

Table of Contents

Admissions & Enrolment	page 1
Behaviour Management Policy	page 2
Safe Guarding and Protection Policy	page 6
Complaints Procedure	page 10
Confidentiality Policy	page 12
Emergency Policy	page 13
Medication Consent Form	page 15
Equal Opportunities Policy	page 16
Equipment & Resources Policy	page 17
Fees Policy	page 18
Food & Drink Policy	page 19
Health & Safety Policy	page 21
Parental Involvement Policy	page 29
Settling In Policy	page 30
Special Needs Policy	page 31
Non Collection of Children Policy	page 33
Curriculum Policy	page 35
Drop In Policy	page 37
Outdoor Play Policy	page 38
Medicine Policy	page 39
Observations, Assessments, and Planning	page 40
Withdrawal Policy	page 41

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. Children who attend the morning session must attend all 5 sessions.
- 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 that must be completed and returned by the specified date together with a copy of the child's birth certificate.
- 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, to 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/carers. Parents/carers 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 that 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.

- 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.

- 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 turntaking 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

- 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 and Biting

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.

Safeguarding and 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 relationships 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 in place 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 in 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 keep 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 made.
- 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:

- 1) 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.
- 2) 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.
- 3) 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.
- 4) The Head Teacher will notify in writing, the London Borough of Barnet Social Services, of any actions that were taken with regard to the injured child.
- 5) 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 and knowiingly available.**
- 6) Medicine and Medication are to be given only with written instructions to the Head Teacher. Medicines and medication are to be kept in the cupboard in the kitchen, safely out of the children’s reach. If the parent/carer wishes for a prescribed medication to be administered the Medication Policy and Consent Form 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.

EMERGENCY FORM

Child's Name _____

Address _____

Date of Birth _____ Sex _____

Name of person who usually collects the child and relationship

Name and relationship _____ Telephone No. _____

Name of person **other than the parents** who could collect the child if the above is not available _____

relationship (friend/relative) _____

Telephone Number of the above: _____

Name of

G.P. _____

Address of G.P. _____

Telephone No. of G.P.: _____

Does the child have any allergies? ie food/pollen/medication. If yes, please explain? _____

Does the child take any regular medication? If yes, please clarify _____

Please list child's immunizations and date _____

Does the child have any ongoing health problems? ie asthma, eczema. If yes please explain

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 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:

Date of Birth:

Condition of illness:

MEDICATION

Name/Type of Medication (as described on container)

Date dispensed

Expiry date

For how long will your child take this medication?

DIRECTIONS FOR USE

Dosage and method:

Timing:

Are there any side effects that we need to know about?:

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

I understand that I must notify the nursery of any changes in writing.

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 each term which is a specified period as given. (see calendar for appropriate year)
- There are three terms Autumn, Spring and Summer to the school year totalling 38 Weeks.
- We offer flexible schedules, the “free entitlement” for eligible children (children become eligible from the term after they turn three through to the term they turn five)
- Fees at £6 per hour are charged over the 15 hours.
- There is a contribution per term to allow the setting to maintain high standards over and above Ofsted requirements.
- It is not our policy to take a deposit, but if our terms and conditions of admission are not met then a month’s 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 one month in advance of withdrawal.
- Fees are payable **on or before the first day of Term**. Cash/ or Cheques to be made payable to Laurel Way Playgroup and we accept vouchers and payments by BAC.
- 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 thus 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 that will be at the appropriate ambient temperature as set out by Environmental Health.
- We are unable to reheat cooked foods.



Birthdays

We realise that birthdays are very special but unfortunately we are unable to have parties during nursery time that 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** that will fit in our lucky dip box.
Suggestions: bubbles, crayons, a small book that should all be under £1.00.

Presents can be given at the beginning of the term in which the child's birthday falls.

We are happy to help compile a birthday list but we are unable to pass out invitations unless all children are invited.

Health & Safety Policy

Statement of Intent

We believe that the health and safety of children is of paramount importance. We make our Nursery a safe and healthy place for children, parents, and staff. We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.

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:

- checking for hazards and risks both indoors and outside, and in our activities and procedures. Our assessment covers adults and children.
- developing action plans which specifies the action required, the timescales for action, and the person responsible for the action. If a risk is identified immediate action will be taken.

We maintain lists of health and safety issues that are checked; (These lists are part of our job description and our operational plan to which each member of staff have agreed)

- daily before each session begins;
- weekly; and
- termly – when a full risk assessment is carried out as supplied by the PLA

Insurance Cover

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

Raising Awareness

- 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.
- Health and safety issues are explained to the parents of new children.
- 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 visitor's 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 by writing on the parents message whiteboard that somebody else will be collecting their child. 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.

