

Admissions and Enrolment Policy

Statement of Intent

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

Aim

We aim to ensure that all sections of our community have access to the Nursery through open, fair and clearly communicated policies.

Methods

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

- We ensure that information about our nursery is accessible - in written and spoken form.
- We arrange our waiting list in birth order. In addition our policy may take into account the following:
 - children already in attendance changing sessions
 - the siblings of children attending both past and present
- We monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination is taking place.
- We make our equal opportunities policy widely known.
- Children can attend morning session, afternoon session or full day subject to subscription. Full & part time schedules are fixed at the beginning of each term subject to availability as places are limited to 32 children per session.
- An application form is given to prospective parents for completion.
- An administrative fee of £30 must be paid when submitting the application form. This is non refundable.
- In the term prior to entrance, a Registration Form and a summary of policies and procedures is given/sent which must be completed and returned by the specified date.
- After receipt and confirmation of schedules, the “drop in” policy and “settling in policy is sent.
- A welcome pack is given to new children at the end of the term prior to entrance and after completion of drop in sessions and discussions with staff.

Behaviour Management Policy

Statement of Intent

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

Aim

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

Methods

- Susan Farber has the overall responsibility for issues concerning behaviour. Any incidents of physical punishment by staff will be reported to the named person, the parents and to Ofsted.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of – and respect – those used by members of the setting.
- We require all staff to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the settings behaviour policy and its guidelines for behaviour.
- We expect all members of our setting – children, parents, and staff to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour. We work with parents to address recurring unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour

- We require all staff to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and sufficient activities so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share
- We support each child in developing self esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in

return for inconsiderate behaviour.

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- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses are brought to the attention of our setting leader and are recorded. The child's parents are informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Children under three years

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

Rough and tumble play, hurtful behaviour and bullying.

Our procedure has been updated to provide additional focus on these kinds of inconsiderate behaviours.

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or “aggressive”.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies –

blowing up, shooting, etc., and that themes often refer to “goodies and baddies” and as such offer opportunities for us to explore concepts of right and wrong.

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- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of “teachable moments” to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful Behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as “bullying”. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self management of intense emotions, especially of anger only happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child’s rage as that will have the opposite effect.
- Our way of responding to pre-verbal children and to children with English as a second language, is to calm them through holding and cuddling, if allowed. Verbal children will also respond to cuddling to calm them down, but we offer them explanation and discuss the incident with them to their level of understanding. Children with E2L need concrete visual prompts.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others ‘feelings.’
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy.
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.

- We support social skills through modelling behaviour, through activities, drama, pictures and stories

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- We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together.

Bullying

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

If a child bullies another child or children:

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

Child Protection Policy

Statement of Intent

Our Nursery wants to work with children, parents and the community to ensure the safety of children and to give them the very best start in life.

Aims

- to create an environment which encourages children to develop a positive self image, regardless of race, language, religion, culture or home background.
- to help children to establish and sustain satisfying relations within their families, with their peers and with other adults;
- to encourage children to develop a sense of autonomy and independence; enable children to have the self confidence and the vocabulary to resist inappropriate approaches; and
- to work with parents to build their understanding of our commitment to the welfare of all our children

The legal framework for this work is:

- The Children Act of 1989
- Data Protection Act 1984
- The Protection of Children Act 1999

Liaison with other bodies

- We work within the Local Area Safeguarding Children Committee (1/06) guidelines
- We have a copy of Local Area Safeguarding Children Committee guidelines available for staff and parents to see.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which affect the well being of children
- 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 nursery and social services to work well together.
- If a report is to be made to the authorities we act within the local Area Safeguarding Children Committee guidance in deciding whether we must inform the child's parents at the same time
- contact 8359-4506 or Duty Social Worker 8359 4066

Staffing and volunteering

- Our named person who co-ordinates child protection issues is Susan Farber
- We provide adequate and appropriate staffing resources to meet the needs of children.

- Applicants for posts within the nursery are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks before posts can be confirmed.
- We abide by Ofsted requirements in respect of references and police checks for staff and volunteers where applicable (CRB)
- We have procedures for recording the details of visitors to the nursery
- We take security steps to ensure that we have control over who comes into the Nursery so that no unauthorised person has unsupervised access to the children.

Disciplinary Action

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

Curriculum

- We introduce key elements of child protection to our foundation stage curriculum, so that children can develop an understanding of why and how to keep safe.
- We create within the nursery a culture of value and respect
- We ensure that this is carried out in a way that is appropriate for the ages and stages of our children.

