipment where all children can independently choose and select them
- Check all resources and equipment before first use to identify any potential risks and again regularly at the beginning of every session and when they are put away at the end of every day. We repair and clean or replace any unsafe, worn out, dirty or damaged equipment whenever required
- Evaluate the effectiveness of the resources including the children's opinions and interests
- Encourage children to respect the equipment and resources and tidy these away when play has finished. This is into a designated place via the use of pictures the children can match the resource to.

Suitability of staff

At Tiggywinkles Pre-School we have systems in place to ensure all staff are suitable to work with or be in regular contact with children. This includes making a decision about suitability as part of the recruitment process and monitoring continued suitability as part of regular staff or student supervision.

The pre-school head teacher is responsible for ensuring that all staff have an enhanced check with the Disclosure and Barring Service (DBS), and that the results of such a check are assessed as part of a decision on suitability. Where possible staff will have the checks completed prior to starting employment. However, if there are delays in checks coming through, as a last resort staff may work in the pre-school before these checks are completed as long as they are supervised by staff who already hold an enhanced check at all times and the check has been applied for.

Staff awaiting these checks will never:

- Be left unsupervised whilst caring for children
- Take children for toilet visits
- Change nappies
- Be left alone in a room or outside with children
- Administer medication
- Administer first aid
- Take photographs of any children
- Contribute to, but not be involved in, looking at a child's learning and development log
- Have access to children's personal details and records.

While adhering to the above list, we recognise that it is vital that the staff member awaiting an enhanced disclosure is made to feel part of the team and we support them in participating fully in every other aspect of the pre-school day. We recognise that the enhanced DBS disclosure is only one part of a suitability decision and pre-school management will ensure every individual working with a child goes through a vigorous recruitment and induction procedure (as laid out in the safe recruitment policy). We will also ensure they receive continuous support, training and supervision from management in order to provide a safe, secure and healthy environment for all children in the pre-school. We act on any information that comes to our attention that suggests someone may no longer be suitable for his or her role.

Accidents and first aid

At Tiggywinkles Pre-School we aim to protect children at all times. We recognise that accidents or incidents may sometimes occur. We follow this policy and procedure to ensure all parties are supported and cared for when accidents or incidents happen; and that the circumstances of the accident or incident are reviewed with a view to minimising any future risks.

Accidents

Location of accident files: Grey locked cabinet

- The person responsible for reporting accidents, incidents or near misses is the member of staff who saw the incident or was first to find the child where there are no witnesses. They must record it on an

Accident Form and report it to the pre-school head teacher. Parents will be shown the Accident Report, informed of any first aid treatment given and asked to sign it as soon as they collect their child

- The pre-school head teacher reviews the accident forms monthly. Any patterns will be investigated by the pre-school head teacher and all necessary steps to reduce risks are put in place
- The pre-school head teacher will report serious accidents to the registered person for investigation for further action to be taken.
- The Accident File will be kept for at least 21 years and three months
- Where medical attention is required, a member of staff will notify the parent(s) as soon as possible whilst caring for the child appropriately
- The pre-school head teacher will report any accidents of a serious nature to OFSTED and the local authority children's social care team, where necessary.

First aid

The first aid box is located in the Kitchen. It is accessible at all times with appropriate content for use with children. The pre-school head teacher is responsible for the first aid box and checks the contents regularly and replaces items that are out of date. A portable first aid box is always taken along on any outings. All of the staff are trained in paediatric first aid and this training is updated every three years.

Health and Safety

In recognition of its statutory duties in accordance with the provisions of the Health and Safety at Work etc. Act 1974, Tiggywinkles Pre-School will take all reasonably practicable steps to ensure the health, safety and welfare of all staff and pupils whilst engaged in pre-school activities.

In particular, Tiggywinkles Pre-school will ensure, so far as it is reasonably practicable:

- (a) That the building is maintained in a condition that is safe and without risk to health and safety;
- (b) That hazards arising from the use, handling, storage and transportation of articles and substances used in the pre-school is adequately controlled; and,
- (c) That equipment and systems of work are safe and without risk to health and safety.

Furthermore, Tiggywinkles Pre-school will undertake to provide adequate information, instruction, training and supervision to enable staff and pupils to avoid hazards and contribute positively towards their own health and safety and that of others.

In addition, Tiggywinkles Pre-school will ensure, so far as is reasonably practicable, that the health and safety of non-employees is not adversely affected by its activities.

The Head of Pre-School, with the assistance of other staff members, will endeavour to implement this policy.