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 the children's reach.

When children take part in cooking activities, they;

- are supervised at all times;
- are kept away from hot surfaces and hot water; and

- do not have unsupervised access to any electrical equipment.
- hands are washed prior to participation in any cooking activity

Electrical/gas equipment

- All electrical/gas equipment conforms to safety requirements and are checked And certified annually
- Electric sockets, wires and leads are properly secured and guarded and the children are taught not to touch them
- There are sufficient sockets to prevent overloading
- The temperature of hot water and radiators are thermostatically controlled to prevent scalding.
- Lighting and ventilations is adequate in all areas.

Storage

- All resources and materials which children select are stored safely.
- All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

Outdoor Area

- Our outdoor area is securely fenced.
- Our outdoor area is checked regularly for safety and kept clean and tidy.
- Our outdoor sandpit is covered when not in use.
- All outdoor activities are supervised at all times

Hygiene

- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the nursery which includes all areas with particular emphasis on the toilets.
- We have a schedule for cleaning the resources and equipment, dressing up clothes and furnishings.
- The toilet area has a high standard of hygiene including hand washing and drying facilities.

We implement good hygiene practices by:

- cleaning tables between activities or when needed
- checking toilets regularly during the session,
- wearing disposable gloves as appropriate
- providing tissues, paper towels, soap

Activities

- All resources and equipment are safe for the ages and stages of the children attending the Nursery.
- All equipment is regularly checked for cleanliness and safety. Any dangerous items are either repaired or discarded.
- All materials including paint and glue are non toxic

- Physical play is constantly supervised
- Children are taught to handle and store tools safely.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow. We sustain the H.A.P.P.Y. program which is a program in conjunction with the National Health and Barnet which stands for Healthy Activities and Practices in Pre School Years.

Food and drink

- Two staff members have current Health and Hygiene Certificates
- All food is stored appropriately as to regulations.
- Adults do not carry hot drinks through the play area(s) and do not place hot drinks within reach of children
- Snack and lunch times are appropriately supervised and children do not walk about with food and drink.
- Fresh 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 outing folder
- Parents sign a library visit consent form on registration for their children to be taken out as part of the daily activities out of the setting. (Library) For other small outings a separate consent form is issued for signature and consent.
- A risk assessment is carried out before an outing takes place
- Parents always sign consent forms before all major outings
- Our adult to child ratios is normally 1 Adult to two children
- Named children are assigned to individual staff to ensure each child is individually supervised, when parent cannot join outings, and to ensure in this instance no child gets lost and that there is no unauthorised access to the children.
- All outings are recorded in an outings record book stating all relevant information
 - the date and the destination of the outing
 - the mode of transport
 - names of staff and parents assigned to named children
 - time of return
- On all outings staff take the register, their mobile phones, supplies of tissues, mini first aid box, and a portable potty depending on the venue

Fire Safety

- Fire doors are clearly marked, never obstructed and easily opened from inside.
- Smoke detectors/ alarms and fire fighting appliances conform to BSEN standards, are fitted in appropriate areas and are checked as specified by the manufacturer.

Our emergency evacuations procedures are approved and are

- clearly displayed on the premises;
- explained to new members of staff
- practised regularly at least once every six weeks

Records are kept of fires drills and the servicing of fire safety equipment.

Emergency Evacuation of Premises

- Escape routes are also on display .

Fire Action (on display)

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
- The leader will count that all children have been evacuated, checking with the register
- Check that all adults have been evacuated from premises
- Await help by fire department, neighbours, etc.
- **Do not** re-enter building

First aid and medication (See separate Medicine Policy)

In the event of a child being hurt, report the incident to the head teacher and those who are qualified in First Aid. Qualified staff 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 staff with relevant qualifications have certificates displayed on the notice board at the entrance to the setting.

Our first aid kit:

- Complies with the Health and Safety (First Aid) Regulations 1981;
- 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;

At the time of admission to the nursery, parents' written permission for emergency medical advice or treatment is sought. See Emergency Policy and Form. Parents sign and date their written approval and the forms are kept in our Emergency Folder.

Our Accident Book & Incident Sheets

- are 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.

We meet our legal requirements for the safety of the members of staff by complying with RIDDOR (the Reporting of Injury, Disease and Dangerous Occurrences Regulations).

- any accident to a member of staff requiring treatment by a GP or hospital or;
- any dangerous occurrences (i.e. an event which doesn't not cause an accident but could have done).

Children's prescribed drugs are stored in their original containers, are clearly labelled and our inaccessible to the children.

Parents give prior written permission for the administration of medication. The administration is recorded accurately and parents sign the record book to acknowledge the administration of a medicine.