Responding to suspicions of Abuse

- We acknowledge that abuse of children can take different forms- physical, emotional, sexual and neglect.
- When children are suffering from physical, sexual or emotional abuse, this may be demonstrated through changes in their behaviour, or in their play. Where such changes in behaviour occur, or where children's play gives cause for concern the nursery investigates.
- We allow investigation to be carried out with sensitivity. Staff take care not to influence the outcome either through the way they speak to children or ask questions of children
- Where a child shows signs and symptoms of "failure to thrive" or neglect, we make appropriate referrals.
- If a staff member has problems in this area they can contact Lawcall on 01 455 255 205 and quote Ref 70898

Disclosures

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

- offers reassurance
- listens to the child; and
- gives reassurance that she or he will take action

The member of staff does not question the child

Recording suspicions or abuse and disclosures

Staff make a record of:

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

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

All members of staff know 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 Area Safeguarding Children Committee 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 the parents.

Confidentiality

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

Support to families

- the nursery takes every step in its power to build up trusting and supportive relations among families, staff and volunteers in the group.
- the nursery continues to welcome the child and the family whilst investigations are being.
- confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child.
- with the proviso that the care and safety of the child is paramount, we do all in our power to support and work with the child's family.

If an allegation is made against a staff member by a child

- The member of staff is suspended on full pay whilst alleged offence is investigated.
- Inform Ofsted, Local Area Safeguarding Children Committee and the Early Years and Play Team Service manager.

- Staff member will be notified that an allegation has been made about them. The parents/carers or individual will be informed that the allegation will be investigated and that there is a usual 3 stage/levels of internal(LA) investigation.
- Staff member will be advised to contact Lawcall or seek other legal advice
- Staff member to be kept informed.
- Records of events about the alleged incident or situations are kept. What the child/adult has said and done are recorded; and also the manager will record own responses and actions.

Complaints Procedure

Statement of Intent

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

Aim

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

Methods

To achieve this, we operate the following complaints procedure.

How to complain

- Any parent who is uneasy about an aspect of the nursery's provision must talk over, first of all, his/her worries and anxieties with the head teacher (Susan Farber)
- If this does not have a satisfactory outcome, or if the problem recurs, the parent will put the concerns or complaint in writing to the head teacher.
- The parent requests a meeting with the head teacher. Both the parent and the teacher should have a friend or partner present if required. An agreed written record of the discussion is made. All of the parties present at the meeting sign the record and receive a copy of it. This signed record signifies that the procedure has concluded.
- If at the meeting the parent and teacher cannot reach an agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.
- Staff or volunteers within the Pre School Learning Alliance are appropriate persons to be invited to act as mediators.
- When the mediator has concluded his/her investigations, a final meeting between the parent and the head teacher is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
- A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

The role of the Office for Standards in Education, Early Years Directorate (Ofsted) and the Area Child Protection Committee.

Parents may approach Ofsted direct at any stage of this complaints procedure. In addition, where there seems to be a possible breach of any registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the National Standards for Day Care are adhered to.

The telephone number and address of our Ofsted regions centre is:

Ofsted
Complaints Hotline
0845 6014772

Please remember we are here to help. We want the very best for your child and wish to assist in any way possible.

In addition, if parents raise concerns pertaining to the Effective Early Learning Program that cannot be resolved within the setting with the providers then they should write to:

Centre for Research in Early Childhood
St. Thomas Centre
Bell Barn Road
Attwood Green
Birmingham B15 2AF

Confidentiality Policy

Statement of Intent

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

Aim

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

Methods

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

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

Our prime objective is to the safety and well being of the children.

Emergency Policy

If an emergency arises and contact with the Parent/Guardian/or carer is not possible and if the Head Teacher deems it necessary, the following will apply:

- If the accident is serious and to move the child would be detrimental, the Head Teacher will contact the emergency services on 999. This applies to members of staff if seriously injured or in need of medical treatment.
- If the child sustains a wound which requires attention and if the Head Teacher deems it necessary, the child will be taken to Finchley Memorial Hospital Out-Patients Casualty Dept. for treatment. If necessary, the attending member of staff, will accompany the Head Teacher. The Head Teacher will take all vital information from the Emergency Register to the Casualty Dept.
- In the event of a child being hurt, a qualified First Aider or the Head Teacher will administer appropriate care and the staff member who witnesses the incident will comfort and attend the qualified First Aider or the Head Teacher throughout. The incident will be noted in the Accident Book and signed by the parent/guardian or carer.
- The Head Teacher will notify Ofsted in writing of any actions that were taken with regard to the injured child.
- All parents will complete an Emergency Form and are responsible for keeping the information up to date. (See enclosed form) Contact people should be local i.e. neighbour, relative or friend.
- Medicine and Medication are to be given only with written instructions to the Head Teacher. Medicines and medication are to be kept in cupboard in kitchen, safely out of children's reach. If the parent/carer wishes for a prescribed medication to be administered the Medication Policy and Consent must be completed. This is obtained from any member of staff. If the child is in need of regular medication the parent/carer may supply up to a weeks supply, which must be in a properly labelled container supplied and labelled by a pharmacist.

