

Welcome to Haylands Pre-school

Haylands Pre-school has been operating for over 40 years on the island. In 2006 we moved into the Static Huts within the St. George's Primary School grounds. In 2008 with the aid of Dorset County Council and Early Years and Childcare Services, we were provided with our own purpose built pre-school in the same location.

Although we are situated on the school premises, this does not automatically ensure your child's registration at the school. October of the year prior to your child's entry to school, we liaise with St. George's Primary to issue you with registration forms. These can either be returned to Manager – Julie McNally or direct to the school, or completed on line.

We are offering good quality childcare and early education, by providing educational experiences in a safe and friendly environment, to enhance your child's individual skills and encourage social integration by learning through play. This is achieved through a variety of balanced, stimulating activities appropriate to their current stage of development.

Haylands values and respects different racial origins, culture religions, abilities and positively encourage both sexes to participate in all activities. Each child is regarded as an individual.

At present, we have 10 members of staff, as follows:-

Pre-school Manager	Julie McNally (NVQ 4) Early Years Foundation Degree. 8 years experience (Sept 10)
Pre-school Deputy Manager	Debbie King (NVQ 4) 6 years experience (Sept 10)
Pre-school assistant	Sandy Hollinshead (NVQ 3) 8 years experience (Sept 10)
Pre-school assistant	Sally McHale (NVQ 2) 13 years experience (Sept 10)
Pre-school assistant	Joanne Easton (NVQ 3) 4 years experience (Sept 10)
Pre-school assistant	Sandra Smyth (NVQ 3) 4 years experience (Sept 10)
Pre-school assistant	Joanne King (NVQ 3) 3 years experience (Sept 10)
Pre-school assistant	Sarah Cranny (NVQ 3) 3 years experience (Sept 10)
Pre-school assistant	Debby Read (NVQ 2) 2 years (Sept 10)
Pre-school assistant	Clare Bowden (NVQ 2) 2 years (Sept 10)

All staff are qualified in First Aid or is in the process of First Aid training. Training is an ongoing and important part of Pre-school. Haylands and Ofsted go through many checks, including a CRB, before they can be employed at Pre-school.

Parents and carers are always welcome to visit Haylands. Our doors are always open and we work in partnership with you for the benefit of your child.

Should you need to contact Haylands outside term time do not hesitate to contact Julie McNally on 01305 – 861428.

WEB SITE

The pre-school web site address is:

www.Haylandspreschool.co.uk

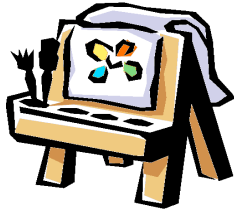
The site contains information, pictures and links to Ofsted. We only put on pictures that the children have painted or drawn. We do not include any photographs unless they are from a special event, with the parents/carers permission.

COMMITTEE

Haylands has a committee that is made up of parents/carers. Each year they are elected at the AGM, which is held in the autumn term. The committee is made up of Chairperson, Treasurer, Secretary and Committee Members. Regular meetings are held to ensure the smooth running of Haylands, and ongoing fundraising. A list of the committee is available within the pre-school for your information. At present, the Chairperson is.

CHAIR PERSON	-	IONA MITCHELL / KAREN CLARK
DEPUTY CHAIR PERSON	-	CHRIS SUTTON
TREASURER	-	CHRIS SUTTON
SECRETARY	-	SARAH READ
COMMITTEE MEMBERS	-	SARAH BIRD NICOLA FRANKLIN LINDA CARLILE SHELLEY CRIBB STEVE SYMES KIM RAINFORD

All committee members have to sign confidentiality agreements and are also subject to CRB checks through Ofsted.



ADMISSIONS

Haylands Pre-school is registered for a maximum of 40 children per session. The regulations for child to adult ratio are 1 adult to every 8 children ages 3 – 5, and 1 adult to every 4 children for ages 2 – 3. This is maintained throughout all indoor and outdoor activities. Ratios are higher at times of special events or outings to ensure safety.

Children can attend Haylands from 2 yrs 6 months. We would encourage children to preferably be toilet trained although we do have facilities to accommodate nappy changing.

Initially we recommend 2/3 sessions, for your child to maintain continuity and stability. Extra sessions can be discussed with the Pre-school Manager, or Deputy Manager.

In the event of a waiting list, admission will be decided after consideration of age, time on waiting list.

Upon your child's admission, you will be asked to complete a detailed Registration form. This will be kept confidential at all times. **Please keep us informed of any changes as they occur.**

We will issue a termly review for any changes in information given upon registering your child.

SETTLING IN

We recognise that not all children will settle straight away at pre-school, therefore we take into account the child's emotional and social development, and we may suggest that we think it necessary for you to stay with your child for the first few days, to settle him/her in. If you would prefer to do this then please discuss with the staff.

Most children settle within the first five minutes and it is usually the parent/carer who is the most upset, but please be reassured that we do not like to see the children upset, so therefore we will try whatever we feel necessary to settle the child in, and help them enjoy Pre-school. We will be guided by you as to whether you wish to stay with your child or not.

For the first few sessions, the children will be helped with toileting but will be encouraged to become independent during the following weeks.

Perhaps your child would like to bring his/her toy or teddy along to Pre-school. We will take care of them, but we do find that sometimes this reassures a child.

We prefer children not to wear jewellery especially necklaces, as they can be dangerous in play. In addition, stud earrings are safer than hoops and drop earrings.

Parents/carers are always welcome to come in and discuss any worries they may have regarding their child settling in.

THINGS THAT MAY HAPPEN TO YOUR CHILD ON STARTING PRE-SCHOOL

- 1. Turn into a tired monster.*
- 2. Catch all childhood ailments.*
- 3. Claim they have done nothing all morning.*
- 4. May regress in toilet habits.*
- 5. May pick up colourful interesting language, we DO NOT teach it.*
- 6. Cry or get upset when you leave and return. (Anytime within the first two weeks)*
Do not worry we will cuddle and reassure them.

WAYS YOU CAN HELP US.

1. Collect your child on time, very upsetting if you do not.
2. Coughs and sneezes spread diseases, please keep yours at home.
3. Teach them to flush the toilet and wash their hands automatically.
4. Teach them to wipe their nose or ask for a tissue.
5. Dress them in clothing they can manage themselves.
6. Teach them to recognise their own name labels, whatever sort you chose.
7. Find out what they actually like to eat before you pack their lunch box.
8. Back us up with good manners and keep your language clean and polite in front of the children.
9. Take a deep breath before you charge in, guns blazing when your child tells you a horror story, they may have told us something equally horrific about you.
10. Come in and talk to us should you have a pre-school problem with your child.

IF YOUR CHILD HAS BEEN SICK OR HAS HAD DIARRHOEA, THEY MUST BE KEPT AWAY FROM PRE-SCHOOL, AND SHOULD NOT RETURN UNTIL THEY HAVE HAD A CLEAR 48 HOURS, ON RECOMMENDATION OF SOCIAL SERVICES GUIDELINES.



OPENING TIMES - termly.

Monday ----- Friday	Mornings	-	9.00a.m.	- -	11.30a.m.
	Afternoons	-	12.30p.m.	- -	3.00p.m.
	Lunch club	-	11.30a.m.	- -	12.30p.m.

Afternoon sessions may vary depending on demand.

Term dates will be put on the notice board, and in newsletters.

