Manor

Preschool

****

Prospectus



**Staff list for April 2021**

|  |  |
| --- | --- |
| **Jennifer Summers** | **Director/Early Years Teacher (QTS)/SENCo/Paediatric First Aid Level 3****Working towards level 4 Advanced Practitioner** |
| **Amanda Glennon** | **Director/Early Years Educator level 3 Safeguarding Lead/Paediatric First Aid Level 3** |
| **Catherine Hanlon** | **Early years Educator (level 3)/Paediatric First Aid Level 3** |
| **Dorothy Harrison**  | **Early years Educator (level 3)/Safeguarding Deputy/Paediatric First Aid Level 3** |
| **Natalie Taylor** | **Early years educator trainee level 3** |
| **Dawn Selfridge** | **Café supervisor** |
| **Lauren Bruce** | **(Early Years Educator) Apprentice** |
| **Sally Lyndsay** | **Supply: Early Years Educator (Level 3)/ Paediatric First Aid Level 3** |

**VALUE STATEMENT............................................................................................................................ 3**

**PARENTAL BOOKING AGREEMENT……………………………………………………………………… 4**

**ADMISSION, VISITS, HEALTH AND SAFETY…………………………………………………………… 5**

**ADMISSIONS POLICY………………………………………………………………………………………. 6**

**HEALTH AND SAFETY……………………………………………………………………………………… 7**

**FOOD AND DRINK………………………………………………………………………………………….. 11**

**EARLY LEARNING………………………………………………………………………………………….. 17**

**SETTLING IN AT PRESCHOOL…………………………………………………………………………… 17**

**CONFIDENTIALITY………………………………………………………………………………………….. 18**

**GENERAL DATA PROTECTION REGULATION ………...……………………………………………… 20**

**COMPLAINTS PROCEDURE………………………………………………………………………………. 23**

**PARENTAL INVOLVEMENT………………………………………………………………………………… 25**

**SAFEGUARDING CHILDREN………………………………………………………………………………. 26**

**ONLINE SAFETY……………………………………………………………………………………………... 41**

**EQUAL OPPORTUNITY & INCLUSION…………………………………………………………………… 45**

**SPECIAL EDUCATIONAL NEEDS & DISABILITY……………………………………………………….. 48**

**BEHAVIOUR MANAGEMENT………………………………………………………………………………. 51**

**BULLYING……………………………………………………………………………………………………... 54**

**LOST CHILDREN……………………………………………………………………………………………... 55**

**NON COLLECTION OF CHILDREN……………………………………………………………………….. 56**

**OUTINGS………………………………………………………………………………………………………. 58**

**TRANSITIONS & CONTINUITY…………………………………………………………………………….. 58**

**FIRE AND LOCKDOWN PROCEDURES AND POLICY………………………………...……………… 61**

**COVID-19………………………………………………………………………………………………………. 64**

 **VALUE STATEMENT**

**Manor Preschool is committed to providing high quality care and education in a safe and stimulating environment.**

**Our caring and dedicated staff, will support each child in partnership with their families, to learn and develop as individuals.**

**Our goal is for children to flourish in self-esteem and have the confidence to reach their potential, in an atmosphere which promotes trust, respect and values equality and diversity.**

**Parental Financial Agreement with Manor Preschool**

**Academic Year 2021-2022**

* My child will receive 15/30 funded hours from the government.
* If I request for my child to attend Manor Preschool for extra sessions/lunch club over and above the funding I understand I will fund this myself and sign a booking agreement to do so.
* A 3-hour morning or afternoon session is 9-12 or 12.30-3.30 and costs £20.
* Lunch costs £5 (12-12.30pm this is half an hour extra a day which is not covered by government funding and all food and drinks will be provided throughout the day).
* I will receive an invoice at the start of each term. I will pay the amount due on receipt of the invoice or agree a payment plan with Manor Preschool staff before taking non funded sessions.
* If my child does not attend a session, I will still have to pay for this session as I have requested them, and staff still need to be paid. Manor Preschool employs staff based on how many children are booked in for each session.
* I will give six weeks’ notice if I decide that I no longer wish for my child to attend Manor Preschool.
* If Manor Preschool is not able to open due to unforeseen circumstances, then I will not be charged for these sessions.
* If I do not pay in advance for these unfunded sessions for more than two weeks and I have not contacted Manor Preschool to discuss payment, then Manor Preschool reserves the right to offer these sessions to another child and impose a late payment fee of 20% of the outstanding bill.

 **ADMISSION, VISITS, HEALTH AND SAFETY**

We maintain a waiting list and our primary admission is in the month of September. After that places are dependent on availability. We aim to accommodate as many funded children as possible. Limited provision is available for eligible 2-year olds to both funded and non-funded children. Eligibility will be based solely on birth-date for non-funded children and NYCC 2-year funding criteria for funded children.

When your child becomes eligible to start you will be contacted by either telephone or email and a visit will be arranged for you and your child to visit Manor Preschool.

For further information on funding, please contact the Family Information Service

Visit the website www.nyfamilies.info

Call 0845 6011 630

Email FIS. information@northyorks.gov.uk

Text 07624 802 425

**Visits**

Parents are formally invited to visit with their child in the term prior to admission. Home visits can be undertaken if requested.

**Health and safety**

A daily Risk Assessment (RA) is conducted of Preschool, its garden and the Pond Area.

All members of staff are level 3 paediatric first aid trained during the session. We keep a record of all accidents and incidents in 'accident' and' incident' books and these are signed by two members of staff, one of whom would be a witness to the situation. When an accident/incident occurs, it is logged in the accident/incident book with the details of the accident/incident, time it happened and date. This will be shown to the parent and they will be asked to sign it. In case of an emergency you will be contacted immediately, and your child taken to hospital (by ambulance) if necessary.

|  |  |
| --- | --- |
| POLICY: | ADMISSIONS |
| Setting: | MANOR EARLY YEARS PRE-SCHOOL |
| Overall aim of Statement: | It is our intention to make our preschool genuinely accessible to children and families from all sections of the local community. In order to accomplish this, we will: |
| Objectives and Procedures: | * Ensure that the existence of the preschool is widely known in all local communities. We will place notices advertising the preschool in places where all sections of the community can see them, in more than one language if appropriate.
* The setting maintains a waiting list with the largest intake in September, thereafter places are limited. Children eligible for funding (the term after which they are three years old, or two-year olds in receipt of funding)) will be given priority and places will be restricted equally.
* Offer limited provision for eligible 2-year olds to both funded and non-funded children. Eligibility will be based on birth-date for non-funded children and NYCC 2-year funding criteria for funded children.
* Keep a place vacant if this is financially viable, in order to accommodate emergency admissions.
* Describe the preschool and its practices in terms which make it clear that it welcomes fathers and mothers, other relations and other carers including childminders and people from all cultural, ethnic, religious groups with and without disabilities.
* Monitor the gender and ethnic background of children joining the preschool to ensure that no accidental discrimination is taking place.
* Make our equal opportunities and inclusion policy well known.
* Be flexible about attendance patterns so as to accommodate the needs of individual children and families.
 |
| Links with other Policies: | Equal Opportunity and InclusionSEN |  |
| Policy Monitoring & Evaluation Information: | This policy will be monitored by managers and evaluated through discussion with the whole staff team |
| Signature: | Jennifer Summers |
|  Review Date: May 2021 | Next Review Due Date: May 2022 |

|  |  |
| --- | --- |
| POLICY: | HEALTH AND SAFETY |
| Setting: | MANOR EARLY YEARS PRE-SCHOOL |
| Overall aim of Statement: | **Regulations and Legislation which guide policy:-****COSHH 2004****Control of Substances Hazardous to Health****RIDDOR 1995****Reporting of Injuries, Diseases and Dangerous Occurrences****Fire Precautions (workplace regs 1997)****Health & Safety (First Aid Regs. 1981)****Health & Safety at Work Act 1974****General Data Protection Regulation 2018****Freedom of Information Act 2000****Children Act 1989 & 2004**The health and safety of young children is of paramount importance and our preschool promotes a healthy lifestyle and a high standard of hygiene in its day to day work with children and adults. To achieve this, our practice is as follows: - |
| Objectives and Procedures |  **Safety*** **Daily risk assessment is carried out and checked by the staff on duty and monitored by the managers. All children are supervised at all times and will always be in sight of an adult.**
* A book is available at each session for the reporting of an accident or incident.
* The accident/incident book will be regularly monitored
* All staff are aware of the systems in operation for the children’s arrivals and departures and an adult will be at the door during these periods.
* Children will leave the group only with authorised adults.
* All parents have a chosen password for added security when persons other than parents are picking up.
* Safety checks are made on the premises daily before each session.
* All doors to the preschool are locked whilst sessions are in progress except the door leading from the preschool building into the garden. There are keys close by, at adult level.
* Low level glass is safety glass.
* Outdoor space is securely fenced, and gate locked during sessions.
* Equipment is checked regularly, and any dangerous items repaired or replaced.
* Fire doors are never obstructed.
* Heaters, wires and leads are adequately guarded.
* All dangerous materials including medicines and cleaning materials are stored out of reach of children.
* Adults do not walk about with hot drinks or place hot drinks within reach of children.
* Firedrills/evacuation procedures are held once a term, the preschools own drills and additional ones in arrangement with Children's Centre. These will be supplemented in case of fire or other emergencies which require evacuation such as the ‘lockdown’ procedure.
* A register of both adults and children is completed as people arrive so that a complete record of all those present is available in any emergency.
* There is a no smoking policy throughout the Children's Centre.
* Fire extinguishers are checked annually, and staff know how to use them.
* Large equipment is erected with care and checked regularly.
* Activities such as cooking, woodwork and energetic play receive close and constant supervision.
* On outings the adult:child ratio will be at least two to one.
* Any documents with personal details of children and families are locked up after the day's session. All information stored including information stored electronically is done so in line with GDPR. (securely and password protected)
* All documents containing confidential information are kept in a secure locked cabinet.
* Internal safety gates/barriers are used as necessary.
* If your child has pierced ears, please send them to preschool with studs.
* Any visitors to the setting must provide ID (staff will ask to see it) and sign the visitor’s book.

**Health****Outdoor play*** Children have daily opportunities to play in the fresh air throughout the year.
* In warm weather please make sure your child **comes with sun cream already on** and brings a sun hat with them.

**Shoes and clothing*** Flat shoes or trainers should be worn.
* Please provide children with wellies / outdoor shoes so they can change when the weather requires.
* Please don’t send your child to preschool in new clothes, old clothes are best. At times clothing can get wet or soiled during play activities so sending a spare change of clothing is appreciated.
* If the weather is cold or wet, please make sure your child wears adequate protective clothing to preschool, as we go outside every day.

**Food**The preschool observes legislation regarding food hygiene, registration and training. Each adult will: -* Adults will wash their hands upon arrival at work or use the antibacterial hand gel (Covid)
* Always wash their hands under running water before handling food and after using the toilet.
* Never cough or sneeze over food.
* Use different cleaning cloths for kitchen and toilet areas.
* Keep food covered and refrigerated or piping hot.
* Ensure waste is disposed of properly and out of the reach of children. Keep lids on bins and wash hands after use.
* Keep tea towels clean and washed between each session.
* Keep all utensils clean and stored in a dust free place.
* Not be involved with the preparation of food if they have a cold, or skin trouble.
* Snacks provided will be nutritious and due attention paid to any allergies or medical conditions a child may have. (See Food & Drink Policy).
* Operate a “nut free” zone.