In Case of Emergency (form to be completed by parents/guardians/carers)

Child's Full Name:

Address:

Date of Birth:

Name of person who usually collects the child and relationship:

Telephone No. of the above:

Name of person who could collect the child if the above is not available and relationship:

Telephone No. of the above:

Name of G.P.:

Address of G.P.

Telephone No. of G.P.:

Does the child have any allergies to specific medication? If yes, please explain?

Does your child suffer from a chronic illness or disorder? If yes, is medication given? On reverse please give all information relating to your child's disorder.

Are the child's immunizations up to date? Please list

Are there any reasons why your child should not or cannot be treated at Finchley Memorial Casualty Dept? If yes, please explain:

I give my permission for my child to be taken to hospital by a member of staff in case of an emergency.

Signed

Date

Medication Consent Form

Please complete if you wish the school to administer medication to your child. The school will not give your child medicine unless you complete and sign this form

CHILD'S DETAILS

Child's Name:

Condition of illness:

MEDICATION

Name/Type of Medication (as described on container)

For how long will your child take this medication?

DIRECTIONS FOR USE

Dosage and method:

Timing:

I understand that I must deliver the medicine personally to an agreed member of staff and accept that this is a service which the school is not obliged to undertake.

I give my permission for a member of staff to administer medication as given to my child.

Date:

Signature:

Relationship to child:

Equal Opportunities Policy

Statement of Intent

Laurel Way Playgroup (hereinafter referred to as the Nursery) believes that no child, individual or family should be excluded from the Nursery's activities on the grounds of age, gender, sexuality, class, family status, special need, colour, ethnic origin culture, religion, or belief. We aim to ensure that all who wish to work in, or help with our Nursery have an equal chance to do so.

Admissions

- The Nursery is open to every family in the community.
- The waiting list is arranged in order of date of birth.

Employment

- The Nursery will appoint the best person for each job and all applicants will be treated fairly.
- No applicant will be rejected on the grounds of age, gender sexuality, class, means, family status, colour, ethnic origin, culture, religion or belief.

Families

- The Nursery recognizes that many different types of family successfully love and care for children.
- The Nursery offers a flexible payment system which spreads payments over the term.
- All children will be respected and their individuality and potential recognized, valued and nurtured.

Curriculum

- Activities and the use of equipment offer children opportunities to develop in an environment free from prejudice and discrimination.
- Opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.
- We aim to give the children a balanced view of the world and an appreciation of the rich diversity of our multi-racial society.
- Materials will be selected to help children to develop their self-respect and to respect other people by avoiding stereotypes and derogatory pictures or messages about any group of people.
- Discriminatory behaviour and remarks are unacceptable in this Nursery.
- We will aim to be sensitive to the feelings of the victim(s) and to help those responsible to understand and overcome their prejudices.

Equipment and Resources Policy

Statement of Intent

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

Aim

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

Methods

In order to achieve this aim:

- we provide play equipment and resources which are safe and conform to the BSEN safety standards (where applicable)
- we provide a sufficient quantity of equipment and resources for the number of children;
- we provide resources which promote all areas of children's learning and development, which may be child or adult led.
- we select books, equipment and resources which promote positive images of people of all races, cultures and abilities, are non-discriminatory and avoid racial and gender stereotyping;
- we provide play equipment and resources which promote continuity and progression, provide sufficient challenge and meet the needs and interest of all children;
- we provide made, natural and recyclable materials which are clean, in good condition and safe for the children to use;
- we provide furniture which is suitable for children and furniture which is suitable for adults;
- we store and display resources and equipment where children can independently choose and select them;
- we check all resources and equipment regularly. We repair and clean, or replace any unsafe, worn out, dirty or damaged equipment;
- we provide adequate insurance cover for the nursery's resources and equipment;
- we use the local library to introduce new books;
- we plan the provision of activities and appropriate resources so that a balance of familiar equipment and resources and new exciting challenges are offered.

