

Aspley Guise Pre-School



# Welcome Pack

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## Welcome to Aspley Guise Pre-School

Welcome to Aspley Guise pre-school providing sessions for children from two to five year olds. We are a registered charity and are a member of the Pre-school Learning Alliance. We have fully adopted and work to their constitution to ensure the children in our group receive suitable care and education as required. In accordance with this we are registered with, and inspected by, the Government agency, the Office for Standards in Education (Ofsted), which is the same body that encompasses all tiers of school education.

Our pre-school serves the community of Aspley Guise and surrounding villages and is run by a dedicated Committee of volunteers that is responsible for employing staff, dealing with the business side of running the pre-school and fundraising. The committee is elected at the Annual General Meeting held in the spring term each year.

***No committee means no pre-school.***

Please feel free to visit us during any pre-school session to see the facilities and the activities the children enjoy. If you require more information please contact the pre-school Manager on 01980 584219, or email [agps@hotmail.co.uk](mailto:agps@hotmail.co.uk)

We also have access to a commission based web shop, for those of you that shop on-line, without costing you any extra, you can raise funds for Aspley Guise pre-school by ordering at:

***[www.easyfundraising.org.uk/aspleyguisepreschool](http://www.easyfundraising.org.uk/aspleyguisepreschool)***

Think of it as fund-raising without actually having to give any money of your own!

## **Our Mission**

To enable each child to fulfil his or her potential within a caring and fun learning environment.

## **Our Aims**

We aim to provide a safe, happy, secure and stimulating environment for your child and work within a framework that ensures equal opportunity for all children and their families. We work in partnership with parents to help children to learn and develop, as well as adding to the life and well-being of our local community.

We are registered with Ofsted and are a member of the Pre-school Learning Alliance. As such we adhere to the Early Years Foundation Stage Framework and are subjected to regular inspection from both the Local Authority and Ofsted to ensure we sustain an educational framework that abides to the nationally recognised curriculum standards.

Children are encouraged to develop, through play, to learn social, physical, intellectual, emotional and language skills and to build an awareness of cultural differences.

To achieve this, all sessions are planned so that every term has its own theme, ie 'Autumn/Winter, Spring, Summer.'

We aim to provide a high adult to children ratio, in line with Ofsted requirements, (1:8 for children over 3 years of age and 1:4 for children under 3 years of age) meaning we are able to provide the individual care and attention that children need to develop. It allows them to build social groups and friendships, many of which transfer into the next stage of education and help profoundly with confidence and also during the transition into the next stage of schooling. To these ends we try and cultivate strong links with Aspley Guise Lower School.

**As a member of Aspley Guise Pre-School, your child:**

- is in a safe and stimulating environment;
- is given generous care and attention;
- has the chance to join with other children and adults to live, play, work and learn together;
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- has a key person who makes sure your child makes satisfactory progress;
- is in a Pre-School which sees you as a partner in helping your child to learn and develop; and
- is in a Pre-School in which parents help to shape the service it offers.

**Session Times and Age Groups**

Aspley Guise Pre-School operates ten sessions per week, from 8:45 to 11:45 am and 12.15 to 3.15 pm Monday through to Friday. There is also a lunch club available which runs from 11:45 to 12:15 pm. This can be used as an add-on to the morning session, in which case, the session would finish at 12:15 or as an early start at 11:45 am in addition to the afternoon session, to finish at 3:15 pm. It also allows the opportunity for a full day between 8:45 am to 3:15 pm.

We have a maximum of 24 children at each session.

Term times are the same as Aspley Guise Lower School and are posted on the Pre-School newsletter. We provide care and education for young children between the ages of 2 and 5 years old.

**Pre-School Fees/Funding**

We are registered with the Local Authority to receive Nursery Education Funding for 3 and 4 year olds. Eligibility begins at the start of the term after the child's third birthday. Please feel free to discuss this with the Pre-school Manager and/or our Administrator.

Financial assistance to cover fees for children not yet eligible for Nursery Education Funding might be available through the child tax credit scheme. Application forms can be obtained from the post office.

We operate a waiting list and children are accepted onto this list at any age.

We have three terms, which run in conjunction with the local Primary School and their training days. Term dates will be published in our newsletters.

Fees are charged for all children who are not in receipt of Early Years Nursery Education Funding. Invoices are issued termly with two payment dates available, with the payments being due within the first 7 days of the start of each half term. Fees are charged per session and all fees are payable as per the dates on the invoice. Invoices are issued in the first week of each term. Our preferred payment is by direct bank payment details of which are provided on the invoice. Alternative methods are accepted including payment by Childcare Vouchers. Once again details are included on each invoice. If payment is made by cheque, please make it payable to Aspley Guise pre-school. Sessions are block booked at the start of each term when you will be asked to indicate which days you would like your child to attend. We have an upper limit to the number of places that is set by the registering body (OFSTED). We cannot go over this limit which means that once booked you are liable for costs incurred on the days your child should be in attendance. This applies even if your child is absent from the session because of sickness, holidays. As you may appreciate staffing levels have to be maintained according to the number of children registered to attend.