**Personal hygiene routines and cleaning and clearing*** Any spills such as blood, vomit and urine will be wiped up and disposed of appropriately. Excrement will be disposed of by flushing down the toilet.
* It is regrettable that the preschool is not equipped with washing facilities that meet health and safety requirements so staff are not required to wash soiled clothing. Therefore, if clothing is wet or excrement is loose and has soiled the clothing, the clothing will be bagged and put into the child's bag to be returned home.
* Nappies are disposed of in a nappy disposal unit and this is changed weekly by an outside agency.
* Wet and soiled pants/clothing will be bagged and put in child’s bag to be returned home
* It is important to remember that our priority is your child’s comfort and to ensure children are changed into clean clothes/ pants/nappies as soon as possible.
* When children are developing independence, they will sometimes take themselves to the toilet without the need to inform a member of staff. This can mean they do not clean themselves properly and may go undetected by the staff. However, if this comes to the attention of staff then we will clean the child, ensuring we are adhering to our safeguarding policy. Staff will accompany children to the toilet if it is requested by the child/parent or if a child is unable to manage efficiently alone.
* Potty training can be an anxious time for both parents and child. We urge you to be diligent in potty training your child at home. However, staff are happy to work in partnership with you to continue your training regime in preschool. This needs to be arranged initially with your child’s key person so personal needs and requirements can be met amicably.
* Personal hygiene procedures i.e. nappy/pant changing is recorded. If a child has diarrhoea it is at the discretion of the preschool to contact the parent/carer to come and collect their child as this adheres to the illness procedure.
* Please ensure that if your child is not reliably toilet trained, it is appreciated that you provide a supply of clean clothes, nappies, nappy bags and cleaning wipes in a separate bag. Unfortunately, the preschool budget does not allow for the purchase of these items.
* We do have some spare laundered pants and other clothing (donated) available in case of accidents. If we have used these on your child, please return them laundered as soon as possible.
* Disposable gloves are always used when cleaning up any form of body fluids. Floors and other surfaces are disinfected with appropriate cleaner fluids.
* NYCC cleaners clean the premises at the end of each day.

**Illness*** Parents are asked to keep children at home if they have an infection or contagious illness. **This includes colds/coughs,** persistent runny noses, especially if mucus is green and coughing spreads germs and puts other children and staff at risk. Coughs/high temp and loss of sense of smell/taste children must be kept off from preschool and a negative Covid test result must be given before the child can return. **Please be considerate of others in this regard.**
* Parents will inform the preschool as to the nature of the infection so that the nursery can alert other parents. This will allow us to make observations of any child that seems unwell. There is a list on the notice board of childhood illnesses, notifiable diseases and quarantine times.
* The setting reserves the right to send poorly children home if it is felt that children & adults are at risk from infection
* **Parents are asked not to bring into preschool any child who has been vomiting or had diarrhoea until at least 48 hours has elapsed since the last attack.**
* Cuts or open sores, whether on an adult or child, will be covered with sticking plaster or other dressing. (See Registration Document for permission slip).
* If a child is on prescribed medication the following procedure will be adopted: -If possible, the child’s parent will administer the medicine. If not, the medication must be clearly labelled with the child's name, dosage and any instructions.
* Written information will be obtained from the parent giving clear instructions about dosage, administration of the medicine and permission for a member of staff to follow instructions.
* All medication will be stored in an ‘adult only’ area.
* A medication book will be available to log in the name of the child receiving medication, times that the medication should be administered, date and time medicine is administered, together with the signature of the person who administered each dose and a witness.
* If a child becomes unwell during a session the child’s parent/carer will be contacted. A member of staff will remain with the child in a quiet area until the parent/carer arrives.
* In an emergency, your child will be taken to hospital by ambulance accompanied by a member of staff. A parent/carer will be contacted immediately if an emergency arises.
* To protect children and staff protective clothing/disposable gloves areworn where appropriate.
* Health Care Plans are used in conjunction with parental and medical advice.
 |
| Links with other Policies: | **Food and Drink Policy** |
| Policy Monitoring & Evaluation Information: | This policy will be monitored by managers and evaluated through discussion with the whole staff team |
| Signature: | Jennifer Summers |
| Review Date : May 2021 | Next Review Due Date: May 2022 |

|  |  |
| --- | --- |
| POLICY: | FOOD AND DRINK |
| Setting: | MANOR EARLY YEARS PRESCHOOL |
| Overall aim of Statement: | The setting aims to ensure children have access to nutritional food and drink prepared in a hygienic environment. Also to ensure children’s individual needs are met with regard to diet on health, medical, cultural or religious grounds. To ensure staff as good role models and support children in learning and development with regard to health and hygiene and the importance of food.  |
| Objectives and Procedures | * Staff keep up to date with current governmental guidelines on good practice by attending courses, consulting journals and internet sources.
* Cafe/kitchen guidelines displayed ensure hygienic practices and carried out daily.
* The managers will monitor the kitchen/cafe area for risks.
* The key person will liaise with parents of key children to ensure children’s dietary (and any other needs) are understood and respected.
* All information about children’s individual dietary requirements is held in appropriate documents both in the kitchen where food is prepared and in a filing cabinet. Information is recorded daily when appropriate and shared with parents and other professionals when necessary.
* Staff carry out good practices about health and hygiene by washing hands frequently and role modelling this procedure with children, physically supporting those who need it.
* Staff verbally explain the importance of healthy practices.
* Visual aids in and around the cafe area aid children in gaining an appreciation of the importance of healthy, hygienic and cultural practices with regard to food and drink.
* Curriculum planning enables children to explore the importance of food through cultural, religious practices and celebrations.
* Visitors are invited on occasion to talk about hygienic practices such as dentists and health visitors.
* Other professionals provide in house training to all staff on medical conditions where the administration of drugs and specific foods are vital for the well-being of children i.e. Diabetic Nurse, Epipen use for anaphylactic shock.
* The setting operates a ‘nut free’ zone.
* Parents/carers who are chefs or work with food are welcome to come in and talk/demonstrate cooking/food preparation with children. The setting has a small kitchen but is able to use the kitchen in the Children’s Centre by arrangement.
* Fresh water and milk is always available to drink.
* Food provided at cafe time is a selection of seasonal fruit and vegetables (some grown in the garden by the children), toast/cereal and/or biscuit. Other foods are offered on special occasions, seasonal/traditional celebrations or when linked to children's interests. Sometimes a member of staff will bake in the afternoon with the children. They may eat this or take it home.
* Children are encouraged to participate in helping prepare snacks at cafe times. All children are given the opportunity to help.
* Children can grow foods such as peas, beans, potatoes and tomatoes. Planting/sowing usually takes place in spring although foods such as cress are occasionally grown indoors.
* Children are involved from time to time in identifying healthy foods/preparing picnics and parties etc. by giving them plenty of visual aids to look at, cut out and create menus. These topics/themes are developed through role play using realistic props in the home corner/outside or through real life experiences both at home and in the setting. For example, preparing a picnic or baking buns.
* Lunchtime enables children to have some social time with their peers. Staff role model good practice with regard to hygiene and good manners throughout the session.
* A vegetarian lunch will be provided. This will prepare children to have a hot meal when they move to primary school. Staff will encourage children to try different foods.
* A two weekly menu will be followed.
* Please do not send your child with juice or sugary snacks as it is not good for your child’s teeth. (We have milk and water available for your child to drink throughout the day).
* There will be a nutritious morning and afternoon snack available.
 |
| Links with other Policies: | Equal Opportunity and inclusion PolicySpecial Education Needs PolicyHealth and SafetyPhysical Activity and Nutrition Policy |
| Policy Monitoring & Evaluation Information: | This policy will be monitored by managers and evaluated through discussion with the whole staff team and parents |
| Signature: | Jennifer Summers |
| Review Date : May 2021 | Next Review Due Date: May 2022 |

**Early Learning**

**The Early Years Foundation Stage Curriculum**

(Revised 2017)

The Statutory Framework for The Early Years Foundation Stage states,

‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential.’ (DfE 2021, p4)

It is a fact that children develop quickly in the early years and their experiences during this time have a major impact on their future life chances.

A secure, safe, happy childhood, good parenting and high quality early learning provides the foundation children need to make the most of their unique abilities and talents as they grow. The Early Years Foundation Stage (EYFS) sets the standards that all early years’ providers must meet to ensure children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’, and also provides children with a broad range of knowledge and skills that provide the right foundation for good future progress through school and life. (DfE 2021)

There are four overarching guiding principles that shape practice in early years settings. These are:

* Every child is a **Unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
* Children learn to be strong and independent through **positive relationships;**
* Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers
* **Importance of learning and development.** Childrendevelop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

**The areas of Learning and Development**

There are seven areas of learning and development that must shape educational programmes in early years setting. All areas of learning are important and are inter-connected.

Three areas are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving.

The three **prime** areas are:

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

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

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

**Educational Programmes**

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.

***Communication and language***

*The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.*

***Personal, social and emotional development***

*Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.*

***Physical Development***

*Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.*

***Literacy***

*Literacy It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).*

*The Chief Medical Officer has published guidance on physical activity, which is available at: https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report.*

***Mathematics***

*Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.*

***Understanding the World***

*Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.*

***Expressive Arts and Design***

*The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.*

**Statutory Framework for the Early Years Foundation Stage 2021**

**Staff qualifications, training and support.**

At Manor Preschool we have a well-qualified, experienced and skilled quality workforce which strongly increases the potential of the setting to deliver the best possible outcomes for children. (See EYFS 2017 for 'Qualifications'. ‘Introductory information’ for staff qualifications. Also, **OFSTED Inspection report May 2016.** All available on our website [www.manorpreschool.com](http://www.manorearlyyearspreschool.com))

We prioritise the importance of staff training and continual development. Whether these be courses undertaken externally, internally or through ‘NoodleNow’ an online training facility that the setting subscribes to for all staff to access at any time.

Manor Preschool has robust and effective arrangements in place for the supervision of staff who have contact with our children and families. These supervision arrangements provide support, coaching and training for our professional team and promotes the interests of children. Supervision fosters a culture of mutual support, teamwork and continuous improvement.

**What legislation does this framework refer to?**

The learning and development requirements are given legal force by an Order made under section 39(1)(a) of the Childcare Act 2006 • The safeguarding and welfare requirements are given legal force by Regulations made under section 39(1)(b) of the Childcare Act 2006

For further information on the EYFS please see a member of staff who will be happy to talk to you.

|  |  |
| --- | --- |
| POLICY: | SETTLING IN AT PRESCHOOL |
| Setting: | MANOR PRESCHOOL |
| Overall aim of Statement: | We want children to feel safe and happy in the absence of their parents to recognise other adults as a source of authority, help and friendship and to be able to share with their parents afterwards the new learning experiences enjoyed in the preschool. To accomplish this, we will: |
| Objectives and Procedures | * Visits to the preschool out of session hours will be arranged during the Covid 19 Pandemic.
* Parents are given the opportunity of a home visit from two staff members.
* Encourage parents to visit the preschool with their children during the weeks before an admission is planned.
* Introduce flexible admission procedures, if appropriate, to meet the needs of individual families and children.
* Make clear to families from the outset that they will be supported in the preschool for as long as it takes to settle their child.
* Reassure parents whose children seem to be taking a long time settling into the preschool.
* Encourage parents, where appropriate, to separate from their children for brief periods at first, gradually building up to longer absences.