Fees Policy

- Laurel Way Playgroup is a private pre school not funded by any outside source therefore fees are paid termly which is a specified period as given. (see calendar for appropriate year)
- There are three terms Autumn, Spring and Summer to the school year.
- Fees are based on a sessional charge and determined by the number of sessions to be attended. Individual schedules are set at the beginning of each term.
- It is not our policy to take a terms fees as a deposit but if our terms and conditions of admission are not met then a terms fees will be due in lieu of written notice of withdrawal. (See Registration Form) These conditions apply to children who have Registered and have been accepted who have not started but are due to start.
- Written notice of withdrawal must be given at the beginning of the last term of attendance
- Fees are payable **on or before the first day of Term**. Cash/ or Cheques to be made payable to Laurel Way Playgroup.
- Fees can also be paid weekly/monthly. In this case, fees are to be given to any member of staff in an envelope clearly marked with your child's name on the 1st day of attendance each week/month as appropriate.
- Fees are not subject to adjustment because of absences, variations, illness. etc. (as stated in the Conditions of Admission)
- Each term includes staff working days at the beginning and ending of each term. Fees are to be likened to "rent" whereby you pay for the period of time you actually occupy the place and not to be thought of as hourly/daily child care.
- This information is clearly stated on the reverse of the Registration Form to which each parent must sign in agreement prior to entrance.
- Please remember, if you have any difficulties or problems please feel free to discuss them with the head teacher.

Food and Drink Policy

Statement of Intent

Laurel Way Playgroup regards snack as an important part of the nursery's session/day. Eating represents a social time for children and adults and helps children to learn about healthy eating.

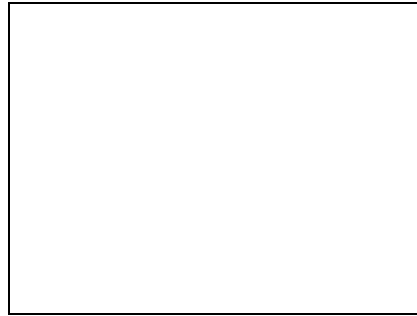
Methods

- Before a child starts to attend the parent/carer indicates any allergies their child might have.
- To meet the standards, some foods in packed lunches need to be refrigerated until lunchtime.
- Perishable items such as cooked meat, fish or poultry, either on its own or in a sandwich, egg, rice, pasta dishes, and any dairy products must be packed in separate containers marked with your child's name.
- All such foods will be put into our cool box upon arrival and then transferred into the refrigerator which will be at the appropriate ambient temperature as set out by Environmental Health.
- We organise snack time to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water.
- We have rules about children sharing and swapping their food with one another in order to protect children with food allergies.
- On occasion we provide whole and pasteurised milk.
- We have an information sheet for parents/carers whose children stay for lunch. Information for Children Staying for Lunch

If your child stays for lunch the following will apply for your child's protection.

- To meet the standards (8.4), of providing safe food, taking into account our storage facilities, some foods in packed lunches need to be refrigerated and stored in suitable containers,
- Perishable items such as cooked meat, fish or poultry, either on its own or in a sandwich, egg, rice, pasta dishes, and any dairy products must be packed in separate containers marked with your child's name.
- All such foods will be put into our cool box upon arrival and then transferred into the refrigerator which will be at the appropriate ambient temperature as set out by Environmental Health.
- We are unable to reheat cooked foods.

If you need any further information, we have leaflets available which will give you ideas for making a healthy lunch box.



Birthdays

We realise that birthdays are very special but unfortunately we are unable to have parties during nursery time which include cake etc.

For each child on their birthday we will celebrate at music/story time. Each child is given a special crown, we sing happy birthday and the birthday child will receive a small gift from the lucky dip box.

Parents will bring **1 small wrapped present** which will fit in our lucky dip box. Suggestions: bubbles, crayons, a small book which should all be under £1.00.

Health & Safety Policy

Statement of Intent

It is necessary to ensure that Health and Safety matters are given highest priority, both for children & staff. We take every effort to make our nursery a safe and healthy place for children, parents and staff.

Methods

The member of staff responsible for health and safety is Susan Farber, she is competent to carry out these responsibilities.

Risk Assessment

Our risk assessment process includes:

- premises are to be checked by the Head Teacher and the staff before the commencement of each session;
- all staff members are to be vigilant in checking that these have been carried out as an added precaution;
- fire extinguishers to be checked at regular intervals by manufacturer;
- all fire exits to be kept clear from obstruction;
- plug safety socket guards to be in place;
- all electrical apparatus must be used with great care and flex connections checked regularly;
- kettles must have B.S. safety cords.

Insurance Cover

We have public liability insurance and employers' liability insurance. The certificate is displayed on the Parent's Notice Board.