Tiggywinkles Pre-school believes that no policy is likely to be successful unless it actively involves staff themselves. For this reason the policy will include appropriate arrangements for consultation with staff and will encourage them to identify hazards and suggest measures for improving safety performance.

This policy statement supersedes any previously issued. (MARCH 2018)

Responsibilities for implementing the policy

The responsibility for ensuring that health and safety procedures within the school are adequate, and rests with the Head of Pre-School, with assistance from the staff. They will ensure that all necessary procedures are devised, implemented, monitored and reviewed to ensure compliance with these procedures and that they remain appropriate. In particular they will:

1. Make arrangements to ensure the school has an up to date health and safety policy.
2. Have in place procedures to identify hazards and evaluate risk control measures.
3. To ensure that materials and equipment purchased are safe and without risk when properly used and are adequately maintained.
4. To ensure the school is subjected to termly health and safety inspections by the site controller and records of the inspections are kept.
5. To ensure that the cause of all accidents, near misses and dangerous occurrences are investigated and reasonable steps are taken to prevent a recurrence and reported to the LA Health and Safety Executive.
6. To ensure induction training to all new members of staff and all training needs of both new and existing staff are assessed, relevant training is provided and a record of these is kept.
7. To keep abreast of the changes in the Departmental and Council's Health and Safety policies and procedures and pass on the information to the staff concerned.
8. The Head of Pre-School has the responsibility for implementing the policy in all parts of the building. In particular she will liaise with Church Hall Committee and will provide them with information on any hazards such as asbestos, electrical services, fire safety etc. that they may come across whilst working on the pre-school premises.
9. Staff and students are encouraged to report all accidents to the Head of Pre-School so that they are properly investigated, recorded and reported in accordance with the guidance issued by the Council.
10. To ensure risk assessments are carried out and appropriate actions are taken to remove potential hazards or reduce the level of risk.
11. Ensure the Head of Pre-School attends appropriate health and safety briefings provided by the LA.
12. Have health and safety on the agenda at meetings as appropriate.
13. The Head of Pre-School will also ensure that contractors do not place health and safety of staff and students at risk whilst on school premises.
14. Ensure the Head of Pre-School, as the Key Manager for health and safety, is supported by the staff to carry out the appropriate responsibilities as detailed below:
 - A safe environment for pupils, staff, visitors and other users of the premises
 - Plant, equipment and systems that are safe
 - Safe arrangements for transportation, storage and use of articles and substances
 - Safe and healthy conditions that take account of statutory requirements, Approved Codes of Practice and DFE or LA guidance
 - Adequate information, instruction, training and supervision
 - Provision of all necessary safety and protective equipment.

Responsibilities of all staff

Staff have a duty under the Health and Safety at Work etc. Act 1974 to co-operate with the Executive Principal and Pre- of Schools to ensure this policy is implemented. They must use equipment in a safe manner and in accordance with the information, instruction and training given and take all reasonable steps to ensure health and safety of those affected by their activities. The leadership team welcomes suggestions from staff for improving health and safety within the school.

The staff are expected to check equipment and the classroom regularly and report their findings to the Head of Pre-School.

Monitoring the Effectiveness of the Policy/Health and Safety Advice

1. Implementation of this policy

Implementation of this policy will be monitored by regular inspection by the Head of Pre-School. In addition Health and Safety Advisors from the LA will inspect the school. Health and Safety Advisors are also available for advice at any reasonable time. They can be contacted on 01344 352154 or 01344 352542

2. Hazardous substances

Hazardous substances are used in the school both for teaching and for cleaning and minor maintenance. Substances used will be assessed in line with the Council's guidance on Control of Substances Hazardous to Health (COSHH).

3. Electrical Safety

Electrical equipment is tested annually as part of LA's contract. In addition to the annual tests, visual inspection of the equipment for physical damages to the cables and plugs must be carried out every term. Equipment should also be checked for these faults prior to use.

4. First Aid

The school has a number of first aiders to ensure there is adequate cover. The first point of contact for first aid will be the Head of Pre-School. All first aid boxes must be regularly checked to ensure they are adequately stocked. At least one member of staff in each school is trained in First Aid at Work. Teacher's responsible for school trips will assess whether a travelling first aid kit should be taken.

5. Accidents

All accidents must be reported to the Head of Pre-School. She is responsible for recording accidents and notifying serious accidents to the appropriate bodies.

6. Contractors

The Head of the Pre-School will ensure that health and safety matters are given top priority. She will contact the Parish council if serious issues arise with the premise. Any contractors visiting the premises will be accompanied at all times. The Head of Pre-School will advise the Parish Council that it is preferable for any work to be done out of school hours, where possible.