Children cannot play or learn successfully if they are anxious or unhappy. Our settling in procedures aim to help parents feel comfortable in the preschool, to benefit from what it has to offer and to be confident that their parents will return at the end of the session.  |
| Links with other Policies: | TransitionsCovid |
| Policy Monitoring & Evaluation Information: | This policy will be monitored by managers and evaluated through discussion with the whole staff team |
| Signature: | Jennifer Summers |
| Review Date : May 2021 | Next Review Due Date: May 2022 |

|  |  |
| --- | --- |
| POLICY: | CONFIDENTIALITY  |
| Setting: | MANOR EARLY YEARS PRE-SCHOOL |
| Overall aim of Statement: | **Regulations and legislations that guide the policy are: Actions for Early Years and Childcare providers during the coronavirus (Covid 19) outbreak and****General Data Protection Regulation (GDPR) 2018**The preschool’s work with children and families will sometimes bring us into contact with confidential information. Manor holds information in order to support children’s development, to monitor their progress, to provide appropriate pastoral care and to assess how well the setting as a whole is doing.To ensure that all those using and working in the preschool can do so with confidence we will respect confidentiality in the following ways: |
| Objectives and Procedures: | * Parents will have ready access to the files and records of their own child but will not have access to information about any other child.
* Staff will not discuss individual children, other than for purposes of curriculum planning/group management with people other than the parents/carers of that child.
* Parents are requested to only discuss issues relating to their own children with their key person or preschool managers at the preschool.
* Whilst recognising that parents/carers sometimes need to share concerns, parents are requested not to discuss their own or other people’s children outside of the preschool this includes local school playgrounds and the preschool playground.
* The preschool is committed to offering support to individual children/families and sometimes involvement with other support agencies i.e. via Children’s Centre (Prevention Service) is suggested or necessary. ***The information and support offered to meet individual needs is confidential and need only be discussed within the confines of the preschool and at other designated locations such as the Child Development Centre or Children’s Centre .***
* Information given by parents/carers to the preschool leader or key person will not be passed on to other adults without permission.
* Issues to do with the employment of staff whether paid or unpaid will remain confidential to the people involved with making personnel decisions. (Confidentiality policy for staff and volunteers)
* Storing of current information is kept in a secure/locked cabinet.
* Much information is stored electronically. Our computers are password protected and data relating to Local Authority (LA) early years provision funding is on a secure sight.
* Any anxieties/evidence relating to a child’s personal safety will be kept in a confidential file and will not be shared within the group except with the child’s key person / preschool managers.
* Displays around the setting are integral to providing a stimulating learning environment; children’s names are often added to these as it helps them to develop a sense of self-worth and self-esteem, children’s first names are used along with an initial if there are 2 or more children sharing the same name. Children’s names also appear on coat pegs, drawers and birthday displays.
* Often children are photographed participating in activities and these are displayed around the setting. Occasionally some may be used for publicity purposes. Permission is always sought from parents /carers when registration forms are completed.
* Staff personal mobile phones are turned off during the sessions and stored in a box that is kept in the office or in individual lockers in the staff room. Phones are not checked under any circumstances during a session. However, the preschool landline telephone number is passed onto other persons so staff can be contacted as and when required.
* Records are kept for the duration suggested by the LA.
* Any visitors to the setting ie, professionals from other agencies agree to observe our confidentiality policy when signing the visitors’ book.
* Students and volunteers on Early Years Childcare & Education courses observing in the preschool will be advised of our confidentiality policy and are required to respect it.
* Social networking e.g. Facebook, Twitter etc. has become a popular way of keeping in touch with family, friends and work colleagues. **The preschool requests that all stakeholders of the preschool – parents, carers and staff, refrain from commenting/posting any issues or information connected with the preschool when engaging in any social networking activity.**
* **Parents contact information will be given, if requested, with regards to Covid 19 and the Track and Trace system, that is currently in place (April 2021).**
 |
| Links with other Policies: | Safeguarding ChildrenCovid 19 |
| Policy Monitoring & Evaluation Information: | This policy will be monitored by managers and evaluated through discussion with the whole staff teamUpdated in May 2018 in line with changes in data protection law. |
| Signature: | Jennifer summers |
| Review Date : May 2021 | Next Review Due Date: May 2022 |

|  |  |
| --- | --- |
| POLICY: | GDPR Data Protection Policy |
| Setting: | MANOR EARLY YEARS PRESCHOOL |
| **Overall aim of Statement** | **LEGAL FRAMEWORK:** **General Data Protection Regulation 2018**GDPR stands for General Data Protection Regulation and replaces the previous Data Protection Directives of 1998The GDPR replaces the previous Data Protection Directives of 1998. It was approved by the EU Parliament in 2016. The GPDR states that personal data be ‘processed fairly and lawfully’ and ‘collected for specified, explicit and legitimate purpose’ and that an individual's data is not processed without their knowledge and only processed with explicit consent. GPDR covers personal data relating to individuals. Manor Early Years Preschool LTD is committed to protecting the rights and freedoms of individuals with respect to the processing of children’s parent’s, staff and visitor’s personal data.Manor Early Years holds information in order to keep children safe and healthy, support children’s learning and development, to monitor their progress, to provide appropriate specialist support and pastoral care and to assess how well the setting as a whole is doing. |
| **Objectives and Procedures:** | **GDPR includes 8 rights for individuals.** **1) The right to be informed:****Manor Early Years Preschool LTD (MEYP) i**s a registered child care provider with OFSTED and as such is required to collect and manage data. Information we need to know is parents/carers, names, addresses, telephone numbers, email addresses, date of birth, National Insurance numbers. We also need to know children's full names, where and when they were born, birth certificate number and who has parental responsibility. For parents requesting the free entitlement we are requested to provide this data to North Yorkshire County Council. This information is sent to the Local Authority using a secure electronic transfer system, the NYCC Portal.For visitors to Manor Preschool certain details need to be collected such as names, telephone numbers, address and name of organisation they represent where appropriate and car registration numbers. This is in respect of our safeguarding policies.As a limited company MEYP employs staff and is required to hold data on its employees: names, addresses, telephone numbers, email addresses, date of birth, medical information, national insurance number and bank details for payroll. Other information required for the Disclosure and Barring Service Checks (DBS) and proof of eligibility to work in the UK also includes passport details and driving licence.**2)** **The Right of Access**At any point an individual can make a request relating to their data and MEYP will need to respond within one month. Manor EY Preschool is within their rights to refuse a request if we have a legal obligation to retain specific data. For example, from the Office for Standards in Education (OFSTED) in relation to the Early Years Foundation Stage (EYFS). However, the individual will be informed of the reason for the rejection. The individual will have a right to complain to the Information Commissioner's Office (ICO) if they are not happy with the decision.**3) The right to Rectification.**Individuals have the right to correct or remedy any data provided at any time.**4) The Right to Erasure.**Individuals have the right to request deletion of data where there is no reason for its continued use. However, MEYP has a legal duty to keep children's records for a reasonable time (please see 'retention periods for records'). Records are retained for 3 years after a child leaves the preschool, accident and injury records for 19 years or until the child reaches 21 and 22 years for child protection and safeguarding records. Staff records must be kept for a period of 6 years after the staff member has left. All paper data is secured on sight and shredded after the legal retention period. **5) The right to restrict Processing.**Parents, visitors, and staff can object to the setting processing their data. This means records can be stored but must not be used in any way. For example, information cannot be passed to feeder schools or to any other agencies required to support children with additional needs.**6) The right to data portability.**The setting requires information to be transferred from one IT system to another such as MEYP to the Local Authority. This recipient uses secure file transfer systems through the NYCC portal and has their own policies and procedures in place.**7) The right to object**Parents, visitors and staff can object to their data being used for certain activities like marketing or research.**8) The right not to be subject to automated decision-making including profiling.**Automated decisions and profiling are used for market-based organisations. MEYP does not use personal data for such purposes.**Storage and use of information.**All paper copies of children's and staff records are kept in a locked filing cabinet. Members of staff can have access to these files, but information taken from the files about individual children is confidential and apart from archiving is kept on the premises at all times. These paper records are shredded after the retention period.Information about individual children is used on certain documentation such as health plans, accident forms, weekly register, referrals to other agencies and individual learning and play plans (ILPP)for children with additional needs. These documents contain information such as names, date of birth, address. These records are shredded at the end of the required retention period.When a child leaves Manor Preschool for another setting or into primary school, data held on the child may be shared with the receiving school, usually their current stage of development in the EYFS and /or ILPPs. This information is passed on by hand from the management and used to ensure that the child's transition is smooth and that their individual needs are met. Parents/carers may be given data on their child to deliver to the receiving school. The setting stores data held visually in photographs. Written consent/objection is obtained regarding the use of photographs via the registration forms. Photographs on computers are password protected, other photos are in the child's learning journals to evidence learning and some may be used for displays in the preschool, no names are attached to these. No children are identified in photographs used on the setting website.Access to both computers in the setting are password protected and if a member of staff leaves then passwords are changed to protect and safeguard. GDPR means that **Manor Early Years Preschool** must: * manage and protect personal data properly
* protect the rights of the individual's right to privacy
* provide an individual with access to all personal information held on them.
 |
| Links with other Policies: | Safeguarding Children, Confidentiality policy.  |
| Policy Monitoring & Evaluation Information: | This policy will be monitored by managers and evaluated through discussion with the whole staff team |
| Signature: | Jennifer summers |
| Review Date: May 2021 | Next Review Due Date: May 2022 |

|  |  |
| --- | --- |
| POLICY: | COMPLAINTS PROCEDURE |
| Setting: | MANOR EARLY YEARS PRESCHOOL |
| Overall aim of Statement: | We aim to provide the highest quality education and care for all our children and offer a welcome to each individual child and family to provide a warm, caring environment in which all children can learn and develop as they play.We believe children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. Our intention is to work in partnership with parents and the community generally and we welcome suggestions on how to improve our group at any time. |
| Objectives and Procedures | **Making concerns known*** A parent who is uneasy about any aspect of the settings provision should first of all talk over any worries and anxieties with the preschool managers.
* If this does not have a satisfactory outcome within a couple of weeks, or if the problem recurs, the parent should put the concerns or complaint in writing and request a meeting with the preschool managers. Both parents and the manager should have a friend or partner present if required and an agreed written record of the discussion should be made.

**Most complaints should be resolved informally or at this initial stage*** If the matter is still not sorted out to the parent’s satisfaction, the parent should again contact the managers.
* If a parent and group cannot reach an agreement, it might be helpful to invite an external mediator, one who is acceptable to both parties, to listen to both sides and offer advice. A mediator has no legal powers but can help to clarify the situation.
* The mediator will help define the problem, review the action so far and suggest further ways in which it might be resolved.

The mediator will keep all discussion confidential. S/he will meet the group if requested and will keep an agreed written record of any meetings that are held and of any advice s/he has given.If a formal complaint has been made in writing, the preschool must provide you with an account of the findings or their investigation within 28 days of receiving the complaint. The preschool should tell you about any action they have taken or intend to take as a result of their findings.**The role of the registering authority**In some circumstances, it will be necessary to bring in the local authority registration and inspection unit, who have a duty to ensure laid down requirements are adhered to encourage high standards. The registering authority would be involved if a child appeared to be at risk or where there seemed to be a possible breach of registration requirements. **The registering authority is OFSTED the Complaints and Enforcement number is 0300 123 1231, the address is The National Business Unit OFSTED, Piccadilly Gate, Store St, Manchester M1 2WD.** In these cases, both parent and preschool would be informed and would work with OFSTED where they may be obliged to pass on full details to ensure a proper investigation of the complaint followed by appropriate action.If a complaint has been reported to OFSTED following the formal complaint to the preschool, then OFSTED will take action according to the nature of the complaint. They will write to you to acknowledge your complaint and let you know any action they took. If you are still dissatisfied after receiving Ofsted’s response you may contact www.ofsted.gov.uk/parents**We believe that most complaints are made constructively and can be sorted out at an early stage. We also believe that it is in the best interests of the preschool and parents that complaints should be taken seriously and dealt with fairly and in a way which respects confidentiality. The setting has a ‘Complaints’ and ‘Compliments’ book.** |
| Links with other Policies: | Equal Opportunity and inclusion |  |
| Policy Monitoring & Evaluation Information: | This policy will be monitored by managers and evaluated through discussion with the whole staff team |
| Signature: | Jennifer summers |
| Review Date : Mayl 2021 | Next Review Due Date: May 2022 |

|  |  |
| --- | --- |
| POLICY: | PARENTAL INVOLVEMENT |
| Setting: | MANOR EARLY YEARS PRESCHOOL |
| Overall aim of Statement: | Parents (or other persons with responsibility for the care of a child) are the first educators of their young children, the aim of the group is to support the essential work not to take their place. We will: |
| Objectives and Procedures: | * Make all new parents aware of the group’s policies and procedures.
* Ensure that parents are informed about their child’s progress.
* Ensure all parents have opportunities to contribute from their own skills, knowledge and interests.
* Involve parents in shared record keeping about their own child, either formally or informally using the ‘focus child learning journey sheet’’ and termly discussions.
* Hold any meetings in venues which are accessible and appropriate for all.
* Welcome the contributions of parents in whatever form these may take.
* Make known to all parents the system for registering queries, complaints or suggestions.
* Provide opportunities for parents to learn about the preschool curriculum and about young children’s learning in preschool and at home.
* Parents and carers will have opportunities to express views and ideas through an annual questionnaire, online contact form, chats with preschool staff on the gate or phone the setting.
* Termly stay and play/open days are planned on different days to enable parents and carers to attend. These open days provide an opportunity for parents and carers to see children at their play and to join in. Unfortunately, these stay and play dates are not possible (at the moment) due to covid 19. Hopefully, we will be able to reinstate these soon.
* Arrival and departure times am/pm are also designated times for the opportunity for parents to have a chat with a member of staff/key person about their child's learning and development.