Awareness Raising

- All staff are given a clear explanation of health and safety issues. This covers matters of employee well being, including lifting and the storage of potentially dangerous substances.
- We have a no smoking policy.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

Children's Safety

- Only persons who have been checked for criminal records by an enhanced disclosure from the Criminal Records Bureau and are registered with Ofsted as child carers have unsupervised access to the children, including helping them with toileting.

- All children are supervised by adults at all times
- Whenever children are on the premises at least two adults are present.
- All staff and visitors drinking hot drinks must keep them safely out of children's reach at all times.

Security

- Systems are in place for the safe arrival and departure of all children.
- The register is taken before each session begins.
- Our systems prevent unauthorised access to our premises during any session.
- Our systems prevent children from leaving our premises unnoticed during any session.
- The personal possessions of staff and visitors are securely stored during sessions.
- Parents/carers to deliver children into the group remembering that doors during this time remain open for children and parents to enter nursery freely.
- Main exit to be locked at 9:15am and must remain locked for rest of session.
- One member of staff to be near "name cards" to greet children on arrival, to help them take their name card and post it in the box and another member of staff will be in the waiting area outside nursery's main door.
- Any arrivals or departures by parents/carers after this time to be overseen by a staff member to ensure door is kept locked. Parents leaving late must inform a staff member of their departure.
- Any other visitors after signing the visitors book are to be made fully aware that they must inform a staff member when they wish to leave. A staff member must see that the door is locked again.
- On departure, one staff member to remain with the children and others are to ensure no child leaves without the appropriate adult.
- Staff must give their full attention to children while doors are open therefore an appointment would be advisable to discuss anything with any staff member.
- Parent/carer who brings the child must inform the staff in writing, prior to the end of the session, if somebody else will be collecting their child and be noted on the parents notice white board. No child will be released to the care of another adult without written consent and a photo of any authorised person to be placed in our Collection Book.
- Parents/Guardians must be informed that once their child has been handed to the appropriate collecting adult at the end of the session, Laurel Way Playgroup is no longer responsible for that child, even though they may still be on the premises.

Missing Child Procedure

- Search building and outlying areas
- Contact Police, parents/carer and Ofsted and Local Area Safeguarding Children Committee tel. no. 8359 4506
- Follow Police Instructions
- Do a risk assessment

Accidents and First Aid & Illness

- In the event of a child being hurt, report the incident to the head teacher and those who are qualified First Aiders. First Aiders to administer appropriate care, and to record incident in the accident book or incident book and inform parent/carer. Parent/carer to sign accident book and are given incident form. The qualified first aiders are Susan Farber, Melanie Leigh and Victoria Witton.
- Our first aid kit is regularly checked and re stocked if necessary.
- Our first aid kit is kept out of reach of children
- Our first aid kit is easily accessible to adults;
- Our accident book is kept safely and accessibly
- All staff know where it is kept and how to complete it and also incident forms.
- Ofsted will be notified of any injury requiring treatment by a GP or hospital or the death of a child or adult.

Sickness

- Our policy for the exclusion of ill or infectious children is discussed with parents. This includes procedures for contacting parents/carers if a child becomes ill at nursery.
- Any case of suspected illness must be reported at once and precautions taken to prevent it spreading. (Head lice, worms, & other childhood illnesses)

Safety of Adults

- Adults are provided with guidance about the safe storage, movement, lifting of children and equipment.
- All warning signs are clear.

Windows

- Low level windows are protected from accidental breakage.
- Windows above the ground are secured so that children cannot climb through them.

Doors

- We take precautions to prevent children's fingers from being trapped in doors.
- All exit doors are securely locked during sessions.

Floors

All surfaces are checked daily to ensure they are clean.

Cooking

When children take part in cooking activities they:

- are supervised at all times and are kept away from hot surfaces and hot water;
- do not have unsupervised access to electrical equipment.

Kitchen

- Children do not have unsupervised access to the kitchen.
- All surfaces are clean and non porous
- There are separate facilities for hand washing and for washing up.
- Cleaning materials and other dangerous materials are stored out of children's reach.

Electrical/gas equipment

- All electrical/gas equipment conforms to safety requirements and is checked regularly.
- Electric sockets, wires and leads are properly installed and the children are taught not to touch.
- The temperature of hot water is controlled
- Lighting and ventilation is adequate in all areas.

Storage

- All resources and materials which children select are stored safely.
- All equipment when stored is stacked safely in storage room, which is not accessible to the children.

Outdoor area

- Our outdoor area is securely fenced.
- Our outdoor area is checked for safety and cleared of leaves before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- Our outdoor sand pits are covered when not in use.
- All outdoor activities are supervised at all times.
- Staff to inspect outdoor play area prior to each session. Garden gate to be bolted. When the weather is fine doors to garden to be secured open.