If you are on low income then please consider the child care element of the Working Tax Credit scheme; this can assist with up to 70% of your childcare costs. Also feel free to consult with the pre-school treasurer about ways to spread the cost of the invoice. Any discussion on finances will remain confidential and subject to our policy on confidentiality; breaches of which are taken extremely seriously.

Our fees are reviewed annually and we aim to keep them as reasonable as possible.

<b>Registration Fee:</b>	A one off, non-refundable, administration fee of £10 applies at the point of registration.
<b>Pre-school:</b>	This is charged at £9.50 per session.
<b>Late payment:</b>	An administration charge of £10 will be made on all invoices not settled within 7 days of issue. Reminders are always issued before this is applied.
<b>Emergency Sessions</b>	A flat charge of £9.50 per session

We ask that all payments being made are handed to our Manager or deputy in a sealed envelope, with your child's name, the amount enclosed and the purpose of the payment eg fees, uniform etc, written on the outside. Alternatively there is a locked box provided in the foyer labelled 'Parents Messages'.

Fees must be paid promptly in order that we can pay our staff and other commitments.

#### **Lunch Club**

The fees for lunch club are £2 per session. Payment can either be made in cash on the day or alternatively will be added to your invoice.

## **Parent/Carer Communication**

To ensure parents and carers are fully informed of Pre-school activities, fundraising events, special announcements etc, we produce two types of newsletter. One is produced regularly by the fundraising committee. The second type is produced by the staff, also on a regular basis and gives up-to-date information of what it is planned for the children to be doing, any special requests for help or donations etc. There is also a notice board inside the main door and information folders in the reception area. Flyers and leaflets are regularly put on display in the foyer/cloakroom area. Some of these contain important information pertaining to the Pre-school and others relate to activities, merchandising, order forms, Local Authority information and other relevant resources that may help you on the journey through Pre-school and into mainstream education. Please take the time to read or review some of the literature on display.

### **Named Folders/Files**

Every child has their own, named, folder for letters, leaflets and paintings etc. It is not always possible for staff to pass on information to each and every parent or carer so all our information is disseminated into these folders so please check and empty them regularly. These files are kept in one of two boxes within the main playroom. One box is for girls and one for boys.

### **Keyworkers**

Each child is assigned a key worker who is responsible for ensuring your child is progressing through the Early Years Foundation Stage curriculum properly. They make regular observations and record key events in the child's files to support their learning journey, of which they actively will be asking for your contribution. These records are confidential and are only available for the primary carer of the child. If you wish to discuss your child's progress, or view the personal file you are welcome to talk to the Pre-school Manager or your child's key worker and arrange an appropriate consultation time. We endeavour to hold a parent consultation with all parents each term.

### **Questionnaires**

We also aim to produce questionnaires so we can gain all parent and carer views and suggestions for improvements within the Pre-school. We greatly value this information and do ask you spare a few minutes to give us your views. Questionnaire results are published in our newsletter.

## Emergency Contact Details

Once you leave your child at the Pre-school liability for their well being becomes ours. In the unlikely event of an accident we need to know how to get hold of parents and carers quickly. On registration you will be asked to complete an emergency contact form. If you include a mobile telephone number on this form please ensure it is **SWITCHED ON** once your child has been dropped off in our care.

If you experience any difficulties in returning to collect your child on time please call us on 01980 584219. We operate a 'Non Collection of Children Policy' which will be implemented if you do not call us. A copy of this policy is attached to the back of the Welcome Pack.

**Please do not forget to inform us if you change your number.**

## Our Resources and Policies

### Staff

Our Staffing and Employment Policy dictates that our Pre-school Manager and Deputy both hold the CACHE level 3 National Vocational Qualification (NVQ) in Early Years Child Care, Learning & Development or an equivalent qualification from an approved establishment such as the National Nursery Examination Board (NNEB). Furthermore, a minimum of half of our staff hold the CACHE level 2 Certificate in Early Years child Care, Learning & Development or an equivalent qualification.

All staff are expected to continually gain professional development and so regularly attend study day conferences and training days to ensure that they keep up to date with current Pre-school issues and changes in legislation that affects the National Standards.