   |
| Links with other Policies: | Equal Opportunity and inclusionEYFS | Complaints Procedure |
| Policy Monitoring & Evaluation Information: | This policy will be monitored by managers and evaluated through discussion with the whole staff team |
| Signature: | Jennifer summers |
| Review Date : May 2021 | Next Review Due Date: May 2022 |

**SAFEGUARDING CHILDREN, YOUNG PEOPLE AND VULNERABLE ADULTS POLICY**

**Policy statement**

Manor Preschool will work with children, parents and the community to ensure the rights and safety of children, young people\* and vulnerable adults. Our Safeguarding Policy is based on the three key commitments of the Early Years Alliance Safeguarding Children Policy.

**Procedures**

We carry out the following procedures to ensure that we meet the three key commitments of the Alliance Safeguarding Children Policy, which incorporates responding to child protection concerns.

*Key commitment 1*

Manor Preschool is committed to building a 'culture of safety' in which children, young people and vulnerable adults are protected from abuse and harm in all areas of our service delivery.

* Our **Designated Safeguarding Lead (DSL)** who coordinates child, young person and vulnerable adult protection issues is: **Amanda Glennon**
* When the setting is open but the designated person is not on site, a suitably **trained deputy** is available at all times for staff to discuss safeguarding concerns.
* Our Deputy is: **Dorothy Harrison**
* The designated person and the suitably trained deputy ensure they have relevant links with statutory and voluntary organisations with regard to safeguarding.
* The designated person (and the person who deputises for them) understands Local Safeguarding Partners (LSPs) safeguarding procedures, attends relevant LSPs training at least every two years and refreshes their knowledge of safeguarding at least annually.]
* Manor ensures all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.
* All staff understand that safeguarding is their responsibility.
* All staff have an up-to-date knowledge of safeguarding issues, are alert to potential indicators and signs of abuse and neglect and understand their professional duty to ensure safeguarding and child protection concerns are reported to the local authority children’s social care team or the NSPCC. They receive updates on safeguarding at least annually.
* All staff are confident to ask questions in relation to any safeguarding concerns and know not to just take things at face value but can be respectfully sceptical.
* All staff understand the principles of early help (as defined in *Working Together to Safeguard Children*, 2018) and are able to identify those children and families who may be in need of early help and enable them to access it.
* All staff understand the thresholds of significant harm and understand how to access services for families, including for those families who are below the threshold for significant harm, according to arrangements published by the LSPs.
* All staff understand their responsibilities under the General Data Protection Regulation and the Data Protection Act 2018, and understand relevant safeguarding legislation, statutory requirements and local safeguarding partner requirements and ensure that any information they may share about parents and their children with other agencies is shared appropriately and lawfully.
* We will support families to receive appropriate early help by sharing information with other agencies in accordance with statutory requirements and legislation.
* We will share information lawfully with safeguarding partners and other agencies where there are safeguarding concerns.
* We will be transparent about how we lawfully process data.
* All staff understand how to escalate their concerns in the event that they feel either the local authority and/or their own organisation has not acted adequately to safeguard and know how to follow local safeguarding procedures to resolve professional disputes between staff and organisations.
* All staff understand what the organisation expects of them in terms of their required behaviour and conduct, and follow our policies and procedures on positive behaviour, online safety (including use of cameras and mobile phones), whistleblowing and dignity at work.
* Children have a key person to build a relationship with, and are supported to articulate any worries, concerns or complaints that they may have in an age appropriate way.
* All staff understand our policy on promoting positive behaviour and follow it in relation to children showing aggression towards other children.
* Adequate and appropriate staffing resources are provided to meet the needs of children.
* Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
* Enhanced criminal records and barred lists checks and other suitability checks are carried out for staff and volunteers prior to their post being confirmed, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
* Where applications are rejected based on information disclosed, applicants have the right to know and to challenge incorrect information.
* Enhanced criminal records and barred lists checks are carried out on anyone living or working on the premises.
* Volunteers must:
	+ be aged 17 or over;
	+ be considered competent and responsible;
	+ receive a robust induction and regular supervisory meetings;
	+ be familiar with all the settings policies and procedures;
	+ be fully checked for suitability if they are to have unsupervised access to the children at any time.
* Information is recorded about staff qualifications, and the identity checks and vetting processes that have been completed including:
* the criminal records disclosure reference number;
* certificate of good conduct or equivalent where a UK DBS check is not appropriate;
* the date the disclosure was obtained; and
* details of who obtained it.
* All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).
* From 31 August 2018, staff and volunteers in childcare settings that are not based on domestic premises are ***not*** required to notify their line manager if anyone in their household (including family members, lodgers, partners etc.) has any relevant convictions, cautions, court orders, reprimands or warnings or has been barred from, or had registration refused or cancelled in relation to any childcare provision or have had orders made in relation to care of their children in accordance with the Childcare Disqualification and Childcare Regulations 2018, and Disqualification under the Childcare Act guidance effective from 31 August 2018.
* Staff receive regular supervision, which includes discussion of any safeguarding issues, and their performance and learning needs are reviewed regularly.
* In addition to induction and supervision, staff are provided with clear expectations in relation to their behaviour (see staff handbook.).
* Manor Preschool Management will notify the Disclosure and Barring Service of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.
* Procedures are in place to record the details of visitors to the setting ( The Visitor’s Book in the cloakroom entrance).
* Manor Preschool staff has control over who comes into the setting and will ask for identification so that no unauthorised person has unsupervised access to the children.
* Steps are taken to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form upon registration of their child and have access to records holding visual images of their child. Staff do not use personal cameras for filming equipment to record images.
* Personal mobile phones are not used where children are present.
* The designated person (Amanda Glennon) in the setting has responsibility for ensuring that there is an adequate online safety policy in place.
* We keep a written record of all complaints and concerns including details of how they were responded to.
* We ensure that robust risk assessments are completed, that they are seen and signed by all relevant staff and that they are regularly reviewed and updated, in line with our health and safety policy.
* The DSL will support the Deputy DSL to undertake their role adequately and offer advice, guidance, supervision and support.
* The Deputy will inform the DSL at the first opportunity of every significant safeguarding concern, however this should not delay any referrals being made to children’s social care, or where appropriate, the LADO, Ofsted or RIDDOR.

*Key commitment 2*

Manor Preschool is committed to responding promptly and appropriately to all incidents, allegations or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you’re worried a child is being abused' (HMG, 2015) and the Care Act 2014.

*Responding to suspicions of abuse*

* Manor acknowledges that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
* We will ensure that all staff have an understanding of the additional vulnerabilities that arise from special educational needs and/or disabilities, plus inequalities of race, gender, language, religion, sexual orientation or culture, and that these receive full consideration in relation to child, young person or vulnerable adult protection.
* When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:
* significant changes in their behaviour;
* deterioration in their general well-being;
* their comments which may give cause for concern, or the things they say (direct or indirect
* disclosure);
* changes in their appearance, their behaviour, or their play;
* unexplained bruising, marks or signs of possible abuse or neglect; and
* any reason to suspect neglect or abuse outside the setting.
	+ We understand how to identify children who may be in need of early help, how to access services for them.
* We understand that we should refer a child who meets the s17 Children Act 1989 child in need definition to local authority children’s social work services
* We understand that we should refer any child who may be at risk of significant harm to local authority children’s social work services.
* We are aware of the ‘hidden harm’ agenda concerning parents with drug and alcohol problems and consider other factors affecting parental capacity and risk, such as social exclusion, domestic violence, radicalisation, mental or physical illness and parent’s learning disability.
* We are aware that children’s vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement, we inform our local authority children’s social care team.
* We are prepared to take action if we have concerns about the welfare of a child who fails to arrive at a session when expected. The designated person will take immediate action to contact the child’s parent to seek an explanation for the child’s absence and be assured that the child is safe and well. If no contact is made with the child’s parents and the designated person has reason to believe that the child is at risk of significant harm, the relevant professionals are contacted immediately and LSPs procedures are followed. If the child has current involvement with social care the social worker is notified on the day of the unexplained absence.
* We are aware of other factors that affect children’s vulnerability that may affect, or may have affected, children and young people using our provision, such as abuse of children who have special educational needs and/or disabilities; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, including through internet abuse; Female Genital Mutilation (FGM) and radicalisation or extremism.
* In relation to radicalisation and extremism, we will follow the Prevent Duty guidance for England and Wales published by the Home Office and LSPs procedures on responding to radicalisation.
* The designated person completes online Channel training, online Prevent training and attends local WRAP training where available to ensure they are familiar with the local protocol and procedures for responding to concerns about radicalisation.
* We are aware of the mandatory duty that applies to teachers, and health workers to report cases of FGM to the police. We are also aware that early years practitioners should follow local authority published safeguarding procedures to respond to FGM and other safeguarding issues, which involves contacting police if a crime of FGM has been or may be about to be committed.
* We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.
* If we become concerned that a child may be a victim of modern slavery or human trafficking we will refer to the National Referral Mechanism, as soon as possible and refer and/or seek advice to the local authority children’s social work service and/or police.
* We will be alert to the threats children may face from outside their families, such as that posed by organised crime groups such as county lines and child sexual exploitation, online use and from within peer groups and the wider community.
* Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures below for reporting child protection and child in need concerns and follow the local procedures as published by the local safeguarding partners.
* Where such indicators are apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the member of staff who is acting as the designated person. The information is stored on the child's personal file.
* In the event that a staff member or volunteer is unhappy with the decision made of the designated person in relation to whether to make a safeguarding referral they must follow escalation procedures.
* We refer concerns about children’s welfare to the local authority children’s social care team and co-operate fully in any subsequent investigation. NB In some cases this may mean the police or another agency identified by the local safeguarding partners.
* We respond to any disclosures sensitively and appropriately and take care not to influence the outcome either through the way we speak to children or by asking questions of children (although we may check out/clarify the details of what we think they have told us with them).
* We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse or neglect is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account in an age appropriate way, but the setting may override the young person’s refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.
* All staff are also aware that adults can also be vulnerable and know how to refer adults who are in need of community care services.
* All staff know that they can contact the NSPCC whistleblowing helpline (0808 800 5000) if they feel that appropriate action to safeguard a child has not been taken.
* Our Whistleblowing Policy can be found in the Staff Handbook.
* Staff/volunteers know they can contact the organisation Public Concern at Work for advice relating to whistleblowing dilemmas.

*Recording suspicions of abuse and disclosures*

* Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff:
* listens to the child, offers reassurance and gives assurance that she or he will take action;
* does not question the child, although it is OK to ask questions for the purposes of clarification;
* makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with the date and time; and the names of any other person present at the time.
* These records are signed and dated, which is kept securely and confidentially.
* The member of staff acting as the designated person is informed of the issue at the earliest opportunity, and always within one working day.
* Where the local safeguarding partners safeguarding procedures stipulate the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the local safeguarding partners.