Hygiene

- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaner who cleans play area, toilets and kitchen.
- She makes sure that adequate toilet paper, soap and paper towels are provided.
- We have a schedule for cleaning resources and equipment, dressing up clothes and furnishings.
- We implement good hygiene practices by cleaning tables as necessary, checking toilets regularly, wearing disposable gloves.
- Parents provide sets of clean clothes placed in bag provided with suggested list of contents. Soiled clothes are sent home to be cleaned and returned.
- In the event of bodily function accidents, the staff member nearest to hand will clean up child and any spillage. To change the child's clothing where necessary and comfort child.

Cleaning of Equipment

- Paint, table cloths and tables to be cleaned daily.
- Cloths to be washed weekly or as necessary.
- Sand toys to be washed each week.
- All equipment to be washed at end of every 1/2 term and inspected thoroughly for damages.
- This duty is shared by all members of staff and must ensure that all is carried out to a suitable standard.
- Special emphasis is placed on the equipment in the home corner

Activities

- The layout of play equipment allows adults and children to move safely and freely between activities.
- All materials including paint and glue are non toxic
- Sand is clean and suitable for children's play
- Physical play is constantly supervised. Children are taught to handle, respect and stores tools safely.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.

Food And Drink

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

Outings and visits

We have agreed procedures for the safe conduct of outings.

- Procedures to be followed on outings are contained within our Outings book.
- A risk assessment is carried out before an outing takes place.
- Parents always sign consent forms before major outings and outings to the library.
- Our adult ratio is 1:2
- The children are appropriately supervised to ensure no child gets lost and that there is no unauthorised access to the children.
- Records are kept.

Emergency Evacuation of Premises

- See enclosed sheet on fire action which is on display in all groups.
- Escape routes are also on display .
- Fire drill to be staged every 1/2 Term and records kept.
- Records are kept of fire drills.
- Fire doors are clearly marked.
- Smoke detectors/alarms and fire extinguishers are checked regularly by the manufacturer.

Fire Action

Procedure:

- Raise alarm
- All children to be evacuated from building as quickly as possible. Take register with - responsibility of leaders
- Assembly point at front of Building.
- Keep calm and keep children calm
- Count that all children have been evacuated, check with register -leaders responsibility
- Check that all adults evacuated from premises
- Await help by fire department, neighbours, etc.
- **Do not** re-enter building

Parental Involvement Policy

Statement of Intent

We believe that children benefit most from pre school education and care when preschool and parents works together in partnership. Parental support and visits are encouraged.

Aim

- To support parents as their children's first and most important educators.
- To involve parents in the life of the nursery and their children's education.

Method

In order to achieve this aim:

- we are committed to on going dialogue with parents to improve our knowledge of the needs of their children and to support their families;
- through access to written information and through regular informal communication, we inform all parents about how the group is run and its policies. We check to ensure parents understand the information which is given to them;
- we inform the parents regularly on an informal basis about their children's progress;
- we have meetings at the end of the school year in preparation for the transition report;
- we encourage parents/carers to participate and share in the activities of the group, especially sharing holidays/work/and or special talents.

In compliance with National Standard 12, the following documentation is in place:

- Admissions & Enrolment Policy
- Complaints Procedure
- Record of Complaints
- Activities provided for the children (See Prospectus)

Settling in Policy

Statement of Intent

We want all children to feel safe, stimulated and happy in the nursery and to feel secure and comfortable with the staff. We also want parents to have confidence in both their children's well being and their role as active partners with the Nursery.

Aim

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

Methods

- Before a child starts to attend the nursery, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus), displays and information and meetings with parents.
- During the half term before a child is enrolled, we provide opportunities for the child and his/her parent/carer to visit on a pre arranged "drop in" basis.
- We endeavour to prevent children from being left in a stressful state. Therefore we encourage parents to stay until they are happy for you to leave.
- When a child starts to attend, we work with the parents to decide on the best way to help the child to settle.
- Depending on the child's level of development it may be necessary for new children to be collected prior to the end of a session after "free play" ends and a group singing and story time begins.
- New children find "group" times difficult and we do not expect new children to sustain the same level of concentration as children who have been previously settled.
- We then gradually increase the time span as the child develops confidence. (See Settling in Procedure)
- We feel that leaving the group on a happy and positive note helps the child develop the confidence to join in singing and to listen to stories.
- This applies to all children even when English is a second language.

Special Needs Policy

Statement of Intent

Laurel Way Playgroup aims to provide a welcoming environment and appropriate learning opportunities for each child in our care.