7. Violence/Aggression against staff

The Head of the Pre-School will not tolerate acts of aggression against staff from any person. Such incidents will be dealt with in accordance with the schools policy on violence against staff. Should members of staff be subjected to violence they will receive all the support needed from the Head of Pre-School.

8. Fire

A range of fire fighting equipment is available in the school and is maintained by the Parish Council. The Head of Pre-School must carry out weekly tests on Fire Alarm Call points and monthly tests of the emergency lighting and must keep a dated log of the tests. She must also ensure all escape routes are kept clear at all times. All staff are requested to report blocked escape routes to the Site Controller immediately as they are identified.

The Head of Pre-School will ensure regular emergency evacuation drills are carried out and recorded.

9. Work outside normal hours

When a member of staff is working outside normal working hours, the Head of Pre-School must be informed so that appropriate security measures can be implemented.

10. Manual Handling

The staff may carry out manual handling from time to time. All these activities will be assessed in accordance with the guidelines issued by the HSE and the Council. These staff will be provided with training on safe lifting techniques.

11. Security

Security is of great importance to Tiggywinkles Pre-School. The Head of Pre-School is responsible for ensuring all the security measures that have been put in place are working effectively and are regularly monitored. All breaches of security must be reported to the Head of Pre-School, who will take the appropriate action.

12. Administration of Medication

Parents may request staff to administer medication to children during school time. Due to the importance of this task, a separate policy has been drawn up and can be obtained from the office. Guidance can also be found on the link below:

<http://schools.bracknell-forest.gov.uk/sites/default/files/assets/managing-medicines-in-schools-feb-2017.pdf>

13. Adventure activities

Staff organising activities away from the school site must carry out risk assessments to include travel to and from the site area, risk assess the activity and ensure that all activities are safe before taking the children off site. Teachers organising such activities must familiarise themselves with the Off-site guidelines.

14. Outings

Teachers organising pre-school trips must ensure minibuses and coaches used to transport children are fitted with seatbelts and the drivers are competent and experienced. Where parents are transporting school children apart from their own, then they must be DBS checked before carrying out this function.

Fire safety

We make sure the pre-school is a safe environment for children, parents, staff and visitors through our fire safety policy and procedures.

The pre-school head teacher makes sure the pre-school premises are compliant with fire safety regulations and seeks advice from the local fire safety officer as necessary, including following any major changes or alterations to the premises.

The pre-school head teacher has overall responsibility for the fire drill and evacuation procedures. These are carried out and recorded for each group of children every three months or as and when a large change occurs, e.g. a large intake of children or a new member of staff joins the pre-school. These drills will occur at different times of the day and on different days to ensure evacuations are possible under different circumstances and all children and staff participate in the rehearsals.

The pre-school head teacher checks fire detection and control equipment and fire exits in line with the timescales in the checklist below.

Fire Checklist

	Who checks	How often	Location
Escape route/fire exits (all fire exits must be clearly identifiable)	Head teacher/Hall Caretaker	Every 3 months	Front and back fire exit doors
Fire extinguishers and blankets	Head teacher/Hall Caretaker	Every 3 months	Front and back fire exit doors
Smoke/heat alarms	Head teacher/Hall Caretaker	Every 3 months	Front and back fire exit doors
Fire alarms	Head teacher/Hall Caretaker	Every 3 months	Front and back fire exit doors
Fire exit doors closed, in good repair, doors free of obstruction and easily opened from the inside	Head teacher/Hall Caretaker	Every 3 months	Front and back fire exit doors

Registration

An accurate record of all staff and children present in the building must be kept at all times and children/staff must be marked in and out on arrival and departure. An accurate record of visitors must be kept in the visitor's book. These records must be taken out along with the register and emergency contacts list in the event of a fire.

Fire drill procedure

On discovering a fire:

- Calmly raise the alarm by breaking the alarm glass

- Immediately evacuate the building under guidance from the pre-school head teacher
- Using the nearest accessible fire exit lead the children out, assemble at the car park
- If we need to evacuate the site, we will assemble in the car park by the bins
- Close all doors behind you wherever possible
- Do not stop to collect personal belongings on evacuating the building
- Do not attempt to go back in and fight the fire
- Do not attempt to go back in if any children or adults are not accounted for
- Wait for emergency services and report any unaccounted persons to the fire service/police. If you are unable to evacuate safely:
- Stay where you are safe
- Keep the children calm and together
- Wherever possible alert the pre-school head teacher of your location and identity of the children and other adults with you.