*Making a referral to the local authority children's social care team*

* *Safeguarding Children* (Pre-school Learning Alliance 2013) contains procedures to help in making a referral to the local children's social care team, as well as template forms for recording concerns and to assist with making a referral.
* We keep a copy of this document alongside the procedures for recording and reporting set down by our local safeguarding partners, which we follow where local procedures differ from those of the Early Years Alliance.

*Escalation process*

* If we feel that a referral made has not been dealt with properly or that concerns are not being addressed or responded to, we will follow the LSPs escalation process.
* We will ensure that staff are aware of how to escalate concerns.
* We will follow local procedures published by safeguarding partners to resolve professional disputes.

*Informing parents*

* Parents are normally the first point of contact. Concerns are normally discussed with parents to gain their view of events, unless it is felt that this may put the child or other person at risk, or may interfere with the course of a police investigation, or may unduly delay the referral, or unless it is otherwise unreasonable to seek consent. Advice will be sought from social care, or in some circumstances police, where necessary.
* Parents are informed when we make a record of concerns in their child’s file and that we also make a note of any discussion we have with them regarding a concern.
* If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the procedures of the local safeguarding partners does not allow this, for example, where it is believed that the child may be placed at risk.
* This will usually be the case where the parent is the likely abuser or where sexual abuse may have occurred.
* If there is a possibility that advising a parent beforehand may place a child at greater risk (or interfere with a police response) the designated person should consider seeking advice from children’s social care, about whether or not to advise parents beforehand, and should record and follow the advice given.

*Liaison with other agencies and multi-agency working*

* Manor work within the local safeguarding partners guidelines.
* The current version of ‘What to do if you’re worried a child is being abused’ is available for parents and staff and all staff are familiar with what they need to do if they have concerns.

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf>

* We have procedures for contacting the local authority regarding child protection issues and concerns about children’s welfare, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and children's social care to work well together.
* We notify Ofsted of any incident or accident and any changes in our arrangements which may affect the well-being of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.
* Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.

*Allegations against staff and persons in position of trust*

* Manor ensures that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone working on the premises occupied by the setting, which may include an allegation of abuse.
* We ensure that all staff volunteers and anyone else working in the setting knows how to raise concerns that they may have about the conduct or behaviour of other people including staff/colleagues.
* We differentiate between allegations, and concerns about the quality of care or practice and complaints and have a separate process for responding to complaints.
* We respond to any inappropriate behaviour displayed by members of staff, volunteer or any other person living or working on the premises, which includes:
* inappropriate sexual comments;
* excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images
* We will recognise and respond to allegations that a person who works with children has:
	+ behaved in a way that has harmed a child, or may have harmed a child
	+ possibly committed a criminal offence against or related to a child
	+ behaved towards a child or children in a way that indicates they may pose a risk of harm to children
* We respond to any concerns raised by staff and volunteers who know how to escalate their concerns if they are not satisfied with our response
* We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within Manor Preschool, may have taken, or is taking place, by first recording the details of any such alleged incident.
* We refer any such complaint immediately to the DSL: Amanda Glennon or the Deputy DSL: Dorothy Harrison.

|  |  |
| --- | --- |
|  |  |

* We also report any such alleged incident to Ofsted, as well as what measures we have taken. We are aware that it is an offence not to do this.
* We will co-operate entirely with any investigation carried out by children’s social care in conjunction with the police.
* Where the management team and children’s social care agree it is appropriate in the circumstances, the member of staff or volunteer will be suspended for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff, as well as children and families, throughout the process. Where it is appropriate and practical and agreed with LADO, we will seek to offer an alternative to suspension for the duration of the investigation, if an alternative is available that will safeguard children and not place the affected staff or volunteer at risk.

*Disciplinary action*

Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Disclosure and Barring Service of relevant information, so that individuals who pose a threat to children and vulnerable groups can be identified and barred from working with these groups.

*Key commitment 3*

Manor Preschool is committed to promoting awareness of child abuse issues through staff training both inhouse and externally. We are also committed to empowering children through the EYFS, promoting their right to be strong, resilient and listened to.

*Training*

* Training opportunities are sought for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse (including child sexual exploitation) and neglect and that they are aware of the local authority guidelines for making referrals. Training opportunities will also cover extra familial threats such as online risks, radicalisation and grooming, and how to identify and respond to families who may be in need of early help, and organisational safeguarding procedures.
* The DSL and Deputy will receive appropriate training, as recommended by the local safeguarding partners, every two years and refresh their knowledge and skills at least annually.
* We ensure that all staff know the procedures for reporting and recording any concerns they may have about the provision.
* We ensure that all staff receive updates on safeguarding via emails, newsletters, online training and/or discussion at staff meetings at least once a year.

*Planning*

* The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being within sight and/or hearing of other staff or volunteers.

*Curriculum*

* We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and so that they develop an understanding of why and how to keep safe.
* We create within the setting a culture of value and respect for individuals, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
* We ensure that this is carried out in a way that is developmentally appropriate for the children.

*Confidentiality*

* All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the local safeguarding partners and in line with the GDPR, Data Protection Act 2018, and Working Together 2018.

*Support to families*

* We believe in building trusting and supportive relationships with families, staff and volunteers.
* We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with the local children’s social care team.
* We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
* We follow the Child Protection Plan as set by the child’s social worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
* We will engage with any child in need plan or early help plan as agreed.
* Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure, and only if appropriate under the guidance of the local safeguarding partners.

**Legal framework**

*Primary legislation*

* Children Act (1989 s47)
* Protection of Children Act (1999)
* The Children Act (2004 s11)
* Children and Social Work Act 2017
* Safeguarding Vulnerable Groups Act (2006)
* Childcare Act (2006)
* Child Safeguarding Practice Review and Relevant Agency (England) Regulations 2018

*Secondary legislation*

* Sexual Offences Act (2003)
* Criminal Justice and Court Services Act (2000)
* Equality Act (2010)
* General Data Protection Regulations (GDPR) (2018)
* Childcare (Disqualification) Regulations (2009)
* Children and Families Act (2014)
* Care Act (2014)
* Serious Crime Act (2015)
* Counter-Terrorism and Security Act (2015)

**Further guidance**

* Working Together to Safeguard Children (HMG, 2018)
* What to do if you’re Worried a Child is Being Abused (HMG, 2015)
* Framework for the Assessment of Children in Need and their Families (DoH 2000)
* The Common Assessment Framework for Children and Young People: A Guide for Practitioners

(CWDC 2010)

* Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2008)
* Hidden Harm – Responding to the Needs of Children of Problem Drug Users (ACMD, 2003)
* Information Sharing: Advice for Practitioners providing Safeguarding Services (DfE 2018)
* Disclosure and Barring Service: [www.gov.uk/disclosure-barring-service-check](http://www.gov.uk/disclosure-barring-service-check)
* Revised Prevent Duty Guidance for England and Wales (HMG, 2015)
* Inspecting Safeguarding in Early Years, Education and Skills Settings, (Ofsted, 2016)
* Safeguarding Children (Pre-school Learning Alliance 2013)
* Safeguarding through Effective Supervision (Pre-school Learning Alliance 2013)
* The New Early Years Employee Handbook (Pre-school Learning Alliance 2016)
* People Management in the Early Years (Pre-school Learning Alliance 2016)

|  |  |  |
| --- | --- | --- |
| This policy was adopted by | Manor Early Years Pres. Ltd |  |
| On | 1st May 2021 |  |
| Date to be reviewed | 1st May 2022 |  |
| Signed on behalf of the provider | Jennifer Summers |
| Name of signatory | Jennifer Summers |
| Role of signatory (e.g. chair, director or owner) | Owner/Director |

\*A ‘young person’ is defined as 16 to 19 years old – in our setting they may be a student, worker, volunteer or parent.

**Online safety (inc. mobile phones and cameras)**

**Policy statement**

Manor Preschool takes steps to ensure that there are effective procedures in place to protect children, young people and vulnerable adults from the unacceptable use of Information Communication Technology (ICT) equipment or exposure to inappropriate materials in the setting.

**Procedures**

* Our designated person responsible for coordinating action taken to protect children is: Amanda Glennon and our Deputy is: Dorothy Harrison.

**Safeguarding and Welfare Requirement: Child Protection**

***Information Communication Technology (ICT) equipment***

* Only ICT equipment belonging to the setting is used by staff and children.
* The designated person is responsible for ensuring all ICT equipment is safe and fit for purpose.
* All computers have virus protection installed.
* The designated person ensures that safety settings are set to ensure that inappropriate material cannot be accessed.

***Internet access***

* Children do not normally have access to the internet and never have unsupervised access.
* If staff access the internet with children for the purposes of promoting their learning, written permission is gained from parents who are shown this policy.
* The designated person has overall responsibility for ensuring that children and young people are safeguarded and risk assessments in relation to online safety are completed.
* Children are taught the following stay safe principles in an age appropriate way prior to using the internet;
* only go online with a grown up
* be kind online
* keep information about me safely
* only press buttons on the internet to things I understand
* tell a grown up if something makes me unhappy on the internet
* Manor Preschool will also seek to build children’s resilience in relation to issues they may face in the online world, and will address issues such as staying safe, having appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age appropriate ways.
* If a second hand computer is purchased or donated to the setting, the designated person will ensure that no inappropriate material is stored on it before children use it.
* All computers for use by children are located in an area clearly visible to staff.
* Children are not allowed to access social networking sites.
* Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at [www.iwf.org.uk](http://www.iwf.org.uk/).
* Suspicions that an adult is attempting to make inappropriate contact with a child online is reported to the National Crime Agency’s Child Exploitation and Online Protection Centre at [www.ceop.police.uk](http://www.ceop.police.uk/)**.**
* Manor Preschool ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.
* If staff become aware that a child is the victim of cyberbullying, they discuss this with their parents and refer them to sources of help, such as the NSPCC on 0808 800 5000 or www.nspcc.org.uk, or Childline on 0800 1111 or www.childline.org.uk.

***Email***

* Children are not permitted to use email in the setting. Parents and staff are not normally permitted to use setting equipment to access personal emails.
* Staff do not access personal or work email whilst supervising children.
* Staff send personal information by encrypted email and share information securely at all times.

***Mobile phones – children***

* Children do not bring mobile phones or other ICT devices with them to the setting. If a child is found to have a mobile phone or ICT device with them, this is removed and stored in the phone box in the office (locked door) until the parent collects them at the end of the session.

***Mobile phones – staff and visitors***

* Personal mobile phones are not used by staff on the premises during working hours. They will be stored in the office (locked), in the phone box or in lockers.
* In an emergency, personal mobile phones may be used in an area where there are no children present, with permission from the manager.
* Staff and volunteers ensure that the setting telephone number is known to family and other people who may need to contact them in an emergency.
* If members of staff or volunteers take their mobile phones on outings (the pond etc.), for use in case of an emergency, they must not make or receive personal calls, or take photographs of children.
* Parents and visitors are requested not to use their mobile phones whilst on the premises.
* Staff may check their mobile phones whilst they are on their lunch break away from the children but they must then return their phones to the office, before starting back at work.

***Cameras and videos***

* Staff and volunteers must not bring their personal cameras or video recording equipment into the setting.
* Photographs and recordings of children are only taken for valid reasons i.e. to record their learning and development, or for displays within the setting, with written permission received by parents (see the Registration form). Such use is monitored by the managers.
* Where parents request permission to photograph or record their own children at special events, general permission is gained from all parents for their children to be included. Parents are advised that they do not have a right to photograph anyone else’s child or to upload photos of anyone else’s children.
* If photographs of children are used for publicity purposes, parental consent must be given and safeguarding risks minimised, for example, ensuring children cannot be identified by name or through being photographed in a sweatshirt with the name of their setting on it.