LUNCH CLUB has proved a valuable part of Haylands routine, and also the children socialise at lunch time and it prepares them for lunch time at school. At Haylands we promote healthy eating, and therefore we would ask you to bear this in mind when preparing lunch boxes. Please do not put sweets in lunchboxes, perhaps one sweet item (e.g. cake, chocolate biscuit). **No nuts or nut related snacks, due to allergies.** Some tips for the summer months, are freezing a carton of juice to act as a cool block, or buy a small cool block. All lunch boxes will be stored in our fridge during sessions.

During the morning and afternoon session we provide snack. Following our healthy eating we provide milk or water. Healthy snack e.g. fruit, vegetables, breadsticks, cereal etc.

BREAKFAST CLUB/AFTER SCHOOL CLUB – from January 2009 we have started to offer wrap around care as in a breakfast club and after school club. This is open to children between the age of 2years 6 months – 11 years.

Breakfast club ----- 8.00a.m. – 8.45a.m.

After school Club ----- 3.15pm - 6.00p.m. (this is broken down into hours, further details are in our breakfast/after school club prospectus.

FEES

Fees are payable on the first day of attendance for the whole of the weeks sessions. By cash. Prompt payment is essential as we depend on this to remain open. Your child will be given a cash bag, with their name on it, so that you can enclose fees and your receipt will be returned to you in the cash bag.

Should fees remain unpaid for a period of two weeks without informing the Pre-school Manager, it will be assumed that the space is no longer required, and it may be allocated to another child. However you will still be responsible for the fees due.

If your child is sick or on holiday, full fees must be paid. It is very important to advise the Pre-school Manager of sickness or leave, otherwise it will be assumed that after two weeks absence, you will no longer require the space and it will be allocated to another child. Special circumstances may be taken into account after discussion.

Two weeks notice must be given if you wish to give up your space.

All Pre-schools on Portland work in unison and therefore should your child leave with outstanding fees and register in another pre-school on the island, you will be asked for fees to be settled with us before registering. This also applies if you register at Haylands and owe money to another Portland Pre-School, we will ask that you settle these fees before a space can be offered.

Fees from Sept'10	£6.25	per morning session
	£6.25	Per afternoon session
	£2.50	full lunch
	£15.00	full day

These fees are reviewed each September, or at the decision of the pre-school committee.

Please remember it is embarrassing for a member of staff to have to ask for arrears and we would like you to understand that pre-school cannot survive and staff cannot be paid if fees are not paid up to date.

Working Tax Credit can help with pre-school fees.

If you do fall into difficulty with your fees, please come and discuss this with the Pre-school Manager, as there may be ways we can help or advise.

If a child is late being collected at the end of session then fees will be added to the following weeks bill. Please refer to late pick-ups policy.

FREE EARLY LEARNING AND CHILDCARE FUNDING

We are part of the Early Learning and Childcare Funding scheme. The government is constantly changing the funding criteria, but at present, your child will be eligible for the funding the term after their third birthday. Terms are January, April and September.

The funding entitlement will be increased from September 2009 to 15 hours per week, for 38 weeks of the year. The criteria is that the minimum hours in a day is 2hrs (in one block), and maximum hours in a day is 6 hrs (12 hours in total if over 2

days) Therefore you can use the funding towards lunch sessions. Also you can only have a maximum of 2 providers. To guarantee 15 hours per week it is advisable to inform the Pre-school as soon as possible of which hours you would prefer.

Top up Fee

The Early Learning and Childcare Funding Scheme covers 38 weeks in total. Should pre-school be open for longer than 38 weeks top up fees will apply. We therefore will charge for the additional weeks, which are not covered by the funding. This is in accordance with the Early Learning and Childcare Funding regulations. You will be advised when this is necessary. The amount will be notified to you and the option to spread payment over the length of the term instead of at the end. Any queries, please ask.

Termination of sessions

Should you no longer require your child's place at pre-school, we ask for at least two-week's notice.

CURRICULUM

We will ensure that the planning, implementation and evaluation of the Curriculum reciprocate the principles of the equalities policy and procedures.

Our aim is to prepare children at Haylands for entry into School by providing the basis for later studies in School and beyond. We use the appropriate equipment and activities relevant to the varying abilities of Pre-school children and all activities follow the Early Years Foundation Stage curriculum.

Our main element of curriculum is FUN

- Use language to communicate with others.
- Learn to listen and respond.
- Recognise the use of written language to carry information and ideas.
- Make comparisons in materials/objects and to make predictions about them and recognise similarities and differences.
- Understand simple ideas of weight, length, volume, etc.
- Name shapes and colours
- Acquire the awareness of numbers.
- Find ways of handling problems
- Use their senses to explore the world around them and living things in it.
- Acquire the skills and co-ordination for handling implements, particularly those needed for writing and drawing.
- Learn respect for all people including those from different backgrounds, races, cultures and abilities.
- Appreciate and enjoy the process of learning.

PLAY

Children are constantly learning through play. They discover through exploring, observing, listening and talking. We provide enough variety for children to achieve a balance between doing things on their own (free play) and being organised

(structured play).

There are six statutory Early Learning Goals (detailed below), which establish expectations for most children to reach by the end of the Early Years Foundation Stage (end of reception year at school). They provide the basis for planning throughout the EYFS, laying secure foundations from birth for future learning. By the end of the EYFS some children will have exceeded the goals. Other children, depending on their individual needs, will be working towards some or all of the goals. The six areas are as follows: -

By the end of the EYFS children should:

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Continue to be interested, excited and motivated to learn.
- Be confident to try new activities, initiate ideas and speak in a familiar group.
- Maintain attention, concentrate, and sit quietly when appropriate.
- Respond to significant experiences, showing a range of feelings when appropriate.
- Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.
- Have a developing respect for their own cultures and belief and those of other people.
- Form good relationships with adults and peers.
- Work as part of a group or class, taking turns and sharing fairly, understanding that there need to be agreed, values and codes of behaviour for the groups of people, including adults and children, to work together harmoniously.
- Understand what is right, what is wrong and why.
- Consider the consequences of their words and actions for themselves and others.
- Dress and undress independently and manage their own personal hygiene.
- Select and use activities and resources independently.
- Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect.
- Understand that they can expect others to treat their needs, views and cultures and beliefs with respect.
- “Rainbow” SEALing a brighter future. Becoming more aware of any emotional and social skills problems, which many children carry and may hinder their education.

COMMUNICATION, LANGUAGE AND LITERACY

- Interact with others, negotiating plans and activities and taking turns in conversation.
- Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning.
- Sustain attentive listening, responding to what they have heard and relevant comments, questions or actions.
- Listen with enjoyment and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems.
- Extend their vocabulary, exploring the meanings and sounds of new words.
- Speak clearly and audibly with confidence and control and show awareness of the listener.

- Use language to imagine and recreate roles and experiences.
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Hear and say sounds in words in the order in which they occur.
- Link sounds to letters, naming and sounding the letters of the alphabet.
- Use phonics knowledge to write simple regular words and make phonetically plausible attempts at words that are more complex.
- Explore and experiment with sounds, words and texts.
- Retell narratives in the correct sequence, drawing on the language patterns of stories.
- Read a range of familiar and common words and simple sentences independently;
- Know that print carries meaning and, in English, is read from left to right and top to bottom;
- Show an understanding of the elements of stories, such as main character, sequence of events, and openings and how information can be found in non-fiction texts to answer about where, who, why and how;
- Attempt writing for various purposes, using features of different forms such as lists, stories and instructions.
- Write their own names and other things such as labels and captions and begin to form simple sentences sometimes using punctuation;
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.
- “Letters and Sounds” program teaching children rhyming and forming words.