Aims

- We aim to provide a broad and balanced curriculum for all the children at our Playgroup.
- We aim to integrate and include children of all abilities in accordance with the DDA.
- Our inclusive admissions policy ensures equality of access and opportunity to all children.
- We work closely in partnership with Parents and Carers.
- We will endeavour, to the best of our ability, to provide for children with Special Education Needs (SEN) so that there is a continuum of educational and developmental provision.
- We consider early identification to be of great importance.

Methods

- If a child finds difficulty with the curriculum, then the school will endeavour to adopt it and provide additional support for the progress of the child.
- The school will endeavour to make use of information and concerns passed on by parents and previous Early Years settings in assisting with the identification of the SEN.
- The school will concern itself with the identification and assessment of SEN children from minority ethnic groups including those whose first language is not English. Lack of competence of English is not being equated with learning difficulties as understood by the Code of Practice.
- Our Special Needs Co-ordinator (SENCO) is Melanie Leigh who maintains a profile of all the children within our Playgroup with SEN and takes responsibility to ensure that each child receives appropriate support including a relevant Individual Education Plan (IEP). The SENCOs work will be supported by the staff who will be involved with observations, recording, target setting and liaison.
- The SENCO will also liaise with parents and other support agencies. Agencies the Playgroup may contact for support and advice, after consultation with parents include:

Barnet Area SENCOS (Pre-school Inclusion Team)
Barnet Pre-school Education Team
Health Professionals e.g. Health Visitors, Speech and Language Therapist
etc.

- The nursery will follow the graduated approach to Children with special Educational Needs as recommended in the SEN Code of Practice (DfEE November 2001).
- Setting staff will work in partnership with parents at all times and will always keep them fully informed about how the setting is seeking to meet their child's needs.

Early Years Action

The staff and SENCO will identify a child with SEN and will devise interventions that are additional to or different from those provided as part of the setting's usual curriculum and strategies. Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The child will be added to the SEN Profile. In consultation with the parents, the SENCO will take the lead in gathering information about the child from other professionals who may already be involved with the child. (e.g. Health Visitor, Social Worker, Speech Therapist etc.)

Early Years Action Plus

The staff and SENCO will be supported by external support services or outside specialists (e.g. members of the Pre-School Education Team-Teachers, Educational Psychologists - or by Speech and Language Therapists, Physiotherapists etc.) Advice by outside specialists will be sought in order to devise a new IEP with more specialist strategies and targets. A request for help from external services is likely to follow a decision taken by the SENCO **in** consultation with parents at a meeting to review the child's IEP.

Statutory Assessment

A statutory multidisciplinary assessment will be requested from the LEA by either the SENCO, the parents or by one of the external education specialists already involved e.g. a member of the Pre-school Education Team.

The Non-Collection of Children Policy

Statement of Intent

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

Aim

In the event that a child is not collected by an authorised adult, we will ensure that the child receives a high standard of care in order to cause as little distress as possible. We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

Methods

Parents of children starting at the setting are asked to provide specific information which is recorded on the Registration Form, the Emergency Form and will also provide termly contact telephone numbers and photographs of any person without parental responsibility. Photographs to be put in Collection Book.

- home address and telephone numbers
- place of work, address and telephone number (if applicable)
- mobile telephone numbers (if applicable)
- names and telephone numbers of adults authorised by the parents to collect their child.
- information about any person who does not have legal access to the child; and (to include photo to be put in Collection Book)
- who has parental responsibility.

On occasions when parents are aware that they will not be at home or in their usual place of work, they must either put in writing who will be collecting their child, or write on parents note board. To also provide photographs of people who might be collecting their child on these occasions for our Collection Book.

Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up procedures. We provide parents with our contact number to phone or to send SMS message. We also inform parents that – in the event that their children are not collected from the setting by an authorised adult and the staff can no longer supervise the child on our premises – we apply our child protections procedures as set out in our child protection policy.

If a child is not collected at the end of the session, we follow the following procedures:

- All reasonable attempts are made to contact the parents or nominated carers
- The child does not leave the premises with anyone other than those named on the forms and whose photograph is in our Collection Book.

- If no one collects the child after one hour and there is no one who can be contacted to collect the child, we apply the procedures for uncollected children.
- We contact our local authority social services department or the out of hours duty officer.

Local Authority tel. _____

PLA tel. _____

Lynn Nyman tel. _____

Ofsted: _____

- The child stays at setting in the care of two fully-vetted staff member until the child is safely collected either by the parents or by a social worker;
- Social services will aim to find the parent or relative if they are unable to do so, the child will be admitted into the care of the local authority.
- Under no circumstances are staff to go to look for the parent, nor do they take the child home with them
- A full written report of the incident is recorded
- Depending on circumstances, we reserve the right to charge parents for the additional hours work by our staff.