***Social media***

* Staff are advised to manage their personal security settings to ensure that their information is only available to people they choose to share information with.
* Staff should not accept service users, children and parents as friends due to it being a breach of expected professional conduct.
* In the event that staff name the organisation or workplace in any social media they do so in a way that is not detrimental to the organisation or its service users.
* Staff observe confidentiality and refrain from discussing any issues relating to work
* Staff should not share information they would not want children, parents or colleagues to view.
* Staff should report any concerns or breaches to the designated person in their setting.
* Staff avoid personal communication, including on social networking sites, with the children and parents with whom they act in a professional capacity. If a practitioner and family are friendly prior to the child coming into the setting, this information is shared with the manager prior to a child attending and a risk assessment and agreement in relation to boundaries is agreed.

***Electronic learning journals for recording children’s progress***

* Staff seek permission from the management team prior to using any online learning journal. A risk assessment is completed with details on how the learning journal is managed to ensure children are safeguarded.
* Staff adhere to the guidance provided with the system at all times.

***Use and/or distribution of inappropriate images***

* Staff are aware that it is an offence to distribute indecent images. In the event of a concern that a colleague or other person is behaving inappropriately, the Safeguarding Children and Child Protection policy, in relation to allegations against staff and/or responding to suspicions of abuse, is followed
* Staff are aware that grooming children and young people online is an offence in its own right and concerns about a colleague’s or others’ behaviour are reported (as above).

**Further guidance**

* NSPCC and CEOP *Keeping Children Safe Online* training: www.nspcc.org.uk/what-you-can-do/get-expert-training/keeping-children-safe-online-course/

|  |  |  |
| --- | --- | --- |
| This policy was adopted by | Manor Preschool |  |
| On | 29th April 2020 |  |
| Date to be reviewed | 29th April 2020 |  |
| Signed on behalf of the provider | Jennifer Summers |
| Name of signatory | Jennifer Summers |
| Role of signatory (e.g. chair, director or owner) | Owner/Director |

**Other useful Pre-school Learning Alliance publications**

Safeguarding Children (2013)

Employee Handbook (2012)

|  |  |
| --- | --- |
| POLICY: |  Equal opportunity and inclusion policy. |
| Setting: | MANOR EARLY YEARS PRESCHOOL |
| Overall aim of Statement: | The legal framework for this policy is:* Equality Act 2010
* Race relations Act 1976
* Race Relations Amendment Act 2000
* Sex Discrimination Act 1986
* Children Act 1989
* Special Education Needs and Disability Act 2001
* Every Child Matters & Children Act 2004
* Human Rights Act1998
* UN Rights of Child (UK) 1991
* Disability and Discrimination Act 1995 & 2005
* Early years Foundation Stage Statutory Guidance 2017

Special Education Needs Code of Practice 2015Manor Preschool believes in providing high quality education within its safe caring and stimulating environment. We welcome children and adults from different backgrounds, traditions and beliefs that we find in our community. Our aim is to ensure that all those who wish to access the group are not disadvantaged on the grounds of race, gender, culture, disability, class, beliefs, sexual, religious orientation, lifestyle or family circumstances, in line with legal requirements under equal rights legislation. We will continue to evaluate our progress towards being more inclusive. |
| Objectives and Procedures: | * Everyone is made to feel welcome.
* The preschool is open to all families in the community.
* Information is available about the setting through the web site and the North Yorkshire Family Information service.
* Information about our preschool is accessible to parents via our website.
* Admissions into the preschool are usually operated on the system of date of birth order, allowing older children to access the group first.
* The preschool will employ the best person for the job, treating all applicants fairly and those appointed must demonstrate an understanding of equal opportunities and inclusion which underpin practice.
* We ensure that all those involved in the preschool are aware of our equal opportunities and inclusion policy and expect them to implement it
* The preschool operates a key person system, this provides a trusting and secure relationship which supports the emotional needs for both children and their parents and carers
* Staff are friendly and respectful towards parents and carers and value the knowledge that can be shared between them regarding their child.
* Staff/parents/carers will discuss as equals how best your child can be supported in the setting and at home.
* Parents/carers know who to talk to if they are worried about their child.
* We aim to use a variety of materials and resources that support all differing family groups.
* We use our local community and surrounding area to promote positive role models.
* We respect a family’s home language and recognise the use of the mother tongue in preschool as an asset. Written and spoken language will be communicated in as many ways and languages appropriate to our family’s needs.
* We will enable children to keep safe, provide a safe happy stimulating environment, in which all children will be treated with equal concern.
* Children will be valued and respected for their individuality; their potential recognised and nurtured, and through appropriate praise help them develop self-respect and self-esteem and support them in making friends.
* Staff will make sure children feel safe in the setting.
* We celebrate diversity within the preschool ensuring that all children are given a balanced view of the world in which we live.
* Children will mix with children and adults from a variety of backgrounds.
* We aim to provide a variety of resources, materials and equipment that positively reflect different lifestyles, cultures, languages and abilities and value similarities and differences.
* We aim to make sure that every child and family can see themselves reflected somewhere in the setting through posters, photographs, literature and resources.
* We are continually monitoring our practices and resources to ensure that they do not promote stereotypical images or negative role models
* A differentiated curriculum is offered to children with Special educational needs and disability (SEND) and children with English as an additional language (EAL). Supported by on sight resources including many that can be adapted or supplied to meet needs
* Discriminatory remarks/behaviour said/displayed by adults or children will be actively challenged by explaining what was offensive, trying to understand and by being sensitive to feelings of the victim and discussing actions and or concerns with parents.
* Staff will take concerns seriously.
* Staff will ensure bullying behaviour is dealt with straight away inline with the behaviour policy.
* Medical, cultural, religious and dietary needs will be met. We welcome your advice and guidance. Documents give opportunities to share information such as registration and health care plans if necessary.
* Any meetings to be held between staff and parents will be held at times agreed to by both parties.
* In-house training and access and training on equal opportunities and inclusion is provided by the North Yorkshire County Council which enables staff to keep up to date with current issues.
* Practical things that the setting has in place to welcome children and develop a sense of belonging include: named drawers, coat pegs with photos, self-registration names and postbox, photos, pictures and models displayed and labelled with their names.
* Children are actively involved in their own decision making through: 1 to 1 discussion, group discussion time, sharing stories, books and personal experiences. Looking at resource books together to choose new toys and equipment. Asking children questions and recording comments, children taking photos of their favourite things and friends.
* Bringing items from home that reflect the child’s family culture is also encouraged to promote self-esteem.
 |
| Links with other Policies: | SEND, Learning and development, confidentiality, parental involvement, food and drink, admissions. Health and safety. |
| Policy Monitoring & Evaluation Information: | This policy will be monitored by managers and evaluated through discussion with the whole staff team |
| Signature: | Jennifer summers |
| Review Date : May 2021 | Next Review Due Date: May 2022 |

|  |  |
| --- | --- |
| POLICY: | SPECIAL EDUCATIONAL NEEDS and DISABILITY |
| Setting: | MANOR EARLY YEARS PRESCHOOL |
| Overall aim of Statement: | We provide a nurturing environment in which early identification is key to enable all children to reach their full potential.The legal framework for this policy is: **Special Educational Needs Code of Practice 2014****Working Together to Safeguard Children (2015)** **The Children Act 1989** **Child Care Act 2014****Equality Act 2010****Reasonable adjustments for disabled pupils (2012)** **Supporting pupils at school with medical conditions (2014)** **The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)****Sections 19,29,34,35,64,66,68,69 &100 of Children and Families Act 2014****Regulations:- Statutory Framework for the Early years Foundation stage. 2017****The Special Educational Needs and Disability regulations 2014****Articles 12, 13 of the UN Convention of the Rights of the Child.****Education Health Care (EHC) plan – needs assessment**  |
| Objectives and Procedures |  **Aims*** We have regard for the DfE Special Educational Needs Code of Practice 2014 which takes into account the Special Educational Needs and Disability Act 2001. We include all children in our provision.
* We provide practitioners to help support parents and children with special educational needs and disabilities (SEND).
* We identify the specific needs of children with SEND and meet those needs through a range of strategies.
* We work in partnership with parents and other agencies in meeting individual children’s needs.
* We monitor and review our practice and provision and, if necessary, make adjustments.

**Methods*** We have a designated Special Educational Needs Coordinator (SENCO), **Jennifer Summers**
* We provide a statement showing how we provide for children with SEND – Policy and ‘Local offer’ leaflet
* We ensure that the provision for children with SEND is the responsibility of all members of the setting.
* We ensure that our inclusive admissions practice ensures equality of access and opportunity.
* We ensure that our physical environment is as far as possible suitable for children with disabilities.
* We work closely with parents of children with SEND to create and maintain a positive partnership.
* Assess children using the Early Years Outcomes (EYFS 2017) as an assessment tool. The EYFS sets out what a developing child’s expected levels, typical behaviours across 7 areas of learning.
* Undergo a progress check for children between 2-3 years of age (prime areas of learning) to provide a report to parents. If significant emerging concerns then develop an Early Years Action plan (Plan, do, review cycle)
* We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children’s education.
* We provide parents with information on sources of independent advice & support.
* We liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools.
* We use the graduated response system as advised by the DfES SEN, Code of Practice (COP) 2014 for identifying, assessing and responding to children’s special educational needs.
* A request for an Education, Health and Care (EHCP) needs assessment will take place where despite having taken relevant and purposeful action to assess and meet needs, the child has not made the expected progress.
* We provide access to a broad and balanced foundation stage curriculum for all children with SEND
* We provide a differentiated curriculum to meet individual needs and abilities.
* We use a system of planning, implementing, monitoring, evaluating and reviewing individual learning and provision plan ((ILPP’s) for children with SEND
* We ensure that children with SEND are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
* We use a system for keeping records of the assessment, planning, provision and review for children with SEND
* We provide resources (human and financial) to implement our SEND policy.
* We ensure the privacy of children with SEND when intimate care is being provided.
* We provide in-service training for practitioners and volunteers.
* We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
* SENCO – accesses training and SENCO network meetings provided by the North Yorkshire local authority (LA) and other training providers to update on legislation / practices.
* We ensure the effectiveness of our SEND provision by collecting information from a range of sources e.g. ILPP reviews, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.
* We provide a complaints procedure.
 |
| Links with other Policies: | Equal Opportunity and Inclusion | Parental Involvement |
| Policy Monitoring & Evaluation Information: | This policy will be monitored by SENco/Managers and evaluated through discussion with the whole staff team.  |
| Signature: | Jennifer summers  |
| Review Date : May 2021 | Next Review Due Date: May 2022 |

|  |  |
| --- | --- |
| POLICY: | Managing Challenging Behaviours |
| Setting: | MANOR EARLY YEARS PRE-SCHOOL |
| Overall aim of Statement: | Our preschool believes that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else. Overall aim of statement. We aim to provide an enabling environment in which:-* Adults are positive role models, well trained and informed
* There are appropriate resources and routines