The pre-school head teacher is to:

- Pick up the children's register, staff register, mobile phone, keys, visitor book and fire bag/evacuation pack (containing emergency contacts list, nappies, wipes and blankets)
- Telephone emergency services: dial 999/112 and ask for the fire service
- In the fire assembly point area (car park) check the children against the register
- Account for all adults: staff and visitors
- Advise the fire service of anyone missing and possible locations and respond to any other questions they may have.

Remember

- ***Do not stop to collect personal belongings on evacuating the building***
- ***Do not attempt to go back in and fight the fire***
- ***Do not attempt to go back in if any children or adults are not accounted for***

Lock Down Policy and Procedures

The safety of everyone in the pre-school is given the highest priority.

There are some occasions when it may be necessary to keep the children inside the building for their safety. Examples range from a dangerous dog or an armed adult roaming the grounds to sheltering from the fumes given off by a hazardous material spilt during an incident on one of the roads near the site.

Depending on the type and severity of the incident, you may be asked NOT to collect your children from pre-school as you may put yourself and your children at risk. You may not be able to contact the nursery by telephone, as we will be using this to contact the authorities. Please listen to the local radio stations for information. There may also be further information on the nursery website.

As a result of an incident your children may have been moved from the hall to another safer place.

All children will be supervised at all times and communication with parents and carers will be re established once the incident has been dealt with or advice given from the appropriate authorities/emergency services.

If the end of the day is extended due to the lock down, parents will be notified and will receive information

about the time and place that children can be picked up from.

Inform parents of context of lockdown and to encourage parent to reinforce with their children the importance of following procedures in these very rare circumstances

PROCEDURES IN THE EVENT OF A LOCKDOWN ARE AS FOLLOWS:

In the event of a lockdown...

A member of staff will call the emergency services immediately. If children and staff are outside, they will blow their whistle 3 times and shout LOCKDOWN, repeat this several times to alert everyone. The Manager or most senior staff member on the premises is to control the lockdown. All staff and children are to remain and or proceed indoors and follow lockdown procedures:

- If outside, once the whistle has blown and lockdown is announced, each adult is to gather up to 8 children each and run inside with them as fast as you can.
- Open doors and gates to allow everyone in.
- Once everyone is inside, close doors and barricade with whatever is closest and close all windows, pull down blinds on windows that have them.
- Keep all children inside.
- Take all children to the Pre-school Building and keep them calm and as quiet as possible, stay away from the windows and doors.
- Ensure all children are present and if possible all emergency medication e.g. Epi Pens, Asthma Medication and parent's contact details etc.

All doors to be kept closed.

Main entrance to be locked and not opened

Do not attempt to interact with the perpetrator.

If the danger enters the building try to run with the children out of the closest exit in the onto the driveway and run as far away as you can.

Follow directions from the manager or senior controlling staff member or lead officer from emergency services An "All Clear" (said) announcement will end the lockdown. If a Safeguarding issue arises from the situation then we follow the guidelines of the police and the Local Authority.

***IT IS CRITICAL TO REASSURE CHILDREN AT ALL STAGES TO AVOID UNDUE DISTRESS**

***CHILDREN MUST REMAIN UNDER THE SUPERVISION OF THE MEMBER OF STAFF AT ALL TIMES**

Manager or senior controlling staff member must notify parents as soon as possible after the lockdown via website/phone calls/email etc. All areas checked and cleared by the manager or senior controlling staff member after "All Clear".

Pets, health and safety

We recognise that pets can help meet the emotional needs of children and adults. Caring for pets also gives children the opportunity to learn how to be gentle and responsible for others and supports their learning and development.

Pets at the nursery - We obtain written permission from parents to ensure no child has an allergy or phobia before they touch the pre-schools pets. We complete a full, documented risk assessment prior to the children handling the pets and analyse any risks before this type of activity is undertaken.

Pets from home - If a child brings a pet from home to visit the pre-school as a planned activity, parents of all children who will be in contact or in the same area as the pet are informed. We obtain written permission from parents to ensure no child has an allergy or phobia. We complete a full, documented risk assessment prior to the pet visiting and analyse any risks before this type of activity is authorised.

- Pets will not be allowed near food, dishes, worktops or food preparation areas. Children will wash their hands with soap and water after handling animals and will be encouraged not to place their hands in their mouths during the activity. The staff will explain the importance of this to the children.

Visitors

At Tiggywinkles Pre-School we aim to protect the children in our care at all times. This includes making sure any visitors to the pre-school are properly identified and supervised.