Brenda Matthews Manager	DPP, NVQ3 First Aid for Children
Su McCreight Pre-school Deputy	NVQ3 First Aid for Children
Kirsty Green Early Years Practitioner	NVQ3 First Aid for Children
Susan Riley Early Years Practitioner	NVQ Level 2 First Aid for Children
Helen Hazel Early Years Practitioner	NVQ Level 2 First Aid for Children
Gill Warrington Early Years Practitioner	NVQ Level 2 First Aid for Children
Millie Garrett	Working towards NVQ 3 First Aid for Children
Nia Haines General Assistant	First Aid for Children
Ruth Hoxley Bank Staff	
Rachel Palmer Administrator	

*A full list of all qualifications held and courses attended by the staff is available in the 'Training File' which can be found in the foyer/cloakroom area. Unqualified staff members, in particular Assistants, are only recruited under proviso that they enrol on an Early Years course that will lead to at least NVQ Level 2.*

## **Committee (our parent's voice)**

The Aspley Guise Pre-school Committee is an elected body of Trustees made up of parents and carers. The Committee acts as 'employer' and works with the staff to ensure that the Pre-school functions effectively. The Committee plays a key role in both decision-making and fundraising. All parents and carers are encouraged to join the Committee and give their support to the Pre-school facility that their child attends. All members of the Committee are expected to sign Confidentiality Agreements and undergo Enhanced Disclosure checks from the Criminal Records Bureau. This is to ensure the integrity of the Pre-school is maintained. Non-compliance results in the member being asked to withdraw their position immediately.

There is an Annual General Meeting once a year at which members of the Committee and officers are elected. Each family automatically becomes a member of the Pre-school on registration and eligible to vote at General meetings and at the Annual General Meeting. Under automatic membership only one vote is allowed per family where family is defined as the immediate parents or guardians of the child that is enrolled. We encourage other interested parties to apply as members providing they are over 16, are close relations of a current member and nominated by a current member. Acceptance is at the discretion of the Pre-school Committee.

Parents and carers are informed about any major changes via newsletters, letters and notices.

## **Committee Contacts**

Chair	Sandra Yallop
Treasurer	Nina Banks
Secretary	Phil Williams
Fundraising	Nina Montgomery

## **The Role of Parent and Carers**

We recognise that parents and carers are the first and most important educators of their young children. All of the staff view themselves as co-workers with you in providing care and education for your child. There are many ways in which parents take part in making the Pre-School a welcoming and stimulating place for children and parents, such as: Aspley Guise Pre-school aims to support this further by welcoming them to:

- Contribute to their child's Learning Journey
- Keeping us informed of their child's needs, activities and interests outside of the setting
- Work within the Pre-school sessions on a voluntary basis
- Sharing their own special interests with the children
- Undertake specific tasks eg making playdough on a rota basis
- helping to provide, make and look after the equipment and materials used in the children's play activities;

- taking part in events and informal discussions about the activities and curriculum provided by the Pre-School;
- Assist with fundraising
- joining in community activities in which the Pre-School takes part; and
- Join the Pre-school Committee
- building friendships with other parents in the Pre-School.
- Represent the Pre-school at Branch and County activities
- Attend training courses, workshops and conferences organised by the Pre-school Learning Alliance

## Parent Volunteers

The Pre-School welcomes parent volunteers. Sessions should be arranged in advance with the Pre-School Manager. Helping at the session enables you to see what the day-to-day life of the Pre-School is like and to join in helping the children to get the best out of their activities. Parents can offer to take part in a session by sharing their own interests and skills with the children.

## Pre-school Policies

Our Policy Manual and practice statements, adopted from Ofsted and the Pre-school Learning Alliance, are available at the Pre-school for any parent or carer wishing to see them. They define how we operate within existing legislation and contain information on what we do in various circumstances. Our policies include:

Admissions	Looked After Children
Asthma	Lost Child
Behaviour Management	Medicines Administration
Child Protection - Safeguarding Children	No Smoking
Complaints Procedure	Non-collection of Children
Confidentiality	Parental Involvement
Equality and Diversity	Settling In
Equipment and Resources	Special Educational Needs / Disability
Food and Drink	Staffing and Employment
Health and Safety	Student Placement

All policies are designed to provide both the safest environment and offer the best possible experience for children attending the Pre-school. The Committee and staff nominated as responsible for certain issues review all policies regularly and continuously. Comments and suggestions are always welcome from parents and carers. There is a suggestion box (labelled 'Parents Messages') in the reception area and any issues raised will be discussed and responded to at the next nearest Committee or General Meeting.

At the back of this prospectus you will find the following policies: Parental Involvement Policy, Confidentiality Policy, Payment of Fees Procedure, Safeguarding Children Policy

## **Observations and Record Keeping**

To support each child's learning and development they all have a portfolio containing their personal development, progress and observation records. These act as a support for our planning for the Early Years Foundation Stage. Therefore all members of staff are required to make notes during the sessions and record the information in the child's personal portfolio. This information is subject to the Confidentiality Policy so that only authorised people, such as OFSTED personnel, can view the record. Parents or carers can view and contribute to their own child's portfolio at any time though it is usually more constructive to arrange a convenient time with the Pre-school Manager or child's keyworker for this.

## **Fundraising**

Aspley Guise Pre-school is a registered charity and therefore relies heavily on fundraising to continue successfully. A number of fundraising activities are organised during the year where parents and carers are encouraged to give their time and support as much as possible. Anyone that is interested in supporting the Pre-school through fundraising should contact either the Pre-school Manager or any Committee member. They will then be invited to either join the fundraising sub-committee or liaise with them to discuss ways in which help may be offered.