Curriculum Policy

Statement of Intent

Our Curriculum Policy is based upon guidelines issued by the DfEE for the Foundation Stage for children three to five years. All children will follow a curriculum which will enable them to make progress towards the following outcomes included in the 6 LEARNING AREAS. We also give regard to the 'Birth to Three Matters' framework which sets out four key entitlements for young children. The entitlement of the under 3's to be and become: A strong child, a Skilful communicator, a competent learner and a healthy child.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- children are confident
- show appropriate self-respect
- are able to establish effective relationships with other children
- work as part of a group and independently
- are able to concentrate and persevere in their learning
- show the ability to initiate new ideas and to solve simple practical problems
- demonstrate independence when selecting an activity or resources and in dressing and personal hygiene
- are sensitive to the needs and feelings of others and show respect for people of other cultures and beliefs
- take turns and share fairly their feelings and act in appropriate ways, developing an understanding of what is right, what is wrong and why
- treat living things properly and their environment with care and concern
- respond to relevant religious and cultural events and show a range of feelings such as wonder, joy or sorrow, in response to their experience of the world

COMMUNICATION, LANGUAGE AND LITERACY

- can listen attentively and talk about their experiences in both large and small groups
- use a growing vocabulary with increasing fluency to express thoughts and convey meaning to the listener
- listen and respond to stories and songs, nursery rhymes and poems
- make up their own stories and take part in role play with confidence
- enjoy books and handle them carefully, understanding how they are organised
- know that words and pictures carry meaning and that, in English, print is read from left to right and top to bottom
- begin to associate sounds with patterns in rhymes, with syllables and with words and letters
- can recognise their own name and some familiar words
- can recognise letters of the alphabet by shape and sound
- in their writing, use pictures, symbols, familiar words and letters to communicate meaning, showing awareness of some of the different purposes of writing
- begin to write their name with appropriate use of upper and lower case letters

MATHEMATICAL DEVELOPMENT

- children use mathematical language such as circle, in front of, bigger than and more than, to describe shape, position, size and quantity.
- they recognise and recreate patterns
- they are familiar with number rhymes, songs, stories, counting games and activities
- they compare, sort, match, order, sequence and can count using every day objects
- they recognise and use numbers to 10 and are familiar with larger numbers from their every day lives
- they begin to use their developing mathematical understanding to solve practical problems
- through practical activities children understand and record numbers, begin to show awareness, e.g. number operations, such as addition and subtraction, and begin to use the language involved.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

- children talk about where they live, their environment, their families and past and present events in their own lives
- they explore and recognise living things, objects and events in the natural and man-made world and look closely at similarities and differences, patterns and change
- they show an awareness of the purposes of some features of the area in which they live
- they talk about their observations, sometimes recording them and asking questions to gain information about why things happen and how things work
- they explore and select materials and equipment and use skills such as cutting, joining, folding and building for a variety of purpose
- they use technology where appropriate, to support their learning

PHYSICAL DEVELOPMENT

- children move confidently and imaginatively with increasing control and co-ordination and an awareness of space and others
- they use a range of small and large equipment and balancing and climbing apparatus, with increasing skill
- they handle appropriate tools, objects, construction and malleable materials safely and with increasing control

CREATIVE DEVELOPMENT

- children explore sound and colour, texture, shape, form and space in two and three dimension
- they respond in a variety of ways to what they see, hear, smell, touch and feel
- through art, music, dance, stories and imaginative play, they show an increasing ability to use their imagination, to listen and to observe

- they use a widening range of materials, suitable tools, instruments and other resources to express ideas and communicate their feelings.

Drop in Policy

Statement of Intent

We want children to feel safe, stimulated and happy in the nursery and to feel secure and comfortable with the staff. We also want parents to have confidence in both their children's well being and their role as active partners with the Nursery.

Aim

We feel that familiarity with the setting and with the staff will make the child and the parent feel secure and comfortable. Visits to the nursery enable both child and parent/carer to become familiar with our routines, our policies and our aims and objectives. Visits will take place in the last 6 weeks of the term prior to entrance.

Methods

Parents/carers will pre arrange sessions by telephoning the nursery on 8445 7514 during the session from 9-3pm.

- 1st visit from 10-11am or 1-2pm to include free play and snack time
- 2nd visit from 10-11am or 1-2pm as above
- 3rd & 4th visit from 11-12am or 2-3pm to include snack, music and story time
- 5th visit will be a full session

If it is not possible to have 5 visits then other arrangements can be made but we feel this time is most important and helps the child separate from parent/carer with confidence.