PROBLEM SOLVING, REASONING AND NUMERACY

- Say and use number names in order of familiar contexts;
- Could count reliably up to 10 everyday objects;
- Recognise numerals 1 to 9;
- Use developing mathematical ideas and methods to solve practical problems.
- In practical activities and discussion begin to use the vocabulary involved in adding and subtracting;
- Use language such as “more” or “less” to compare two numbers
- Find one more or one less than a number from 1 to 10
- Begin to relate addition to combining two groups of objects and subtracting to “taking away”
- Use language such as “greater”, “smaller”, “heavier” or “lighter” to compare quantities
- Talk about, recognise and recreate simple patterns.
- Use language such as “circle” or “bigger” to describe the shape and size of solids and flat shapes.
- Use everyday words to describe position.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

- Investigate objects and materials by using all of their senses as appropriate.
- Find out about, and identify some features of, living things, objects and events they observe
- Look closely at similarities, differences, patterns and changes.
- Ask questions about why things happen and how things work
- Build and construct with a wide range of objects, selecting appropriate resources, and adapting their work where necessary.
- Select the tools and techniques they need to shape, assemble and join the materials they are using

- Find out about and identify the use of everyday technology and use information and communication technology and programmable toys to support their learning.
- Find out about past and present events in their own lives, and in those of their families and other people they know;
- Observe, find out about, and identify features in the place they live and the natural world
- Find out about their environment, and talk about those features they like and dislike.
- Begin to know about their own cultures and beliefs and those of other people

PHYSICAL DEVELOPMENT

- Move with confidence, imagination and in safety
- Move with control and co-ordination
- Travel around, under, over and through, balancing and climbing on equipment
- Show awareness of space, of themselves and of others
- Recognise the importance of keeping healthy and those things which contribute to this
- Recognise the changes that happen to their bodies when they are active
- Use a range of small and large equipment
- Handle tools, objects, construction and manageable materials safely with increasing control

CREATIVE DEVELOPMENT

- Respond in a variety of ways to which they see, hear, smell, touch and feel
- Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments.
- Explore colour, texture, shape, form and space in two and three dimensions.
- Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music.
- Use their imagination in art and design, music, dance, imaginative and role play and stories

The EYFS Profile captures the early learning goals as a set of 13 assessment scales, each of which has nine points. The first three points describe a child who is still progressing towards achievements described in the early learning goals. Points 4 –8 are drawn from the early learning goals themselves, and Point 9 in each scale describes a child who has achieved all the points from 1 – 8 on that scale, has developed further both in breadth and depth, and is working consistently beyond the level of the early learning goals.

If you wish to discuss this further you are always welcome to see your key worker.

The six learning areas are split into assessment areas as follows: -

Personal, Social and Emotional Development

- Dispositions and Attitudes
- Social Development

- Emotional Development

Communication, Language and Literacy

- Language for Communication and Thinking
- Linking Sounds and Letters
- Reading
- Writing

Problem Solving, Reasoning and Numeracy

- Numbers as Labels and for Counting
- Calculating
- Shape, Space and Measures.

Knowledge and Understanding of the World

- Exploration and Investigation
- Designing and Making
- ICT
- Time
- Place
- Communities

Physical Development

- Movement and Space
- Health and Bodily awareness
- Using Equipment and Materials

Creative Development

- Being Creative – Responding to Experiences, Expressing and Communicating ideas
- Exploring Media and Materials
- Creating Music and Dance
- Developing Imagination and Imaginative play

Every Child A Talker (ECAT)

We as a setting were approached by Early Years to take part in a new project, promoting children's language and communication skills through every day fun and interesting experiences. This project is being ran by Debbie King and Sandra Smyth, working in conjunction with Early Years Advisors.

Rights Respecting Award

Again we were approached by Early Years to take part in this new project, which is working with UNICEF to promote United Nations Convention on the Rights of a Child. This is a two year project which will be recognised by an award on completion.

OBSERVATION AND RECORD KEEPING POLICY

At Haylands, we observe the children and record their progress on a day-to-day basis, following the Early Years Foundation Stage (ages 0 – 5). Helping us identify the stage of the child and evaluate accordingly. Action plans are drawn up from the

evaluations, if needed.

The areas observed are as follows:-

- Personal, social and emotional development.
- Knowledge and understanding of the world development
- Physical development
- Communication, language and literacy development
- Creative development
- Problem solving, reasoning and Numeracy development

The observations are reviewed and evaluated at regular staff meetings. Your child will be given a keyworker who will be responsible for their observations and records, and feedback with parent/carer.

Amongst these observations we use photographs of your child achieving, which gives clearer evidence of your child's progress. These photographs will be logged in your child's learning journey folder for your access. Only your child will be on the photograph to respect confidentiality.

We also take photographs of your child at play for the wall and photograph album. When your child leaves Haylands if these photographs only contain your child then this will be given to you. If however there are several children included in the photographs then they will be shredded, adhering to Data Protection Act.

A parent's consultation time will be held twice a year so you are able to discuss any concerns you or we may have. However in line with the Freedom of Information Act these observations are available, for parents/carers to access, at all times.

At the end of the summer term the parent will be asked to sign and give permission for a transition sheet to be forwarded to the relevant school. This will include an overview of your child's progress and any information we feel may be relevant for the smooth transition of your child into school.

Obviously, each child's records are kept confidential at all times, following Data Protection Act

FREEDOM OF INFORMATION POLICY

In accordance with the Freedom of Information Act, parents/carers have the right to view their child's records and relevant paperwork at any convenient time.

Observations and records of children are kept in a secure locked cabinet following Data Protection Act 1998.

All children will have their own box file for access of the parent and on the outside of this box will be your child's keyworker. Therefore if any parent/carer wishes to discuss their child's progress between parent consultations, they can arrange this with their keyworker.

The manager or deputy manager will also be available to discuss issues regarding their child's progress

EQUAL OPPORTUNITIES POLICY

In our setting we encompass respect for equality and diversity. We will respect all individuals providing equality of opportunities for all, to reach maximised potential.

Haylands believes that no child, individual or family should be excluded from the pre-school.

If a parent/carer has difficulty with bringing their child to pre-school due to transport issues, then they may be able to get help with funding towards the cost of taxi's etc. This however is for the parent to arrange and not the pre-school. This can be done via Early Years and Childcare Service – 01305 228444 (formally known as Sure Start)

Haylands **ENCO-ORDINATOR is Debbie King** who is on hand to support with equality and diversity within the setting.

This policy also applies to staffing.

We recognise that many different types of family successfully love and care for children. Staff recognise that not all children live with two parents, and care must be taken to avoid causing distress, especially on Mothers/Fathers day.

We will provide a wide selection of anti-discriminatory materials and equipment that positively enhance play opportunities and activities in line with the Curriculum, therefore we acknowledge positive awareness of the different faiths, beliefs or non-belief, and will incorporate this in our curriculum with parent consent.

Ensure that all provision accommodates the needs of individuals to be able to communicate effectively:- Makaton sign language, multi-lingual books, Persona dolls Etc.

Discriminative behaviour and remarks are unacceptable in Haylands.

CONFIDENTIALITY POLICY

Following updates to the Data Protection Act 1998 Haylands adheres to this by operating a very strict confidentiality policy. All members of staff sign a confidentiality agreement upon commencing employment, and this reviewed annually. All committee members also have to sign a confidentiality agreement upon joining Haylands Committee.

Any information, which is received about the children, families, or service users of the pre-school, will remain confidential to the relevant members of staff, the manager and deputy manager of Haylands.