Fundraising is integral to the survival of the Pre-school. The NEF funding covers a large part of the annual budget but, being entirely reliant on the number of eligible children registered, is not always sufficient to maintain the high staff levels we pride ourselves in. Raising funds is a many tiered system ranging from organised Pre-school events such as quiz nights and table-top sales to full blown grant applications that are used to renew equipment, expand the facilities and provide training funds to ensure the staff can benefit from continued education to keep them up to date on modern practices. It is hard work and needs a group of dedicated volunteers to be effective. Please let us know if you have any previous experience, ideas or even copious amounts of enthusiasm.

We also offer merchandise and Pre-school photographs on a commission basis. We are always looking to expand these facilities and continue to look for people that will become part of the team to make these operations run smoothly.

## **Premises and Equipment**

The pre-school consists of one large room with a small separate kitchen area, two toilets, one of which is a disabled WC, and an entrance area with coat pegs. The pre-school has a safe fenced and grassed outside play area with a large climbing frame. There is space to play with trikes, balls, hoops etc. We have wheelchair access via the main door.

## **Children's Behaviour**

We aim to create a positive atmosphere through encouragement and praise of good behaviour. If any child's behaviour becomes a concern we will take into account his/her age and level of development when dealing with this. It is our policy to explain to children why certain behaviour is unacceptable and discuss with them the consequences involved. You will be informed if your child's behaviour is of a serious nature eg biting other children/adults. At times external support may be sought. Our Behaviour Management Policy can be found in the Policy Manual in the cloakroom area.

## **Information Sharing**

Sharing information is an essential part of building a team to support you and we will only share **relevant** information with other practitioners and we will normally do so only with your agreement. We will review the system at regular intervals , and you can change your mind at any stage.

We will only share information without your consent in exceptional circumstances, such as if we believe that a child or young person may be at risk of significant harm or an adult may be at risk of significant harm; or to prevent, detect or prosecute a serious crime.

# General Information

## First Sessions

Emotional wellbeing of your child is important to us, therefore we hope that your child's time in the Pre-school will be a happy and productive one. A child who is tense or unhappy will not learn properly, so it is important for parents/carers and staff to work together to help your child feel confident and secure within the group. You are welcome to stay with your child as long as you feel necessary to help them to settle in. If you have any concerns or queries, then please speak to a member of staff; they are there to help. Please note that if you decide to stay you will still be obliged to pay the pre-school fees as staffing has to be allocated to cater for each child's needs.

We operate a settling-in policy. You and your child will be invited into pre-school the half-term before they are due to start for 3 settling-in sessions, each of approximately 1 hour in length. There is no charge for these sessions but you or an appointed adult must stay with your child. The purpose of these sessions is for the child to become familiar with the routine whilst their security (yourself) is with them, for necessary paperwork to be completed, and for your child's allocated keyperson to introduce themselves to you both. We do strongly urge you to take advantage of these sessions as they have proven to be a valuable first step for the children.

So that we can understand and help your child, please let a member of staff know (in confidence) if there has been any recent upheaval in your home life eg house move, birth of sibling, divorce etc.

## Special Needs

We support children with special educational needs (SEN). If these have been identified prior to starting and you would like to discuss the Pre-school's ability to meet their criterion then please feel free to talk to the Pre-school Manager. A copy of our Special Educational Needs / Disabilities Policy is included in the Aspley Guise Pre-school Policy Manual and we strongly recommend that you consult this document if there are any concerns that you might have before speaking to our Manager. Whenever we consider it necessary we will liaise with other health and educational professionals in order to maximise developing your child's learning skills. We have also forged strong links with our Foundation Stage Advisory Teacher for Inclusion. She is very experienced in dealing with and providing information on special needs.

Please note that sometimes we may see areas of development that need support, and we will inform you if these are causing concerns.

## Diets

Allergies and cultural requirements must be identified on our registration form and we must be kept informed of any changes once your child has started at Pre-School. To enable us to meet any special dietary requirements please ensure that all members of staff are aware if your child suffers from any allergies or food intolerances that may

affect what they can or cannot eat or drink. This may be for medical, religious or personal beliefs. There is a section in the registration form for doing this but in some instances a condition may arise after this has been filled in. If this is ever the case you must inform the Pre-school in writing to ensure that your child's health is never put at risk. We cannot be held liable if you have failed to notify us in advance.

At snack time your child will be offered milk or water to drink and a variety of healthy snack foods. If your child does not or cannot eat or drink any of our selections then you may provide a healthy alternative. Please ask a member of staff if you have any concerns on this issue

Please note we are a NUT FREE setting.

## **Birthdays**

We do like to help celebrate your child's special day and will usually give them a birthday card and ask all the staff and children to sing Happy Birthday. If you would like to provide food for celebration at snack time to help celebrate please feel free to do so (although this is not expected). However, we would appreciate you discussing this first with the Pre-school Manager in case there are any children with special dietary requirements that might be adversely affected by, for example, dairy or other food intolerances. If we are forewarned then we can make arrangements to deal with potential problems in advance and thereby ensure that your child's birthday passes enjoyably. Please note that we are a 'nut free' pre-school. If, for religious reasons you do not wish your child to be involved in any celebration please speak to either the pre-school manager or deputy.