All visitors must sign the visitors' book on arrival and departure. Where applicable, **ALL** visitors' identity should be checked, e.g. OFSTED inspectors or colleagues attending in a professional capacity such as speech and language therapists. Visitors are informed of any relevant policies including the fire evacuation procedure and mobile phone policy.

All visitors are given and should wear a visitor's badge to identify themselves to staff and parents within the pre-school. A member of staff must accompany visitors in the pre-school at all times while in the building; at no time should a visitor be left alone with a child unless under specific circumstances arranged previously with the pre-school head teacher.

Security

- Staff must check the identity of any visitors they do not recognise before allowing them into the main pre-school. Visitors to the pre-school must be recorded in the Visitors' Book and accompanied by a member of staff at all times while in the building
- All external doors must be kept locked at all times and external gates closed. All internal doors and gates must be kept closed to ensure children are not able to wander
- Parents and visitors are not to hold doors open or allow entry to any person, whether they know this person or not. Staff within the pre-school should be the only people allowing external visitors/parents entry to the pre-school

- The pre-school will under no circumstances tolerate any form of harassment from third parties, including visitors, towards others, including children, staff members and parents. The police may be called in these circumstances.

Out of hours babysitting

Individual staff members may offer their babysitting services after pre-school opening hours should they wish. However, any babysitting services that have been arranged between parents and pre-school staff are privately agreed and **are not** the responsibility of the pre-school. We have a duty to safeguard all children whilst on our premises and in the care of our staff, however, **this duty does not extend to private arrangements between staff and parents after opening hours.**

Tiggywinkles Pre-School will not be held responsible for any health and safety, accidents or incidents, financial or any other issues that may arise from these private arrangements. Confidentiality of employment must be adhered to and respected at all times. Out of hours work arrangements must not interfere with the staff members' employment at the pre-school.

Bereavement

At Tiggywinkles Pre-School we recognise that children and their families may experience grief and loss of close family members or friends or their family pets whilst with us in the pre-school. We understand that this is not only a difficult time for families but it may also be a confusing time for young children, especially if they have little or no understanding of why their parents are upset and why this person/pet is no longer around.

We aim to support both the child and their family and will adapt the following procedure to suit their individual needs and family preferences:

- We ask that if there is a loss of a family member or close friend that the parents inform the pre-school as soon as they feel able to. This will enable us to support both the child and the family wherever we can and helps us to understand any potential changes in behaviour of a child who may be grieving themselves
- The key person and/or the pre-school head teacher will talk with the family to ascertain what support is needed or wanted from the pre-school. This may be an informal discussion or a meeting away from the child to help calm a potentially upsetting situation
- The child may need extra support or one-to-one care during this difficult time. We will adapt our staffing arrangements so the child is fully supported by the most appropriate member of staff on duty, where possible the child's key person
- We will be flexible as possible to adapt the sessions the child and family may need during this time. We will adapt the above procedure as appropriate when a family pet dies to help the child to understand their loss and support their emotions through this time.

Transitions

At Tiggywinkles Pre-School we recognise that young children will experience many transitions in their early years; some of these planned and some unplanned. We are sensitive to the impact of such changes to children

and this policy sets out the ways in which we support children going through these transitions.

Some examples of transitions that young children and babies may experience are:

- Starting pre-school
- Moving between different rooms within the pre-school
- Starting school or moving nurseries
- New siblings
- Moving home
- Death of a family member or close friend
- Death of a family pet.

Staff are trained to observe their key children and to be sensitive to any changes in their behaviour and personality. We respectfully ask that parents inform us of any changes in the home environment that may impact on their child so staff can be aware of the reasons behind any potential changes in the child's behaviour.

Starting pre-school

We recognise that starting pre-school may be difficult for some children and their families. We have a settling in policy to support the child and their family.

Starting school or moving childcare providers

Starting school is an important transition and some children may feel anxious or distressed. We will do all we can to facilitate a smooth move and minimise any potential stresses. The following process relates to children going to school, however wherever possible, we will adapt this process to support children moving to another childcare provider e.g. child-minder or another pre-school.

- We invite school representatives into the pre-school to introduce them to the children
- We produce a comprehensive report on every child starting school. This will include their interests, strengths and level of understanding and development in key areas. This will support continuity of care and early learning.

Moving home and new siblings

We recognise that both these events may have an impact on a child. Normally, parents will have advance notice of these changes and we ask parents to let us know about these events so we can support the child to be prepared. The key person will spend time talking to the child and providing activities that may help the child to act out any worries they have, e.g. through role-play, stories and discussions.