If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.

Dealing with Incidents

To meet the legal requirements for the safety of our employees by complying with RIDDOR we would report to the Health and Safety Executive;

- any accident to a member of staff requiring treatment by a GP or hospital
- any dangerous occurrences

Sickness

Our policy for the exclusion of ill or infectious children is discussed with parents. This includes procedures for contacting parents – or other authorised adults, if a child becomes ill at Nursery. Each term parents complete our emergency contact sheet which is kept by the telephone.

Ofsted is notified of any infectious diseases that a qualified medical person considers notifiable.

- Any case of suspected illness must be reported at once and precautions taken to prevent it spreading. (Head lice, worms, & other childhood illnesses)
- Children taking medicine i.e. Calpol/Neurofen for temperature or children who have diarrhoea and/or sickness should not attend school for at least 24 hours after the symptoms abate.

Safety of Adults

Staff members are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.

The sickness of staff and their involvement in accidents is recorded.

Records

The nursery keeps records of:

Adults

- names and addresses of all staff on the premises, including temporary staff who work with the children
- all records relating to the staff's employment with the setting, including application forms, references, results of checks undertaken etc. (See Staff Information folder)

Children

- names addresses and telephone numbers of parents and adults authorised to collect children from the setting. (See Registration Forms & Collections Folder)
- the names, addresses and telephone numbers of emergency contacts in case of children's illness or accident during a session (This is done termly)
- the allergies, dietary requirements and illnesses of individual children;
- the times of attendance of children, staff, volunteers and visitors
- consent for outings, administration of medication, emergency treatment and
- incidents.

In addition, the following policies and documentation in relation to health and safety are in place.

National Standard 6: Safety

- Risk Assessment
- Record of visitors
- Fire safety procedures
- Fire safety records and certificates
- Operation procedures for outings

National Standard 7: Health

- Administration of medication
- Prior parental consent to administer medicine
- Record of the administration of medicines
- Prior parental consent for emergency treatment
- Accident record
- Sick children
- No Smoking

Missing Child Procedure

If a child goes missing from the setting

- The person in charge (Susan Farber) will carry out a thorough search of the building and outlying areas
- The register is checked to make sure no other child has also gone astray.
-

- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- Person in charge talks to staff to establish what happened.
- If the child is not found the parents are contacted and the missing child is reported to the police, Ofsted and Local Area Safeguarding Children Committee on tel. no. 8359 4506
- Follow Police Instructions
- Do a risk assessment

If a child goes missing from an outing where parents are not attending and responsible for their own child, the setting ensures that the following procedure is followed.

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff searches the immediate vicinity but does not search beyond that.
- The person in charge is informed, if she is not on the outing she will make her way to the venue to aid the search and to be the point of contact for the police as well as to support staff.
- Staff take the remaining children back to the setting.
- The person in charge of the setting contacts the child's parents who make their way to the setting or outing venue as agreed with the person in charge.
- Staff contact the police using the mobile phone and report the child missing.
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found

The Investigation

- the person in charge (Susan Farber) writes an incident report detailing;
 - the date and time of the report
 - what staff/children were in the group/outing;
 - when the child was last seen in the group/outing;
 - what has taken place in the group/outing since then; and
 - the time it is estimated that the child went missing.
 - a conclusion is drawn as to how the breach of security happened
 - if the incident warrants a police investigation all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Social Services may be involved if it seems likely that there is a child protection issue to address.
-
- The incident is reported under RIDDOR arrangements and is recorded in the incident book; the local authority health and safety officer may want to investigate and will decide if there is a case to prosecution.
 - OFSTED is informed
 - The insurance Department at the Pre School Learning Alliance is informed.

Parental Involvement Policy

Statement of Intent

We believe that children benefit most from pre school education and care when the preschool and the parents work 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/carers 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 Nicola Myers 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

- 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 parent's 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 the 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 that is recorded on the Registration Form, the Emergency Form and will also provide each term 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. 020 8359-2000

PLA tel 020 8959-4417

Smita Sethia (Development Worker) 0794761989

Ofsted: 020 74316800

- The child stays at the setting in the care of two fully-vetted staff members until the child is safely collected either by the parent/carer 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 worked by our staff.

Curriculum Policy

Statement of Intent:

Our Curriculum Policy is based upon guidelines issued by the DfES for the Early Years Foundation Stage (EYFS). 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. More information is available DFES website.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

•**Dispositions and Attitudes** - is about how children become interested, excited and motivated about their learning

•**Self Confidence and Self esteem** - is about children heaving a sense of their own value and understanding the need for sensitivity to significant events in their own and other people’s lives

•**Making Relationships**- is about the importance of children forming good relationships with others and working alongside others companionably.