## **Medication and Illness**

Please advise the Pre-school Manager if your child catches a communicable disease or condition such as chickenpox or head lice so that we can advise other parents and carers. It is of benefit for us to be aware of any siblings that may have such illnesses so that we can be more alert to children who may be developing symptoms or, in the case of head lice, we can inform other parents to take more care in watching for signs of infestation. We will always be discrete and never release the name of the individuals concerned. There can, unfortunately, be a particular problem relating to head lice even though it is not directly related to states of personal hygiene.

If your child suffers from a plaster allergy or requires an inhaler or epipen you must state this on your registration form and discuss the situation with the Pre-school Manager. If an incident occurs whilst your child is at Pre-school, sterile dressings will be applied and the event noted in our accident log, and you will be informed at the end of the session and be asked to sign to confirm you have been made aware of the incident. If a serious accident occurs then we have procedures in place to ensure that medical professionals are contacted or reached rapidly. We always have on site at least one staff member that holds a current first aid certificate for Early Years and Young Children. In addition, the emergency protocol requires that parents, carers or nominated contacts are called directly until a reply is forthcoming. It is a requirement that this

part of the Registration Declarations are filled in accordingly and again updated in writing if the details change at any time after registration.

If your child requires regular medication, eg inhaler during the Pre-school session we are permitted to administer the medication once the medication log has been completed by the parent/carer. All medication must be handed to a member of staff so that it can be recorded. All medication must be in it's original container.

Please inform us if your child has an injury that has occurred outside of Pre-school. Our registration and insurance require that a record of these is kept in our existing injuries book and signed by the parent/carer.

### **Existing Injuries**

If your child has an accident outside of pre-school which results in an injury you will be asked to record the information regarding the injury in our 'Existing Injuries' book.

### **Vomiting and/or Diarrhoea**

Any child who has been vomiting or had diarrhoea will not be allowed into the Pre-school until at least 48 hours has passed since the last incident.

Please read the Medicines Administration Policy in the Policy Manual for a more detailed explanation of our procedures and practice.

### **Clothing**

Children need to get 'stuck in', mucky and have fun, therefore in order for your child to explore the Pre-school freely and become involved with the various activities, including the messy ones, please dress them in clothes that are comfortable and easily washable. We do not recommend anything new or valuable because we cannot be held liable for stains due to the nature of the activities we undertake for the curriculum. We do our utmost to ensure paints and pens are washable and supply aprons to protect clothes as much as possible. Of course this does not guarantee against every eventuality because accidents do happen, particularly in wet play situations. At the end of the day they are all very young, eager to learn, enthusiastic and children being children are sometimes over zealous when it comes to messy play!

At Pre-school we believe it is good for children to practice the skills that will make them become more independent. We therefore ask that you dress your child in toilet friendly clothing that they can easily pull up and down. Suitable footwear such as soft shoes that have an easy fastening system like Velcro is also recommended.

Please also provide a sunhat or coat depending on the weather, which should be named. We encourage participation in outdoor play when the weather allows and have access to a secure outside area. We also take the group out for short walks occasionally but in this case you will always be told in advance so the decision to include your child or not remains yours. The hazard risk is extremely low and adult to child ratios are higher than normally deployed inside the Pre-school itself. We also encourage parents and carers to

come along to both alleviate concerns and become more involved with the pre-school team.

During the Autumn and Spring terms could you please provide your child with a pair of wellington boots, which should be named. These can either be brought in each time your child attends or can be left at the pre-school in a named bag.

Please note; we are unable to apply sun cream unless you have given your specific consent in the medication log book. If you have done this then you must supply the cream in a labelled manufacturer's bottle bearing the child's name.

We recommend that children who attend Pre-school do not wear jewellery for health and safety reasons. We respect cultural diversity in our setting and understand that culturally some children will wear jewellery. The Pre-school is concerned that jewellery can pose a health and safety issue eg catching ears etc so our preference is for no jewellery to be worn. However, if families wish to send their children in jewellery they do so at their own risk.

If you would like to order Aspley Guise Pre-school sweatshirts, T-shirts or other merchandise, please speak to the Pre-school Manager for further information.

## **Typical Day**

When children first arrive they are asked to self-register by identifying their name card and applying it to the name board. They are then allowed to choose from what is on offer for that session, or choose from other resources that are available for them to self choose.

Once all parents/carers have left the building the door to the garden is opened (weather permitting). The children are free to choose whether to play inside or out.

The snack bar opens at approximately 10:15 am/1.30 pm and the children are allowed to choose when they would like to have their snack. The children are encouraged to be independent by pouring their own drinks/putting straws into the cartons, helping to cut up the fruit, spread jam on bread etc. Snack time is about hygiene ie remembering to wash hands, and it is also a friendly, social time. The children are reminded by an adult when the snack bar is about to close to ensure they have ample opportunity to partake of their snack. The snack bar closes at approximately 11:00 am/2:15 pm.