Thereby helping children to display acceptable behaviour and where children learn to respect themselves, other people and their environment. |
| Objectives and Procedures: | * The SENCo monitors social, emotional and behavioural development with support from key persons and parents/carers.
* We require all staff, volunteers, students, parents/carers both on and off the premises to provide a model of behaviour by treating one another with friendliness, care, courtesy and respect.
* We require all staff, volunteers and students to provide a positive strategy for handling any conflict by helping children find solutions in ways which are appropriate for the children’s ages and stages of development – for example distraction, praise and reward. Reward is sometimes in the form of a sticker or stamp. These are given to a child/children that have earned a reward for example demonstrating consistent good behaviour, and have been cooperative following a specific request. Rewards are used to reinforce positive behaviour. We do not give out stickers or stamps freely as the purpose of the reward will become valueless. Sometimes the whole group of children will have a ‘reward’ for some exceptional occasion such as after listening very well to a visitor.
* We familiarise new staff and volunteers with the preschool’s policy and rules of behaviour.
* We expect all members of the preschool – children, parents, staff, volunteers and students – to keep to the rules, requiring these to be applied consistently.
* We praise and endorse desirable, acceptable behaviour such as kindness and willingness to share.
* We avoid creating situations in which children receive adult attention only in return for undesirable, unacceptable behaviour.
* We recognise that codes for interacting with other people vary between cultures and require staff to be aware of – and respect – those used by members of the preschool.
* We use the ‘ABC’ (antecedents, behaviours and consequences) method of observation and general daily observations to monitor children’s behaviour and to discover the triggers for that behaviour.
* When children behave in unacceptable ways we help them to see what was wrong and how to cope more appropriately, thereby helping children to manage their own behaviour which helps towards boosting confidence and self-esteem.
* We never send children out of the room by themselves.
* We never use physical punishment such as smacking or shaking. Children are never threatened with these.
* We do not use techniques intended to single out and humiliate individual children.
* We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom and the names of witnesses) are brought to the attention of our preschool leader and are recorded in the Incident Book. A parent is informed on the same day and signs the Incident Book to indicate that he/she has been informed.
* In cases of serious misbehaviour such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes by means of explanations rather than personal blame and support the victim.
* We do not shout or raise our voices in a threatening way to respond to children’s behaviour.
* We handle children’s unacceptable behaviour in ways which are appropriate to their ages and stages of development – for example by distraction or by withdrawing the child from the situation.
* We work in partnership with children’s parents. Parents are regularly informed about their children’s behaviour by their key person. We work with parents to address recurring unacceptable behaviour using observation records to help us to understand the cause and to decide jointly how to respond appropriately.
* We work in partnership with outside agencies/other professionals to gain information and advice about behaviour management for example Educational Psychologists.
* We understand that the emotions of children and those that they are close to can have an impact on/a child’s (play a part in) behaviour. We aim to support parents/carers and families during difficult situations and deal with challenging behaviour in a non-judgemental way.
* The setting has produced 2 leaflets to support parents/carers dealing with challenging behaviour in their children and building resilience
* The Pre-School in partnership with outside agencies is committed to doing their utmost to support children/families with behavioural and emotional difficulties. However, it must be appreciated that we need to have regard for the other children in the setting. Witnessing extreme behaviour or being a victim of unacceptable behaviour can be very upsetting for some children and mentally and emotionally draining for staff. If after a considerable period has elapsed with full support and a child continues to be disruptive then the preschool reserves the right to contact the parents/carers of the child to come and remove the child from the session in progress. This does not mean exclusion from the preschool. Support will continue to be offered toward the child/parents.
 |

|  |  |  |
| --- | --- | --- |
| Links with other Policies: | Equal Opportunity and Inclusion | ConfidentialitySEND |
| Policy Monitoring & Evaluation Information: | This policy will be monitored by managers and evaluated through discussion with the whole staff team |
| Signature: | Jennifer summers |
| Review Date : May 2021 | Next Review Due Date: May 2022 |

|  |  |
| --- | --- |
| POLICY: | BULLYING |
| Setting: | MANOR PRESCHOOL |
| Overall aim of Statement: | Bullying involves persistent physical or verbal abuse of another child or children. We take bullying very seriously. |
| Objectives and Procedures: |  If a child bullies another child or children:* We intervene to stop the child harming the other child or children.
* We explain to the child doing the bullying why his/her behaviour is inappropriate.
* We give reassurance to the child or children who have been bullied.
* We help the child who has done the bullying to say sorry for his/her actions.
* We make sure that children who bully receive praise when they display acceptable behaviour.
* We do not label children who bully.
* When children bully, we discuss what has happened with their parents and work out with them a plan for handling the child’s behaviour.
* When children have been bullied, we share what has happened with their parents explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.
* Stories/puppets/social stories are used to help children explore situations and feelings.
* Discussion is used to help children to problem solve and work out solutions for themselves, thus empowering them.
 |
| Links with other Policies: | SEND |
| Policy Monitoring & Evaluation Information: | This policy will be monitored by managers and evaluated through discussion with the whole staff team |
| Signature: | Jennifer summers |
| Review Date : May 2021 | Next Review Due Date: May 2022 |

|  |  |
| --- | --- |
| POLICY: | LOST CHILDREN |
| Setting: | MANOR PRESCHOOL |
| Overall aim of Statement: |  |
| Objectives and Procedures: | * The person suspecting loss of a child should inform the preschool leader straight away.
* Preschool leader will make enquiries from other members of staff:
	+ When the child was last seen
	+ Where the child was last seen
	+ Who the child was last seen with
* All staff to be informed of the situation. (This should not be discussed in the presence of other children in order to maintain a calm atmosphere).
* Ensure that the remaining children are sufficiently supervised and secure, one or preferably two members of staff should search the building, the outside play area and immediate vicinity.
* If the child cannot be found within ten minutes, then the preschool leader will inform:
	+ Police
	+ Parent/Carer
* The search will continue, opening up the area and keeping in touch with a mobile phone if available.
* When the situation has been resolved members of staff should review the reasons for it happening and ensure measures are taken to ensure it does not happen again. The incident will be recorded in the Incident Book.
 |
| Links with other Policies: | Health and Safety |
| Policy Monitoring & Evaluation Information: | This policy will be monitored by managers and evaluated through discussion with the whole staff team |
| Signature: | Jennifer summers |
| Review Date : May 2021 | Next Review Due Date: May 2022 |

|  |  |
| --- | --- |
| POLICY: | NON-COLLECTION OF CHILDREN |
| Setting: | MANOR EARLY YEARS PRE-SCHOOL |
| Overall aim of Statement: | In the event that a child is not collected by an authorised adult at the end of a preschool session/day, Manor Early Years Preschool puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child.If a child is not collected by an authorised adult we will ensure that the child receives a high standard of care in order to cause as little distress as possible. We inform parents/carers of our procedures so that if they are unavoidably delayed they will be reassured that their child will be properly cared for. |
| Objectives and Procedures: | * Parents of children starting at the preschool are asked to provide specific information which is recorded on our Registration Form, including:
* Home address and telephone number – if the parents do not have a telephone an alternative number must be given, perhaps a neighbour.
* Place of work, address and telephone number.
* Mobile number
* Names, addresses, telephone numbers of others who are authorised by the parents to collect their child from preschool, for example a child minder or grandparent.
* Password
* On occasions when parents or the person normally authorised to collect the child are not able to collect the child. We agree with parents how the identification of the person who is to collect their child can be verified (password).
* Parents are informed that if they are not able to collect their child as planned they must inform us so that we can begin to take back-up procedures. We provide parents with our contact number. We also inform parents that in the event that their child is not collected from preschool by an authorised adult and the staff can no longer supervise the child in our premises we will stay up to one hour ONLY, we apply our child protection procedures as set out in our Safeguarding Children Policy.
* If a child is not collected at the end of the session/day we will proceed with the following procedures:
* The board is checked for any information about changes to the normal collection routine.
* If no information is available parents/carers are contacted at home or work.
* If this is unsuccessful the adults who are authorised by the parents to collect their child from preschool and whose telephone numbers are recorded on the Registration Form and in register are contacted.
* All reasonable attempts are made to contact the parents/carers for example a neighbour is contacted or another member of staff visits the child’s home.
* The child stays at preschool in the care of two fully vetted workers until the child is safely collected.
* The child does not leave the premises with anyone other than those named on the Registration Form or to whom you have given permission and are aware of the parent/school password.
* If no-one collects the child and the premises are closing or staff are no longer available to care for the child we apply the procedures set out in our Policy. We contact our local authority social services department (telephone number 01423 568099) and inform them.
* A full written report of the incident is recorded.
* If parents fail to collect after 15mins a fine of £25 will be charged to cover additional time spent by 2 staff remaining on duty.

  |
| Links with other Policies: | Safeguarding Children |
| Policy Monitoring & Evaluation Information: | This policy will be monitored by managers and evaluated through discussion with the whole staff team |
| Signature: | Jennifer summers |
| Review Date: May 2021 | Next Review Due Date: May 2022 |

|  |  |
| --- | --- |
| POLICY: | OUTINGS |
| Setting: | MANOR EARLY YEARS PRESCHOOL |
| Overall aim of Statement: | As part of our curriculum children may be taken on local walks/visits. Children will only be taken if parental permission is given on the Registration Form. |
| Objectives and Procedures: | The staff members will:* Carry out a risk assessment by a visit if possible, by telephone or in writing
* Prepare a written plan of the day’s activities
* Request a 12A from the venue/organisation being visited.

On the day:* A list containing children and staff names, times of departure and return, destination and emergency contact numbers will be left with the school. Another copy will be taken on the trip.
* Children will be divided into small groups and have a staffing ratio of one adult : two children (each group will have a leader or deputy)
* Take consent forms with emergency contact numbers / children’s special requirements
* Take register
* First aid kit for all group
* Mobile telephone
* Emergency money
* If the group is splitting up a meeting point will be identified
* If a child is lost, the Lost Child Procedure will be followed
 |
| Links with other Policies: | Health and Safety | Lost Children |
| Policy Monitoring & Evaluation Information: | This policy will be monitored by managers and evaluated through discussion with the whole staff team |
| Signature: | Jennifer summers |
| Review Date : May 2021 | Next Review Due Date: May 2022 |

|  |  |
| --- | --- |
| POLICY: | TRANSITIONS & CONTINUITY |
| Setting: | MANOR EARLY YEARS PRE-SCHOOL |
| Overall aim of Statement: | “Working in partnership with other settings, other professionals and with individuals and groups in the community supports the children’s development and progress towards the outcomes of Every Child Matters; being healthy; staying safe; enjoying and achieving; making a positive contribution and economic well-being”. The Early Years Foundation Stage. 2014.The Legal framework for this policy is:Childcare Act 2006;Section 39 (1) (a) Early Years Foundation Stage OrderSection 39 (1) (b) Welfare RequirementsIt is the aim of this setting to ensure smooth transitions for children and their families between settings. This could be when children start a preschool for the first time, come to us from a different setting either locally, further afield or even abroad. It could be a child will leave us to go to another setting or start reception class in school. Any change precipitates mixed feelings ranging from excitement, anticipation, curiosity to anxiety, uncertainty and bewilderment.It is our professional duty to support children in transition. To enable the setting to fully carry out our professional duty with regard to ensuring smooth transitions and continuity we will; |
| Objectives and Procedures: |  * Designated named transitions co-ordinators: - **(Jennifer Summers/Amanda Glennon)**
* Invite new starters to visit the setting as often as they wish. Assign a new child/family to a key person who will support the child in settling in, separating from the main carer and building secure attachments thus aiding emotional well-being.
* Involve parents and families from the onset, accepting them as the child’s first educator, welcoming them and the knowledge that can be shared about their children.
* Respond to and sensitively support parent/carer anxieties.
* Have an informal relaxed start to the sessions where children and parents/carers can take time in separating and choose what the child wants to engage in.
* Continue with ‘open door’ policy or drop in sessions such as ‘open day’ but also offer a programme of formal visits such as key person/parent discussions on child’s settling in/development progress.
* Practitioners will be watchful and attentive to find out what is needed to help the child/family to cope with the transition.
* Ensure individual needs are considered during settling in rather than expect children to adhere rigidly to existing timetables. However, some predictability in routine will help children to see that there are not too many breaks and interruptions in their sustained play.
* Use stories/puppets that help children to explore new situations and feelings that they may experience when moving. Themes such as; missing mummy/daddy, having a toilet accident, losing something, not knowing what to do, how to do something, moving house, having a new baby, can be discussed to help children to problem-solve, work out solutions for themselves, thus empowering them.
* The transitions co-ordinators will liaise with other settings i.e. new preschools, specialist schools, reception classes to arrange informal visits when practical and also official school starter visits.
* Communicate with other groups such as health and social care professionals, speech and language therapists and outreach workers to exchange valuable information ensuring children’s needs are put first.
* Engage in combined activities when appropriate with reception class at Knaresborough St. Johns Primary School and other local schools if appropriate, such as play sessions either at the preschool or at school and end of term productions.
* Have a display board with a contact list and pictures of named staff and environment from Manor Preschool, other preschools in the area where children also attend or are going to and reception classes. Also, artefacts will be displayed such as a uniform, school bags and logos.
* Plan the curriculum and assess children using the Early Years Foundation Curriculum to ensure continuity in enabling children to develop and progress towards the Learning outcomes of the EYFS.
* Share our transitions policy with other settings and professionals.
 |
| Links with other Policies: | SEND | Equal opportunity and Inclusion,  | EYFS statement |
| Policy Monitoring & Evaluation Information: | This policy will be monitored by managers and evaluated through discussion with the whole staff team |
| Signature: | Jennifer summers |
| Review Date : May 2021 | Next Review Due Date: May 2022 |