Any information, which is received by members of staff, about the setting, or other members of staff, will also remain confidential, unless the management deem it necessary to discuss further, or take action.

All staff are fully aware that they must not discuss any child or family at any time

outside of the setting. If staff are approached then they will invite the parents/carers to come into the setting to discuss with the manager or keyworker.

In accordance with our Data protection policy all confidential information is kept in a secure locked cabinet, at all times.

With regard to Safeguarding Children issues and information, please refer to the Safeguarding Children Policy.

Information Sharing – following Every Child Matters.

Sharing information is important as part of an early intervention and preventative service. Early intervention aims to prevent problems escalating and increase the chances of achieving positive outcomes. In some areas there is increased use of multi-agency services, for example, Speech Therapists, Portage.

Where integrated working is through specific multi-agency structures or existing services, appropriate information sharing between these services produces an effective working partnership and benefits the child. We do however need parent/carer consent to involve these agencies, therefore within your registration pack, prior to your child attending Haylands, is a consent form for your signature.

HEALTH AND SAFETY POLICY

It is the policy of the school to comply fully with the requirements of European Community Law, the Health and Safety at Work Act 1974 and 1992, the management of health and safety 1999 and all other relevant statutory provisions.

Haylands pre-school undertakes to review its Health and Safety policies and risk assessments on an annual basis, or whenever major changes dictate that it is necessary, to prevent danger or harm.

It is the policy of the pre-school and the governing committee to

- Establish and maintain a safe and healthy environment throughout the setting.
- Establish and maintain safe working procedures among staff and children.
- Ensure the provision of sufficient information instruction and supervision to enable all employees and children to avoid hazards and contribute to their own health and safety and to ensure that they have access to health and safety training as appropriate or as when provided.
- Maintain all areas under the control of the committee and manager in a condition that is safe and without risk to health.
- Produce effective procedures for use in case of fire and for evacuating the settings premises.
- Lay down procedures in case of accidents and maintain first aid supplies and accident reports.
- Make children aware of health and safety, so that they can begin to take responsibility and judge risk for themselves.

- Risk assessments to be carried out annually unless major changes take place.
- All employees have a duty to safeguard and promote the welfare of children and act accordingly if concerns arise.

Delegated Health and Safety officer Debbie King

COSHH

Control of Substances Harmful to Health

All harmful substances used within the pre-school are kept in a secure cupboard out of children's reach. There is a list of the substances used and data sheets which are stored in Health and Safety Folder within the pre-school.

RIDDOR

Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995

In line with these regulations all accidents and injuries from both children and employees will be recorded and witnessed in the accident book. Any injury will be reported to both the manager and Health and Safety Officer. If there is an incident involving infectious diseases then this will be reported to our local health and safety executive.

DOGS

Dogs are not allowed on the premises or on the grounds of the school.

SMOKING

There is a strict no smoking policy both within Haylands and surrounding area.

SAFEGUARDING CHILDREN (CHILD PROTECTION POLICY)

Haylands Pre-school has a duty to safeguard and promote the welfare of children. Therefore set out below are our procedures that will be taken should we have reason to believe that a child in our care, is subject to either of the following:

Emotional Abuse – *Action will be taken if the management team have reason to believe that there is a severe, adverse effect on behaviour and emotional development of a child, caused by persistent or severe ill treatment or rejection.*

- The concern will be discussed with the parent/main carer
- Such discussion will be recorded and the parent/main carer will have access to such records.
- If there appears to be any further concerns regarding the circumstances, the matter will be referred to Children's Services and/or the police, in accordance with the local safeguarding children's board procedures.

Neglect - Action will be taken if the management team have reason to believe that there has been persistent or severe neglect of a child. (For example, by exposure to any kind of danger, including cold or starvation) which results in serious impairment of the child's health or development, including a failure to thrive.

- The concern will be discussed with the parent/main carer
- Such discussion will be recorded and the parent/main carer will have access to

such records.

- If there appears to be any further concerns regarding the circumstances, Children's Services and/or the Police will be notified, in accordance with the local safeguarding children's board procedures.

Bullying – Action will be taken if the management team have reason to believe that there has been persistent bullying which results in serious lack of self-esteem and self worth, and a withdrawn child.

- The concern will be discussed with the parent/main carer
- Such discussion will be recorded and the parent/main carer will have access to such records.
- If there appears to be any further concerns regarding the circumstances, Children's Services and/or the Police will be notified, in accordance with the local safeguarding children's board procedures.
- With regard to our wrap around care, which caters for children up to 11 years of age, we also raise concerns with the children about protecting themselves from **Cyber Bullying**. As these children may have daily access to the internet, mobile phones etc. they need to be made aware of the safeguards they need to take whilst accessing these. Within the setting we have security in place of any internet access. Children are not allowed to access mobile phones within the setting. With regard to this issue we will follow the above procedure.

Physical Abuse – Action will be taken if the management team have reason to believe that there has been a physical injury to a child, including deliberate poisoning, where there is a definite knowledge, or reasonable suspicion that the injury was inflicted, or knowingly not prevented.

- A parent must make a member of staff aware of any injuries or significant bruising that has occurred outside of pre-school. This will then be logged in the bumps and grazes book, by the parent and signed. A member of staff will also sign the book. If a parent fails to inform us of this and marks are noticed then they will be recorded and a phone call will be made to the parent to clarify. This will then be discussed upon collection of the child where a signature will be required. This is to cover the pre-school from re-percussions and also to show that we are doing our duty by safeguarding the children who come to us. If however there is a more significant concern which should remain confidential, then this will be logged in the Incident Book, by the Manager or Deputy Manager. Conversation will be logged and this will be discussed with the parent/carer, where a signature will be required.
- Should the Manager or Deputy Manager have concerns regarding a disclosure they will contact Children's Services for advice without parent/carer discussion
- If there appears to be further concerns regarding the injury, Children's Services and/or the Police will be notified, in accordance with the local safeguarding children's board procedures.
- If a disclosure is made and the parent/carer does not collect the child on that day then the manager will attempt to contact them. If however after 24 hours this has been unsuccessful then the manager reserves the right to inform Children's Services if they have cause for concern.

Sexual Abuse – Action will be taken if the management team have witnessed occasions where a child indicated sexual activity through words, play, drawing, had an excessive pre-occupation with sexual matters, or had an inappropriate knowledge of adult sexual behaviour.

- The observed instances will be recorded.
- Discussion would not happen with the parent/main carer if it were believed this would place the child at risk of significant harm.
- The observed instances will be reported.
- The matter will be referred to Children's Services and/or the police, in accordance with the local safeguarding children's board procedures.

PLEASE NOTE:

There are exceptions to the above procedures, if any child is thought to be in immediate danger, Haylands management will contact Children's Services and/or the police immediately.

Our primary responsibility is the welfare and well being of all children in our care. We therefore have a duty to the children, parents/main carers and staff to act quickly and responsibly in any instance that may come to our attention.

- Haylands has a duty to report any suspicions about abuse to Children's Services whether this stems from allegations against staff, carers or the general public. The Children Act 2004 (Section 47(1)) places a duty on Children's Services to investigate such matters. Haylands will follow the procedures set out by the local safeguarding children's board procedures.

All staff at Haylands have Safeguarding Children training. **Our Safeguarding Children Officer is Julie McNally**, who will take the lead in dealing with any concerns raised initially, and will then decide whether to take advice from Children's Services and/or the police. Discussions will take place with parent/main carer before such action unless it was believed this would place the child at risk of significant harm. An allegation of child abuse and/or neglect could lead to a criminal investigation, so staff will not do anything that may jeopardise a police investigation, for example, ask a child leading questions or attempt to investigate the allegations of abuse.