The children are encouraged to start to tidy up at approximately 11:25 am/ 2:55pm.

This is followed by adult led activities which may include story time, singing, circle time, musical instruments etc.

At collection time children remain seated on the mat until their name is called and they are released into the care of their parent/carer.

**The procedure for parents/carers at collection time is:**

- Once the main door has been opened please collect your child's coat, bag etc from the cloakroom and wait at the door to the main playroom until your child's name is called. This is for safety reasons. Once your child has been released into your care please leave the building via the main door, after checking your child's folder. Once again this is for safety reasons.

**Reminder**

No child should be left before the start of the session or collected late. Considerable stress can be caused to a child who is continually collected after all the other children have gone home. If you are going to be late for any reason please do let the pre-school know if at all possible. For continual lateness in picking up you may incur an additional charge of £5 per 15 minutes. This is to cover staff costs for looking after your child. A minimum of two members of staff have to remain with your child until you arrive to collect him/her.

# **The Framework and Life Skills We Aim To Communicate**

## **The framework provided by Aspley Guise Pre-school**

Children start to learn about the world around them from the moment they are born. The care and education offered by the Pre-school helps children to continue to do this by providing all of the children with interesting activities that are right for their age and stage of development.

We endeavour to meet the unique diverse needs of the children through the delivery of the Early Years Foundation Stage Framework by working in partnership with parents/carers and outside professionals/agencies; being flexible in our provision and sharing of information; ensuring play underpins all that we do.

We use the six areas of learning and development to help us observe, plan and assess the activities and provision we offer the children. These are:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

## **Personal, Social and Emotional Development**

We provide children with experiences and support which will help them to:

- Develop a positive sense of themselves and of others;
- Show respect for others;
- Develop social skills;
- Develop a positive disposition to learn

## **Communication, Language and Literacy**

We aim to support and extend children's learning and competence in:

- Communicating;
- Listening to stories;
- Beginning to read and write

by providing them with opportunities and encouragement to use their skills in a range of situations and for a range of purposes, and by being supportive in developing the confidence and disposition to do so.

## **Problem Solving, Reasoning and Numeracy**

Children are supported in developing their understanding in this area in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding by:

- counting,
- number rhymes,
- building with shapes,
- measuring with sand and water,
- using mathematical language ie how much, how big
- problem solving

## **Knowledge and Understanding of the World**

Children are supported in developing the knowledge, skills and understanding that help them to make sense of the world. We offer opportunities for them to:

- use a range of tools safely;
- encounter creatures, people, plants and objects in their natural environments and in real life situations;
- undertake practical 'experiments'
- work with a range of materials

## **Physical Development**

We provide opportunities for children to be active and interactive and to improve their skills of co-ordination, control, manipulation and movement. We support them:

- in using all of their senses to learn about the world around them;
- to make connections between new information and what they already know;
- in developing an understanding of the importance of physical activity;
- in making healthy choices in relation to food.

## **Creative Development**

We extend children's creativity by providing support for their:

- curiosity
- exploration
- and play

The children are provided with opportunities to explore and share their thoughts, ideas and feelings eg through a variety of art, music, movement, dance, imaginative and role-play activities, mathematics and design and technology.

Further information can be obtained from [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk) or from DfES Publications, Tel. No. 0845 60 222 60, quoting ref: 00012-2007BKT-EN

## Improving our Service

To continue to provide an excellent service for our families, we are asked to be reflective on all aspect of our setting. Your opinions are therefore of value to us and are most welcome, and you can either speak to a member of staff or use our suggestion box/parents messages box, which is kept in the cloakroom area.

If you have any complaints then please follow our complaints procedure. Briefly, the procedure below will be followed:

- complaints should be referred to the Pre-school Supervisor in the first instance;
- if unresolved, the complaint should be made in writing to the committee chairperson. The complaint will be investigated and a written reply issued within two weeks;
- if no satisfactory outcome has been reached, a meeting between parents and pre-school will be convened to discuss and resolve the problem;
- if at this stage the situation has not been resolved, an external mediator will be called upon to help settle the complaint or grievance. A final meeting will be held to reach a decision on the action to be taken to deal with the complaint.

If you are still unhappy with the outcome, you can then contact Ofsted 'Complaints and Enforcement' on 0845 601 4772.

*We believe that the Aspley Guise Pre-school is an excellent environment for your child to gain a Pre-school education and hope that you feel the same way. We look forward to welcoming you both.*

## **PAYMENT OF FEES PROCEDURE**

A fees procedure for Aspley Guise Pre-school is required to ensure the committee receives the funds necessary for it to run effectively.

The procedure runs in conjunction with the fees contract which is given to every parent to sign along with the Welcome Pack and general contract.

Fees are to be collected by the Treasurer and/or Administrator and it is the Administrator's responsibility to send the reminders (as set out in the fees contract) when there is a failure to pay situation.