|  |  |
| --- | --- |
| POLICY: | Fire and lockdown evacuation procedures and policy |
| Setting: | MANOR PRESCHOOL |
| Overall aim of Statement: | Our aim is to ensure everyone’s safety in case of fire or other events that require evacuation. |
| Objectives and Procedures: | * Manor preschool has been fitted with fire alarms, fire doors, smoke detectors and firefighting equipment. All electrical equipment and sockets are tested annually.
* There are clear visual procedures for evacuation visible at all times.
* There is a weekly fire alarm test carried out by the Children’s centre and the preschool carries out fire/evacuation drills once every term with the children. These drills are supported by a story and some photographs of fire appliances, fire fighters and information supplied by the NY fire department.
* There is a named officer for Health and safety: - **Sally Lindsay**
* All fire/evacuation drills are recorded in a folder and reviewed and assessed by the H & S officer.
* The staff are all fully aware of their roles and responsibilities for fire/evacuation procedures and the gathering point is in the picnic area, to the right of the car park, in front of The Children’s Centre’s reception.
* Items that are taken in case of fire include the register which has a list of contact/emergency numbers for all children and staff and a mobile phone in case re-entry to the building is restricted.
* Fire risks are assessed as part of the daily risk procedures i.e. – sockets not overloaded, kitchen door closed when not in use, fire extinguishers not obstructed and clearly visible.
* All heaters are fixed to the walls and items are not allowed to be put on top of them.
 |
| Links with other Policies: | Health and SafetyUseful websites: **www.northyorksfire.gov.uk** |
| Policy Monitoring & Evaluation Information: | This policy will be monitored by managers/designated H&S officer and evaluated through discussion with the whole staff team |
| Signature: | Jennifer summers |
| Review Date : May 2021 | Next review date: May 2022 |

**Lockdown and Emergency Procedure.**

**A lockdown may take place when there is a considerable risk to the preschool, staff, children, visitors and property.**

**Where possible the preschool will act to ensure the safety of all personnel in the setting in the following situations:**

* If an unauthorised person/s is considered dangerous on the premises.
* In instances when parents/carers or persons not entitled to have access to child/ren in the preschool attempt to remove children.
* In instances when personnel, staff, students, parents become a threat to the safety and wellbeing of others.
* In emergency situations within the environment where there is a potential risk to health for example, gas leaks and other toxic fumes, flooding, electrical faults.
* When the lock down signal sounds, stay calm.
* Manager to contact Police. 999 (If appropriate (irate parent for example)
* Direct children calmly to the cloakroom.
* Bring children playing outside inside as calmly and quickly as possible and direct to the cloakroom.
* Make sure the register is to hand and do a headcount/call register.
* Lock all doors
* Close all blinds.
* Stay away from windows and doors.
* Stay low and keep calm.
* Do not open any doors unless there is an ‘official all clear’ or the emergency services are at the door.
* Tune into local radio for more information depending on the situation.
* Do not make non-essential calls on mobiles or landlines
* Parents can be contacted via parent text with the appropriate message
* Parents can be contacted to collect children when all clear is given.
* If the fire alarm is activated, remain in the area and await instructions from emergency services unless the fire is in the preschool area in which case follow the safest procedures possible.
* Cooperate with the emergency services for an orderly evacuation.
* The police may wish to question individuals after the event.

**Threat levels.**

Threat levels are designed to give a broad indicator as to the likelihood of terrorist attack.

**LOW** – Means an attack is unlikely.

**MODERATE** – Means an attack is possible but not likely.

**SUBSTANTIAL** – Means an attack is a strong possibility.

**SEVERE** – Means an attack is highly likely.

**CRITICAL** – Means an attack is expected imminently.

**Members of the public should always remain alert to the danger of terrorism and report any suspicious activity to the police on 999 or the anti-terrorist hotline**: **0800 789 321**

**For non-emergency calls to the police, call 101.**

**Fire Drill**

* Only the Leader should know when the fire drill will take place – it should be made as realistic as possible.
* A practice should take place at least once a ½ term.
* Have a picture of a fire, which can be moved around, in order that the routine and fire exits can be changed.
* Each member of staff should be allocated an area to check and will in turn report to the leader that the area is clear.
* Leader to collect the register.
* Lead children to the safety point without collecting shoes, coats etc.
* Head/name count everybody.
* Time how long the evacuation takes and have feedback as to how improvements can be made. Pass this information to the Children Centre Fire Liaison Officer.
* A note of the time and date of the fire drill should be logged.
* In the event of a real fire – the Fire Brigade advise not to re-enter the building if any children are missing – that is their job.
* Fire drills conducted by the Children Centre to be observed in the same manner as described above.

**Staff responsibilities**:

**When fire alarm rings:**

The member of staff in the **top room** collects the register.

The member of staff on **bottom room** duty to check the toilet area.

All other members of staff assist in the quick round up of all children to fire exit.

**Covid-19 Policy and procedures**

**Regulations and Legislation which guide this policy:-**

**Educational and Childcare during coronavirus:**

**Guidance**

**Actions for Educational and childcare settings to prepare for wider opening from 1 June 2020**

[**https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020**](https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020)

https://[www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closur](http://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures)es

**June 1st 2020**

We will continue to follow our policies where possible, however due to the current pandemic (Covid-19), some key changes have been made (in line with the new government guidance) to enable us to be open. These are listed as follows:

**Safeguarding children, young people and vulnerable adults**

All staff remain alert to any signs that during the current COVID-19 outbreak a child in their care is suffering from or likely to be suffering from harm. This includes signs of neglect that may be caused by extraordinary circumstances due to measures to curb the spread of the virus.

**Student placement – Suspended**

**The role of the key person and settling-in**

During the COVID-19 outbreak it is likely that some children will not have their usual key person. Where this is the case, the principles of the key person role are followed as closely as possible.

Any temporary staff must be trained to proficiently and safely administer medication and medical procedures for individual children. They must also adhere to the guidelines and procedures on caring for the individual needs of children with SEND, as detailed in their Health Care Plans. *Prioritised Place Risk Assessment* should be used to identify any risks that may be incurred due to a change in key person for such children.

**Staffing (group provision)**

During the COVID-19 outbreak, staff will be deployed as per the government guidance. A risk assessment for working with prioritised places is included. Relaxation of the rules on ratios may be implemented only in exceptional circumstances, and only during the COVID-19 outbreak period. Any relaxation of ratios must be based on a risk assessment approach and with the authorisation of the manager. Otherwise the following procedure applies.

During the COVID-19 outbreak early years staff are themselves considered to be ‘key workers’. If staff cannot source care for their own children then they are able to bring their child to the setting, ensuring that as far as possible, they adhere to the criteria below and ensure they are not breaching conditions of their insurance provider:

* where members of staff have their own children with them at the setting, the age of the child must fall within the stipulated ages of the setting’s Ofsted registration
* where members of staff are likely to be working directly with their own children, this is subject to discussion before commencement with the manager.

**Managing children who are sick, infectious, or with allergies**

During the COVID-19 outbreak, any child showing symptoms, such as a high temperature; a new, continuous cough; loss of taste or smell, the following sequence of actions need to be taken:

1. Child presents with symptoms; parents are requested to collect the child and seek diagnosis from GP or take further advice from NHS 111.
2. Child’s parents are requested to inform the setting of outcome/diagnosis and keep the child at home for the recommended exclusion period. For cases of suspected Coronavirus, staff and service users must adhere to current Government advice regarding self-exclusion even if no symptoms are present.
3. For confirmed cases of a notifiable disease and Coronavirus the setting must contact their local Health Protection Team (HPT) as soon as possible for further guidance. The line manager will inform the owner/trustees/directors and retain a confidential record.
4. Acting on the advice of the local HPT, the setting will either:
* close for a set period and undertake a deep clean
* carry on as usual but also undertake a deep clean
1. If a notifiable disease is confirmed, staff must inform the line manager immediately and Ofsted must be informed within 14 days. Cases of confirmed Coronavirus should be treated as a notifiable disease.
2. A deep clean is undertaken at the soonest opportunity following any illness outbreak. Hand hygiene messages are reinforced and staff are vigilant to any further signs of infection.
3. The manager continues to liaise with the HPT as required and keeps a full record of children affected, how long they are away from the setting and the date on which they return.

**Food and drink**

* Babies and toddlers’ hands are washed prior to being given food or drink.
* Staff who are eating with the children must role-model hygiene best practice.

## Supervision of children on outings and visits - Suspended

During the outbreak, trips and outings are suspended. Children should still have access to outdoor play and learning opportunities as normal, as long as social distancing measures are followed.

**Promoting Positive Behaviour**

This is an unsettling time for young children. Practitioners are alert to the emotional well-being of children who may be affected by the disruption to their normal routine. Where a child’s behaviour gives cause for concern, practitioners take into consideration the many factors that may be affecting them. This is done in partnership with the child’s parents/carers and the principles of this procedure are adhered to.

**Provider records**

During the COVID-19 outbreak there may be the need to keep additional records as part of outbreak management.

A central record of all confirmed cases of COVID-19 that affect any member of staff or service user is held. This record does not contain personal details about the individual (unless for a member of staff). Records are kept of individual cases of children/families who are self-isolating due to symptoms. In all cases the principles of data protection are maintained.

**Procedures**:

A Covid19 risk assessment has been done.

Policies have been updated.

Health and Safety checks have been updated and checks will be done daily

Parents will not be allowed into the setting but will be met at the gate.

Children will be asked to wash their hands on arrival and departure.

Start and end times will be staggered.

One parent (where possible) only to hand a child over/collect.

The amount of toys we have on offer will be reduced to enable us to keep them clean.

Windows and doors will be kept open for ventilation whenever it is safe to do so.

We will provide lunch and snacks at the cost of £4.00 per day. Pay by bank transfer only.

Children will be asked to wash their hands at appropriate times throughout the day.

Children will be encouraged to cough or sneeze into their elbow or tissue per government guidelines 'Catch it, Bin it. Kill it' and then they will be asked to wash their hands.

The bins will be emptied daily.

We will talk to the children about Covid-19 in an age appropriate way.

Please inform us if you or your child becomes unwell with a high temperature, persistent cough or have a loss of taste or sense of smell and stay at home. Book yourself a test straight away and let us know your results.

If a child or member of staff shows symptoms whilst in our care, parents/next of kin will be called to collect them. We will phone 111/999 if the child or staff member seems very unwell.

Your child will need to receive a negative test before they will be allowed to return to preschool (tests can be booked online).

PPE worn by someone with Covid-19 symptoms will be disposed of by putting in two bin bags, tying them and leaving for 72 hours before disposing of with the general waste.

We will clean worktops, toys, floors, door handles throughout the day and at the end of the day.

**Last updated 2nd May 2021**

**If you require any further information relating to Policies and Procedures, please ask Jennifer Summers or Amanda Glennon.**

**All polices are revised and updated annually. We welcome any comments regarding any of the policies.**