Children's Services take the lead role in enquiring about child protection issues relating to the child whilst the employer retains the responsibility for disciplinary actions relating to staff member, volunteer or carer.

Should an allegation be made against a member of staff regarding safeguarding children issues the procedure for this would be

- Allegation or incident recorded, discussion with member of staff, parent/main carer, such discussion recorded and available for member of staff and parent/main carer to have access to. The incident will be reported to Ofsted.
- The incident will be reported to the Committee chairperson
- The committee chairperson will decide how far to discuss it with the accused member of staff without involving outside agencies, bearing in mind that a safeguarding allegation and, or neglect could lead to a criminal investigation.
- If there appears to be further concerns then Children's Services and/or the Police will be notified in accordance with the local safeguarding Children's board committee procedures.
- The manager and the committee chairperson will need to decide whether to suspend the member of staff pending investigation.

Ofsted will be notified if Children's Services are investigating a safeguarding children matter related to the group.

CONFIDENTIALITY - Haylands Pre-school follows the confidentiality policy drawn up in conjunction with the Data Protection Act. However if it becomes necessary to disclose information concerning a child and/or member of staff (if allegation is made against a staff member) to an outside agency, the following procedure will be followed.

- The consent of the parents/main carers of that child and/or the consent of the staff member for the disclosure will be sought first.
- If it is believed that obtaining such consent would place a child at risk or significant harm, the disclosure will be made without obtaining consent (bearing in mind the public interest in safeguarding the child's welfare overrides the need to keep information confidential)

Contact numbers:-

Children's Services----- 01305 760139
Out of hours duty line: 01202657279 (5.30pm-8.40am weekends, bank holidays etc)
Police ----- 01305 767474
Dorset local safeguarding children's board ----- 01305 760139

Your local office :-

**Jubilee Close
Jubilee Retail Park
Weymouth
Dorset DT4 7BG**

Email: weymouthsocialcare@dorsetcc.gov.uk

ACCIDENTS POLICY

All staff are fully trained in Paediatric First Aid therefore, should an accident happen at Pre-school, all staff are fully qualified to care for the child. The details would be entered into the accident book with all the necessary information and the parent/carer will be asked to sign at the end of the session or on collection of the child. The parent/carer will have a copy of the accident book sheet.

If the accident is serious enough to require medical attention, Pre-school will call the doctor or ambulance and then contact the parent, therefore it is imperative that all contact details are kept up to date and available at all times.

Head Injuries

If a child bumps their head, first aid will be given in accordance with Paediatric First Aid Training. An accident form will then be completed with guidelines for parents/carers to observe for 72 hours. which will then be signed. All staff will be made aware of monitoring the child for 72 hours.

The accident book is reviewed termly by the Health and Safety Officer and any re-occurring accidents are investigated and action undertaken if needed.

FIREDRILL POLICY

Pre-school fire drills are carried out once per half term, and we also take part in School fire drills. Please be aware of the fire drill whilst on the premises, as any individual within pre-school, will be required to take part, as though it was a real fire. A whistle will be blown and children will be gathered at appropriate fire door, and then calmly exited to the appropriate designated area away from danger. All contact numbers will be with the Pre-school Manager, as well as the register, and a mobile phone.

In the case of a real fire, emergency services will be contacted, and then parents will be contacted. Fire drill procedures are displayed in entrance hall of the pre-school and at each fire door. Our priority is the safety of the children at all times.

MANUAL HANDLING POLICY

In line with the Manual Handling Operations Regulations Act 1992, Haylands pre-school will endeavour to keep the number of accidents to a minimum. This therefore means that all staff must do all they can to minimise accidents, particularly those caused to back and neck from lifting. Therefore all staff are aware of the safe lifting techniques and are encouraged to lower themselves to the child's level if needed to comfort rather than to pick the child up, possibly causing injury to themselves. This follows Paediatric Safe Lifting training.

SICKNESS AND ILLNESS POLICY

If your child becomes unwell at pre-school, we will notify you immediately, to come and collect them. We will obviously keep the child away from other children, and in a quiet and calm area. It is therefore important that you keep the pre-school informed of any changes in contact details should we need to contact you.

If your child is unwell at home, please do not bring them into Pre-school, as this will only result in the child becoming upset.

IF YOUR CHILD HAS HAD SICKNESS OR DIARRHOEA THEY CANNOT RETURN TO PRE-SCHOOL UNTIL THEY HAVE HAD A FULL 48 HOURS CLEAR.

Outlined on the back page are a few pointers of infections that you may like to note.

Delegated first aid officer is Sandra Smyth

MEDICATION POLICY

Haylands would prefer not to give medication to a child but obviously, in special circumstances e.g. inhalers, antibiotics we have to. The parent/carer, will be asked to enter into our medication book permission for us to administer medication to their child, information needed, name of child, name of medication. The medication needs to have the pharmacy label clearly in place stating child details, dosage and times to be taken. This includes inhalers. Medication will be kept in a safe area, away from the children, but available for quick access by the staff medicine will also be stored in the fridge, if necessary. When medicine is administered, an entry will be made in the medication book, which will be witnessed and signed by another member of staff, and then signed by the parent. A copy of the book page will be given to the parent.

MEDICATION WILL ONLY BE ADMINISTERED BY THE MANAGER AND DEPUTY MANAGER OF THE PRE-SCHOOL.

ASTHMA POLICY

Haylands pre-school recognises that many children suffer from asthma and we adhere to the following procedures to help children with this condition, while they are with us.

- We will encourage and help children with asthma to participate in all activities.
- We will ensure that children known to have asthma have immediate access to their prescribed reliever inhalers.
- Procedures will be provided to all staff on what to do if a child has an asthma attack
- We will work together with parents/carers of children with asthma to ensure that their child is in a safe and caring environment.

IN ORDER TO FULFIL THESE AIMS, PARENTS/CARERS NEED TO PROVIDE WRITTEN INFORMATION DETAILING:

- What asthma medicine is needed and when to be given
- What triggers an asthma attack and what to do in this situation
- Emergency contact details including any medical authorities involved
- Ensure that their child medicine is labelled and has not passed its expiry date

IN RETURN HAYLANDS PRE-SCHOOL WILL

- Make sure that inhalers are always taken on group outings
- Be aware of trigger factors for each child with asthma
- Ensure that all staff know where inhalers are stored and how to access them quickly
- Are aware of how to administer medication in case of absence of manager/deputy manager or an emergency

Haylands cannot be held liable under any circumstances where there has been a failure to disclose relevant information that is important to the administration of symptom relief.

HEADLICE POLICY

Headlice can be a continuous problem once your child starts school, at Haylands we are not allowed to check a child's head for headlice. If we feel a child is scratching their head a lot we will advise you to check. We have a section on the application form for you to sign, if you would like us to inform you if headlice are clearly seen on your child's hair

If your child has headlice we ask that you treat the whole family and keep the child off pre-school until treated. Once your child is treated they can return to pre-school. There are several ways to deal with this and we do have an information sheet and also a video for you to take home if you wish, if you are at all worried please ask.

FAILURE TO OR LATE PICK UPS POLICY

In the rare event that a child should not be picked up from the Pre-school, the procedure will be as follows,

We will ring all contacts on the child's registration details, (which is why it is important that all contacts be updated when necessary)

Two members of staff will wait at Pre-school for the child to be picked up.