The Chairperson is responsible for any County Court proceedings.

Fees can be placed in an envelope with the child's name and amount written on the outside. This can be handed to the pre-school manager for the Treasurer/Administrator to collect.

The Treasurer and Chairperson must work closely together in situations when there is a failure to pay.

All cases of failure to pay will be kept confidential between the parent/guardians, the Treasurer and the Chairperson of the Pre-school committee and will only be disclosed, if necessary, at Committee meetings. No names will be mentioned.

Every attempt will be made to allow the parent/guardians to make payment/s.

# Parent/Carer Involvement Policy

**Aims: To give clear guidelines on how parent/carers will be deployed within the setting.**

- We welcome parent/carers helpers into the setting at a time that is mutually agreed in advance
- Any adult helping out in the setting will be under the supervision of the paid staff
- Helpers will not be left unsupervised with children
- Helpers must not, ***even if the child in question is their own:***
  - take children to the toilet
  - discipline children
- The setting manager will provide helpers with guidelines on aspects of physical contact with children e.g. not to initiate contact with children
- The setting manager will provide helpers with guidelines on how to interact with the children in the setting so that their play is not compromised or challenged in anyway that might conflict with the ethos of the group
- Helpers will alert staff to any behavioural issues rather than deal with it themselves
- If the helper has any concerns with anything they have seen or heard during the session; this should be discussed with the manager
- Helpers should refrain from monopolising staff during the session as this distracts them from supporting the children
- The manager will advise helpers on the procedure to follow should an evacuation situation arise
- Helpers are reminded to treat anything they hear or see with complete discretion and confidentiality. Children have the right to privacy and protection.
- Failure to respect this policy may result in helpers not being allowed further access to the setting.

# Confidentiality and Client Access to Records Policy

## General Statement:

In our setting, staff and managers can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act and the Human Rights Act.

## Confidentiality procedures

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

- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key worker.
- We always check whether parents regard the information they share with us to be regarded as confidential or not.
- Some parents sometimes share information about themselves with other parents as well as staff; the setting cannot be held responsible if information is shared beyond those parents whom the person has 'confided' in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our record keeping procedures) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of safeguarding children and any contact and correspondence with external agencies in relation to their child.
- We keep all records securely (see our record keeping procedures).

- Students on Pre-School Learning Alliance or other recognised qualifications and training, when they are observing in the pre-school, are advised of our confidentiality policy and required to respect it.
- Committee members will also be required to sign a confidentiality form when they join the committee.

Parents may request access to any confidential records held on their child and family following the procedure below:

- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the manager.
- The manager informs the chairperson of the management committee and sends a written acknowledgement.
- The setting commits to providing access within 14 days, although this may be extended.
- The manager and chairperson of the management committee prepare the file for viewing.
- All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. Copies of these letters are retained on file.
- 'Third parties' include all family members who may be referred to in the records.
- It also includes workers from any other agency, including social services, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
- When all the consents/refusals to disclose have been received these are attached to the copy of the request letter.
- A photocopy of the complete file is taken.
- The manager and chairperson of the management committee go through the file and remove any information which a third party has refused consent to disclose. This is best done with a thick black marker, to score through every reference to the third party and information they have added to the file.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- The 'clean copy' is photocopied for the parents who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by the manager, so that it can be explained.
- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another (third party) agency.

All the undertakings above are subject to the paramount commitment of the setting, which is to the safety and well-being of the child. Please see also our policy on safeguarding children.

The above procedures do not apply to a child's Learning Journey record. A parent may have access to this record at any reasonable time, unless a court order against them is in place.

### Legal framework

- Data Protection Act 1998
- Human Rights Act 1998

### Further guidance

- Information Sharing: Practitioners' Guide (HMG 2006)  
[www.everychildmatters.gov.uk/\\_files/ACB1BA35C20D4C42A1FE6F9133A7C614.pdf](http://www.everychildmatters.gov.uk/_files/ACB1BA35C20D4C42A1FE6F9133A7C614.pdf)

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider environment	

# Safeguarding children and child protection policy

## Statement of intent

Aspley Guise Pre-school will work with children, parents and the community to ensure the safety of children and to give them the very best start in life.

The key commitments of the Aspley Guise Pre-school policy for safeguarding children are:

1. Aspley Guise Pre-school is committed to building a 'culture of safety' in which children are protected from abuse and harm.
2. Aspley Guise Pre-school is committed to responding promptly and appropriately to all incidents 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 are worried a child is being abused' (DfES 2006).
3. Aspley Guise Pre-school is committed to promoting staff awareness of child abuse issues throughout its training programme for staff. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and listened to.

## Aims

Our aims are to carry out this policy by:

- Promoting children's right to be strong, resilient and listened to by:
  - Creating an environment that encourages children to develop a positive self image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
  - Encouraging children to develop a sense of autonomy and independence.
  - Enabling children to have the self confidence and the vocabulary to resist inappropriate approaches.
- Helping children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- Working with parents to build their understanding of and commitment to the principles of safeguarding all our children.

The legal framework for this work is:

### Primary legislation

The Children Act 1989 - s 47

The Protection of Children Act 1999

Data Protection Act 1998

The Children Act 2004 (Every Child Matters)

### Guidance

Working Together to Safeguard Children (revised 2006)

What to Do if You are Worried a Child is Being Abused (revised 2006)

The Framework for the Assessment of children in Need and Their Families (2000)

The Common Assessment Framework (2005)

### **Secondary Legislation**

Sexual Offences Act (2003)

Criminal Justice and Court Services Act (2000)

Human Rights Act (1999)

Race Relations (Amendment) Act (2000)

Race Relations (Amendment) Act (1976) Regulations

Rehabilitation of Offenders Act 1974

### **Liaison with other bodies**

- We work within the Local Safeguarding Children Board guidelines.
- We have a copy of 'What to do if you are worried a child is being abused' for parents and staff and all staff are familiar with what to do if they have concerns.
- We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the Pre-school and social services to work well together.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the wellbeing of children.
- Details of the local National Society for the Prevention of Cruelty to Children (NSPCC) contacts are also kept.
- If a referral is to be made to the local authority social care department, we act within the area's Safeguarding Children and Child Protection guidance in deciding whether we must inform the child's parents at the same time.

### **Method**

**We carry out the following procedures to ensure we met the three key commitments of the Pre-school this Policy**

Key Commitment 1

Aspley Guise Pre-school is committed to building a 'culture of safety' in which children are protected from abuse and harm.

### **Staffing and volunteering**

- Our designated member of staff who co-ordinates child protection issues is Brenda Matthews
- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within the Pre-school are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Criminal Records Bureau before posts can be confirmed.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.

- We abide by Ofsted requirements in respect of references and Criminal Record Bureau checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the Pre-school or has access to the children.
- Volunteers do not work unsupervised and they also do not take children to the toilet.
- We abide by the Protection of Children Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have lead to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the Pre-school.
- We take security steps to ensure that we have control over who comes into the Pre-school so that no unauthorised person has unsupervised access to the children.

## Key Commitment 2

Aspley Guise Pre-school is committed to responding promptly and appropriately to all incidents 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 are worried a child is being abused' (DfES 2006).

### **Responding to suspicions of abuse**

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual as well as neglect.
- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, behaviour, or play.
- Where such evidence is apparent, the child's key worker makes a dated record of the details of the concern and discusses what to do with the Pre-school Supervisor or staff member who is acting as the 'designated person'. The information is stored on the child's personal file.
- Staff in the Pre-school take care not to influence the outcome either through the way they speak to children or by asking questions of children.

### **Allegations against staff**

- We ensure that all parents know how to complain about staff or volunteer action within the setting, which may include an allegation of abuse.
- We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff or volunteer has abused a child.
- We respond to any disclosure by children or staff that abuse by a member of staff 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 local authority's social service department to investigate.
- We co-operate entirely with any investigation carried out by social services in conjunction with the police.
- Our policy is to suspend the member of staff on full pay 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.

### **Disciplinary action**

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

### Key Commitment 3

Aspley Guise Pre-school is committed to promoting awareness of child abuse issues throughout its training a programme's for staff. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and listened to.

### Training

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

### 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 visible to others, except when a member of staff may take a child to the toilet or change a nappy in the designated area.

### Curriculum

- We introduce key elements of child protection into our planning 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 Pre-school a culture of value and respect for the individual, 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.

### Disclosures

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

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

The member of staff does not question the child.

### Recording suspicions of abuse and disclosures

Staff make a record of:

- the child's name;

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

These records are signed and dated and kept in the child's personal file.

### **Making a referral to the local authority social care department.**

- Aspley Guise Pre-school's 'Child Protection Record' contains detailed procedures for making a referral to the local social care department, as well as a template form for recording concerns and making a referral. This is based on 'What to do if you are worried a child is being abused' (HMG 2006).
- All members of staff are familiar with the Child Protection Record and follow the procedures for recording and reporting.

### **Informing parents**

- Parents are normally the first point of contact.
- If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Local Safeguarding Children Board does not allow this. This will usually be the case where the parent is the likely abuser. In these cases the investigating officers will inform parents.

### **Confidentiality**

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

### **Support to families**

- The Pre-school believes in building trusting and supportive relationships with families, staff and volunteers in the group.
- The Pre-school makes clear to parents its role and responsibilities in relation to Child Protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local social services department.
- The Pre-school continues 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 social care department in relation to the Pre-school's designated role and tasks in supporting the child and the family, subsequent to any investigation.
- 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 procedure and only if appropriate under the guidance of the Local Safeguarding Children Board.

## **EYFS Key themes and commitments**

- A Unique Child
  - 1.3 Keeping safe
  - 1.4 Health and Wellbeing
- Positive Relationships
  - 2.4 keyperson