If after 30 minutes from end of session, exhaustive attempts to contact anyone from the registration details, and the parent/carer has not turned up then we will have no alternative but to contact Children's Services. Parents will also be charged a fee of £10 to cover 2 members of staff wages.

The Pre-school Manager will obviously continue to try to contact the parent/carer.

The contact number for the Manager will be available on the notice board

SAFETY AND SECURITY POLICY

Ofsted regulations stipulate that the ratio for staff to children are 1-4 for under 3's, and 1-8 for over 3's.

Haylands are fortunate enough to be well above the ratio of staff to children and therefore children are always under constant supervision. We have use of the school playground for outside play which the gates are locked within school hours. We have lockable front doors, which are easily unlocked by staff, therefore not causing a risk in the event of an emergency.

Vulnerable times are at the beginning and end of sessions. Therefore children leave pre-school one by one and are handed over to parent/carer who is collecting them. A few points below which will help.

- On arrival wait for a member of staff to open front doors. Please support your child to hang their coat on their peg and place lunchbox on the floor under your child's peg, lead them into the play room. On collection a member of staff will bring your child to you. A member of staff will be on the front door so that security is upheld on arrival and departure.
- If you wish to discuss anything with the Pre-school Manager or we wish to speak to parents, we will ask you to come into Pre-school rather than talking on the doorstep, this helps with confidentiality.

Visitors are asked for ID upon arrival and are requested to sign in the visitor book. Regular visitors to the setting such as Speech and Language, Early Years Advisors, and Assessors, will be required to give CRB clearance evidence.

MOBILE PHONES: any member of staff or visitor to the setting, including parents are not allowed to use their mobile phone within the pre-school. Should a member of staff see any mobile phone being used within the pre-school, they will ask for the phone to be switched off or put away. All staff keep their mobile phones in their locked cabinets.

LEGAL REQUIREMENTS POLICY

Should there be a separation/divorce between parents, we are required to have a legal written document from a court of law stating who has legal contact and parental responsibility. Therefore if a parent has consent for picking up their child we cannot refuse without this document. Please be reassured that if this situation should arise we will contact the other parent before child is allowed to leave.

OUTINGS POLICY

On many occasions, we will take the opportunity to walk out into the community, perhaps to the park, fire station, post office, church. library etc. If you arrive early there will be a notice placed on the window with a mobile contact number

We also have an outing in July for the children that are leaving pre-school. Please be reassured that we only use coaches from reputable firms, all fitted with seatbelts, we have over the adult to child ratio and risk assessments are carried out. Prior to this outing, we will ask for a signed consent form allowing us to take your child.

LOSS OF CHILD POLICY

If a child is lost whilst in our care, the procedure that we undertake is as follows: -

- Gather all children together
- Do a check on the register to account for the children and to be aware of which child is missing.
- If a child is lost within the pre-school grounds a member of staff will do a full sweep of the pre-school building, to see if the child is found.
- If the child has not been found we will contact the police and parent/carer

If on a day trip e.g. Tythe Barn

- All the children will be brought together.
- Do a check on the register to account for the children and to be aware of which child is missing.
- Speak to all members of staff, to find out where the child was last seen and what they are wearing. Contact the staff on site to make them aware of the situation. If the child is not found after doing a sweep of the grounds, the police and parent/carer will then be informed.
- We will always do a risk assessment before going on a trip.
- In both of the above circumstances we would do an evaluation on how the child had got lost to prevent this situation from arising again.

Please be assured that all staff are vigilant on the children in their care. (Sorry – but at present we have not lost any children at Haylands!)

APPROPRIATE PHYSICAL CONTACT POLICY

At Haylands our priority is to ensure that all children are happy, confident and comfortable within their surroundings. Therefore it is Haylands procedure to pacify children should they need comforting or reassurance; this involved the member of staff getting down to their level, rather than picking a child up will achieve this. We do not encourage children to sit on a teacher's lap, however if a child is distressed or feeling unwell a cuddle or a comforting lap will be offered for a short time. We as staff will then do our utmost to encourage the child once settled to join back in with others to continue their play.

NUTRITION POLICY

We aim to promote healthy eating within the pre-school, through projects and discussions we have with the children, through communication with the children's parents/carers.

We are committed to equality of opportunity and plan our programme to extend the children's experience and knowledge of other cultures, celebrations and festivals, to include the different foods eaten.

We try to make the children aware of the different food groups and the need for a balanced diet through play and discussion.

Our registration form, which is completed by our parents in respect of every child, asks the parents to record if the child suffers from allergies (including food intolerance) and whether the child has any special dietary requirements (e.g.

vegetarian, religious, cultural, medical). Please ensure that we are advised of any changes to your child's dietary needs.

We request that parents support us in our healthy eating aims providing packed lunches for their children in the following ways:

- Pack food in a lidded container with your child's name on it.
- To help us promote good hygiene practices with the children please ensure that the lunches are provided in a clean container.
- Pack a drink in a non-breakable container with your child's name on it.
- Children are encouraged to eat healthy foods before any "goodies".
- Avoid any foods such as crisps, chocolates, sweets and fizzy drinks or any other foods with high levels of additives/colourings (some children are highly sensitive to these ingredients which can severely affect their behaviour and/or make them sick)
- Please ensure all food is within its sell by date or best before date. If the staff find out of date food this will be returned in the child's lunchbox.
- Following our Nut Allergy Policy, avoid any foods with a nut content as children with a severe allergy to nuts can suffer extreme reactions even via indirect contact.
- Fruit and vegetables and dairy snacks are encouraged.

We are of course conscious of parental choice and where possible comply with the parent's wishes regarding the above.

We aim of course to promote hygiene by getting the children to wash their hands before snacks or meals. We try to make snacks and meals sociable occasions with the children sitting down together in small groups. We also ask our staff when eating with the children to adhere to this policy.

ANY UNEATEN FOOD WILL BE LEFT IN THE CHILD'S LUNCH BOXES SO THE PARENTS CAN SEE WHAT THE CHILD HAS OR HAS NOT EATEN.

NUT ALLERGY POLICY

Due to high increase in allergies, Haylands Pre-school will not allow nuts of any description onto the premises.

Therefore **NO NUTS** or **NUT PRODUCTS** in lunch boxes please. This also includes peanut butter.

Obviously this is to protect any children that suffer from an allergic reaction to nuts, which can be quite severe.

This applies to children, staff and visitors

DISCIPLINE POLICY – BEHAVIOUR

In order to become a responsible member of society, we all need to learn about what is acceptable and unacceptable behaviour. The most important teachers of this are the child's parent/carer. We reinforce their good practice at Haylands. We will ensure that any undesirable behaviour that is considered indirectly or directly discriminatory will be actively challenged including bullying.

We do not use physical punishment, nor do we use "naughty chairs" etc. We instead reinforce positive behaviour and praise is always given for positive attitudes. A firm but fair attitude is taken with unacceptable behaviour and each child is given

an explanation in a non-threatening way. Then children are made aware of what is right and wrong.

We encourage all the children to respect each other, play and treat things appropriately. Good manners and conduct are high on our agenda. We promote these values to encourage self-reliance, self-confidence, self-esteem and self-worth.

Should a disruptive situation arise, the child will be removed from the situation and channelled into another activity. Explaining why his/her behaviour is not acceptable and encouraged to say sorry.

Parents/carers will be informed if their child has been unduly disruptive and has needed to be reprimanded. We see consultation with parents/carers as extremely important and the manager is happy to discuss any problems during the session.

It is very important to inform the pre-school manager of any circumstances within the home that may alter the child's behaviour. This information obviously is confidential, but can help us understand a child's sudden change in behaviour.

Since we operate a high adult/child ratio (see safety and security policy), we are able to encourage responsible behaviour in preparation for schools.

EXCLUSION – Do not be alarmed, Haylands have never had to take this step, but it is a policy we have to abide by to ensure the safety of all at Haylands.

After exhausting all avenues with control of behaviour and continual discussion

e.g.:- Discussions with parent/carer and

Discussions with Health Visitor

Discussions with Ofsted

Discussions with outside Professional Bodies

In addition, the situations not resolved, exclusion from pre-school will be the final step to take

PHYSICAL INTERVENTION PROCEDURE

In the event of having to physically intervene a child's behaviour e.g.

- ◆ Child hurting another child
- ◆ Child hurting themselves
- ◆ Child hurting adult
- ◆ Being disruptive with the end result being hurt or hurting another
- ◆ Bad language
- ◆ Unruly behaviour

We may deal with this by taking the child away from the situation, perhaps having to restrain the child if being a danger to themselves or others. Correcting them on their behaviour and inappropriate language

These incidents will be recorded in the physical intervention book, which will be duplicated, and a copy given to the parent.

Should the physical intervention book show up that the child is repeating the actions then, obviously discussions need to be had in further depth with parents and staff. These will also be recorded and dated.

Haylands will always work with the parents to help a child overcome behaviour difficulties, and we can draw up behaviour management plans which may include outside professionals. This will be monitored to ensure consistency between home and pre-school.

Haylands Behaviour Management Officer is Julie McNally

SPECIAL EDUCATION NEEDS POLICY

Special needs covers a variety of meanings from a learning difficulty, such as speech and language, to a disability. Haylands will attempt to offer a place at the pre-school for any child with special needs, provided we can offer a positive experience of learning through play. We will aim to enable all children to take a full part in all areas, with consideration of needs of all children, following the DCSF Code of Practice for Special Educational Needs.

The SENco-ordinator within Haylands is **JULIE MCNALLY**. She is there for any problems that each child may have and to liaise with the parent/carer and then with any outside professionals.

Haylands follows the DCSF code of practice for Special Educational Needs, which take a graduated approach.

- **Early Years Action** – when early education practitioners who work day to day with the children or the SENCO identify that a child has SEN. – Together they provide interventions that are additional to or different from those provided as part of the setting's usual curriculum offer and strategies. An Individual Educational Plan (IEP) will usually be devised.
- **Early Years Action Plus** – The early education practitioner who works day-to-day with the child and the SENCO are provided with advice or support from outside specialists. – Alternative interventions additional or different strategies to those provided for the child through Early Years Action are put in place. – A new Individual Educational Plan (IEP) will usually be devised.

Our aim is to encourage a positive partnership between all concerned. Recording all relevant issues which include:-

- Observations
- Individual Educational Plans
- Evaluations
- Short term targets.

These will help us identify any issues that need to be addressed.

Haylands will make every reasonable attempt to provide access for children with special needs. We will assess each child's needs in terms of access and adapt our facilities as appropriate as far as possible.

- Discuss with the carer and child about what they want
- Ascertain the needs of the child, including medical requirements.
- Discuss abilities.
- Analyse our ability to offer positive care, both in the physical environment, as well as staff and their suitability.

How we will support and expertise:-

- Contact the relevant professionals with the parent's permission, for advice and support.
- Ensure staff will work together with parents/main carers as partners to give day-to-day care and education for the child and support the parents/carers.
- Ensure that all children are treated individually and are encouraged to take part

- in every aspect of the settings activities.
- Promote positive images of those with special needs.
 - Endeavour to appoint staff with experience and knowledge.
 - Investigate opportunities for training of staff and volunteers, and encourage the staff team to attend training where appropriate.

BEREAVEMENT POLICY

Haylands pre-school has a commitment to help children through situations that might happen in their time with us.

A bereaved child, especially if the death concerned is that of a close relative, parent, sibling or friend, is likely to be feeling confused, anxious and insecure. At pre-school we will aim to provide a stable and supportive environment in which he/she is able to gradually come to terms with the loss. It is recognised that this process is lengthy and support is likely to be required long term. For some children the loss (including a pet) will be more traumatic than for others.

OBJECTIVES:

1. To foster a caring attitude to those suffering a bereavement
2. To encourage a consistent, yet flexible approach to the situation

PROCEDURES

These procedures are particularly relevant and appropriate in cases where the loss concerned is of a close relative or friend, but can, and should be adapted according to individual circumstances.

1. Children should be allowed time to grieve and know that tears are often an outward sign of that grief.
2. It should be made known that staff will find the time to listen and talk, and will do their best to comfort when necessary
3. Children should be aware that staff will try to help them to come to terms with their feelings
4. A distressed child should be allowed time and access to materials in order that he/she may express their feelings in their own way
5. Within pre-school a resource bank containing reference material for staff, parents and children should be developed and maintained
6. All staff involved in the care of a bereaved child should be aware of the situation
7. The possible fears, insecurities and emotions of other children which may arise from the situation should be recognised and addressed sympathetically
8. Religious, cultural and social backgrounds, as well as parental wishes should be taken into account when considering appropriate responses.

RECRUITMENT AND SELECTION POLICY

Haylands Pre-school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All posts are subject to enhanced CRB checks and Vetting and Barring System. (At present Oct'10 the Vetting and Barring System is on hold until the Government undertakes a

review). Haylands follows a strict Safer Recruitment Policy.

Haylands will evaluate and review every vacancy and is committed to equality of opportunity and non-discrimination in its recruitment and employment practices. No job applicant, trainee applicant, employee or trainee will be treated less favourably than another.

In the interests of Equal Opportunities Haylands will ensure that all job vacancies are advertised in a wide variety of places e.g. within setting, local shops, local paper and possibly Early Years and Childcare Service vacancy board, so as to attract applicants from all of the community.

At interview stage Haylands will shortlist candidates against job specification, inviting to attend interview. We will do all in our power to provide any special facilities at the interview, requested by a candidate, prior to that date, to prevent any discrimination. Haylands will avoid making biased judgements and select the best candidate for the job, based on the recommendations from the interview panel. Haylands Pre-school registered person is Julie McNally and therefore the chairperson with the Committee have to ensure all necessary references, and checks have been carried out before employment, as set out in our induction pack.

RECRUITMENT OF EX-OFFENDERS

As an organisation using the Criminal Records Bureau (CRB) Disclosure service to assess applicant's suitability for positions of trust, Haylands Pre-school complies fully with the CRB Code of Practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of a Disclosure in the basis of a conviction or other information revealed.

Haylands Pre-school is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age physical/mental disability or offending background.

Haylands Pre-school has a written policy on the recruitment of ex-offenders, which is made available to all Disclosure applicants at the outset of the recruitment process.

We actively promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates for interview based on their skills, qualifications and experience.

A Disclosure is only requested after a thorough risk assessment has indicated the applicant is both proportionate and relevant to the position concerned. For those positions where a Disclosure is required, all application forms, job adverts and recruitment briefs will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.

Where a Disclosure is to form part of the recruitment process, we encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. We request that this information is sent under separate, confidential cover, to a designated person with Haylands, and we guarantee that this information will only be seen by those members of staff who need to see it as part of the recruitment process.

Unless the nature of the position allows Haylands Pre-school to ask questions about your entire criminal record, we only ask about unspent convictions as defined in the Rehabilitation of Offenders Act 1974.

We ensure that all those in Haylands Pre-school who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offenders. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act.

At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.

We make every subject of a CRB Disclosure aware of the existence of the CRB Code of Practice and make a copy available on request. We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.

Having a criminal record will not necessarily bar you from working with us.

This will depend on the nature of the position and the circumstances and background of your offences.

WHISTLEBLOWING POLICY

Haylands pre-school are dedicated to deliver a high quality pre-school service. Thus promoting organisational accountability and maintaining public confidence.

Therefore we will provide protection for individuals in the workplace from any form of victimisation or punishment should the individual raise a concern about misconduct or malpractice within the setting.

The policy is underpinned by the Public Interest Disclosure Act 1998; therefore no individual member of staff shall feel unable to raise concerns regarding misconduct or malpractice within the setting.

The Act covers behaviour, which amounts to:-

- A criminal offence
- Failure to comply with any legal obligation
- A miscarriage of justice
- Danger to health and safety of an individual and or environment
- Deliberate concealment of information about any of the above.

A disclosure in good faith to the manager will be protected. Confidentiality will be maintained wherever possible and the employee or volunteer will not suffer any personal detriment as a result of raising any genuine concern about any form of misconduct or malpractice within the setting.

If however the individual feels they are unable to discuss with the manager they are able to contact the Early Years Advisor or Ofsted on 03001231231 for advice on what steps to take.

COMPLAINTS POLICY AND PROCEDURE

If a parent or carer has an issue, which involves either their own child or Haylands Pre-school as a whole, they should raise the issue with the manager.

If, however the parent or carer feels unable or is unwilling to raise the matter in this way they can approach either:

- *The chairperson of the committee*
- *Contact OFSTED direct on 03001231231*
- *Contact EARLY YEARS DIRECTORATE, The National Business Unit, Ofsted, The Royal Exchange Buildings, St. Anne's Square, Manchester M27LA. www.ofsted.gov.uk/parents*

We will make every effort to resolve any issues within the setting.

If a parent makes a formal complaint in writing relating to one or more of the Welfare Requirements, it is a mandatory requirement that Haylands Pre-school investigates the complaint, taking any necessary action and the outcome of the findings will be available to the parent within 28 days.

Complaint/ Concerns record

Haylands pre-school will make a written record of any complaint/concern. The action that has been taken and the outcome of the complaint/concern, and we will provide a summary on request to any parent and Ofsted. We will keep all records for a period of 3 years from the date of which the record was first made.

The record of complaint/concern will include information on:

- *The national standard to which the complaint relates.*
- *The nature of the complaint*
- *How the complaint was dealt with*
- *The action that we have taken or propose to take as a result of the findings.*
- *Whether the parent has been provided with an account of the finding, any action taken, within 28 days of the date on which the complaint was made.*

If a parent wishes to make a complaint but are unable to put it into writing (for example communication difficulties) they can ask the manager or committee chairperson to write it for them. The parent must then read it, clarify what is written, sign and witness the account.

COMPLAINTS PROCEDURE

- *A matter, which relates to an individual child should be discussed*

between the parent or carer and the manager

- Should the matter not be resolved the issue will be brought to the attention of the committee chairperson who will then meet with all persons involved*
- If the matter raised concerned a general or policy issue then it should be raised with the manager of Haylands. They will in turn relate the information to the committee for consideration.*
- Should an approach on general or policy matters be made via any committee members it will then be reported to the committee for consideration.*
- Should the matter still remain unresolved following all of the above procedures it would then be referred to a specially convened panel, which would consist of a member of the committee, the manager and an independent expert (e.g. a representative of Early Years and Childcare Service, if this is deemed appropriate)*
- The complaint should be submitted in writing to the panel and the complainant will be given the opportunity to address the panel with any additional information. The panel may also require other people to submit written information for consideration.*

Haylands pre-school must share an account of the findings of the investigation and any action (if any) that has been taken or will be taken as a result of the investigation. This will be done within 28 days from the date the complaint was made. This will be achieved by sharing the complaint record, ensuring that confidentiality is maintained at all times.

If the parent requires more details then a separate letter containing this information will be sent to the parent.

The manager of Haylands pre-school is Mrs Julie McNally

The chairperson of Haylands pre-school is Karen Clark and Iona mitchell

All of the above policies have been completed in conjunction with Ofsted Regulations, management, and management committee.

Completed and updated.....8/10/10

Signed by Management

Julie McNally

Signed by Management committee.....

Chris Sutton (Vice Chair/Treasurer)

GUIDELINES FOR INFECTIONS AND ILLNESS

NAME	SYMPTOMS	INFECTIOUS WHEN TO RETURN
CHICKEN POX & SHINGLES (Varicella Zoster)	Chickenpox usually begins with a sudden onset of slight fever, feeling unwell and an itchy rash, starting with flat red spots which become raised and filled with fluid- usually on body. Shingles – pain and spots on one side of face or body.	It is infectious during early stages from 1 – 2 days before and 2 days after spots first appear. Illness may appear 13 – 17 days after contact. Shingles – only fluid in the spots is infectious & only if not covered.
CONJUNCTIVITIS	The eye(s) usually looks pink and may discharge, which may be watery, or thick with mucus and pus causing the eyelids to stick together. Eyelids may be swollen and tender.	It is infectious, spread by direct contact, in droplets coughed or sneezed on hands, towels and washcloths. It is infectious as long as symptoms are present. Symptoms normally appear 12 hours to 3 days after contact.
FIFTH DISEASE (Human Parvovirus) also known as “slapped cheek” disease or Erythema Infectiosum	Children will develop a characteristic red rash on cheeks, followed by a lace-like rash on body and limbs. – Adults may also experience pain and inflammation of their joints.	Yes it is infectious before the onset of the rash. It is common spread by respiratory droplets through coughing, sneezing. Illness may appear 14 days after contact with infected person. Pregnant woman – could be affected may cause miscarriage if infected during first 20 weeks.
HAND, FOOT AND MOUTH DISEASE	Is a virus usually affects children under 10 years but can occur in adults. Starts with sore throat, fever and blisters on inside of mouth and throat. Blisters may also appear on palms, fingers and soles.	It is infectious, by droplets through coughing, etc. also faecal-oral spread during the illness and may continue to be for several weeks, even when the person feels well. Usually appears 3 – 5 days after close contact with infected person.
MEASLES	A virus which usually begins with any of the following: - fever, conjunctivitis, cough, spots on cheek or in mouth. 3 -7 days later a blotchy rash which lasts 4 – 7 days	Highly infectious from 1 day before symptoms until 4 days after the rash appears. Spread by direct contact with sneezing or coughing. Incubation period from exposure to onset of fever.
MUMPS	A virus – fever, swelling and tenderness of one or more salivary glands in neck and possibly mouth and throat.	Infectious 7 days before and up to 9 days after the swelling and pain has passed by droplets e.g. sneezing etc. Incubation is normally 12 – 25 days.
RUBELLA	Or German Measles – is a virus – mild fever and a rash, headache and possibly conjunctivitis for up to 5 days	Infectious from 1 week before until 4 days after rash first appears. Spread by sneezing or coughing and urine in newborn babies. Pregnant women should avoid contact first four months of pregnancy.

SICKNESS AND DIARRHOEA - CHILDREN SHOULD NOT RETURN TO PRE-SCHOOL UNTIL 48 HOURS CLEAR AFTER LAST SICKNESS OR DIARRHOEA