•**Behaviour and self-control** - is about how children develop a growing understanding of what is right and wrong and why, together with learning about the impact of their words and actions on themselves and others.

•**Self care** - is about how children gain a sense of self respect and concern for their own personal hygiene and care and how they develop independence.

•**Sense of Community**- is about how children understand and respect their own needs, views, cultures and beliefs and those of other people.

COMMUNICATION, LANGUAGE AND LITERACY

•**Language for Communication** - is about how children become communicators. Learning to listen and speak emerges out of non verbal communication, which includes facial expression, every contact, and hand gesture. These skills develop as children interact with others, listen to and use language, extend their vocabulary and experience stories, songs, poems and rhymes.

•**Language for Thinking** - is about how children learn to use language to imagine and re create roles and experiences and how they use talk to clarify their thinking and ideas or to refer to events they have observed or are curious about.

•**Linking Sounds and Letters** - is about how children develop the ability to distinguish between sounds and become familiar with rhyme, rhythm and alliteration. They develop understanding of the correspondence between spoken and written sounds and learn to link sounds and letters and use their knowledge to read and write simple words by sounding out and blending.

•**Reading** - is about how children build an understanding of the relationship between the spoken and written word and how through making marks, drawing and personal writing children ascribe meaning to text and attempt to write for various purposes

•**Handwriting** - is about the ways in which children’s random marks, lines and drawings develop and form the basis of recognizable letters.

PROBLEM SOLVING, REASONING AND NUMERACY

•**Numbers as Labels and for Counting** - is about how children gradually know and use numbers and counting in play, and eventually recognize and use numbers reliably, to develop mathematical ideas and to solve problems.

•**Calculating** - is about how children develop and awareness of the relationship between

numbers and amounts and know that numbers can be combined to be ‘added together’ and can be separated by ‘taking away’ and that two or more amounts can be compared.

•**Shape, Space and Measures** - is about how through talking about shapes and quantities, and developing appropriate vocabulary, children use their knowledge to develop ideas and to solve mathematical problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

•**Exploration and Investigation** - is about how children investigate objects and materials and their properties, learn about change and patterns, similarities and differences, and question how and why things work.

•**Designing and Making** - is about the ways in which children learn about the construction process and the tools and techniques that can be used to assemble materials creatively and safely.

•**ICT** - is about how children find out about and learn how to use appropriate information technology such as copters and programmable toys that support their learning.

•**Time** - is about how children find out about past and present events relevant to their own lives or those of their families.

•**Place** - is about how children become aware of and interested in the natural world, and find out about their local area, knowing what they like and dislike about it.

•**Communities** - is about how children begin to know about their own and other people’s cultures in order to understand and celebrate the similarities and differences between the in a diverse society

PHYSICAL DEVELOPMENT

•**Movement and Space** - is about how children learn to move with confidence, imagination and safety, with an awareness of space, themselves and others

•**Health and Bodily Awareness** - is about how children learn the importance of keeping healthy and the factors that contribute to maintaining their health.

•**Using Equipment and Materials** - is about the ways in which children use a range of small and large equipment.

CREATIVE DEVELOPMENT

•**Being Creative** - Responding to Experiences, Expressing and Communicating Ideas - is about how children respond in a variety of ways to what they see, hear, smell, touch or feel and how, as a result of

these encounters, they express and communicate their own ideas, thoughts and feelings.

•**Exploring Media and Materials** - is about children’s independent and guided exploration of an engagement with a widening range of media and materials, finding out about, thinking about and working with colour, texture, shape, space and form in two and three dimensions.

•**Creating Music and Dance** - is about children’s independent and guided explorations of sound movement and music. Focusing on how sounds can be made and changed and how sounds can be recognised and repeated from a pattern, it includes ways of exploring movement, matching movements to music and singing simple songs from memory.

•**Developing Imagination and Imaginative Play** - is about how children are supported to develop and build their imaginations through stories, role plays, imaginative play, dance, music, design and art.

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.

Outdoor Play Policy

Aim

To enable children to use the nursery garden as a context for learning throughout the year. We encourage outdoor play as it is an essential means for the physical, intellectual, social and emotional development of the children. The outside is always accessible and is an extension of the inside environment.

Objectives

We aim to

- use the garden as a context and a natural resource for learning
- include the garden when planning for learning
- enable children to access the garden on a daily basis in spite of the weather
- ensure that the garden offers children the opportunity to investigate and explore, problem solve, use their imagination and creativity
- ensure the outdoors offers children opportunities to develop their large motor skills
- ensure that children enjoy energetic activity outdoors and the feeling of wellbeing that it brings including the feeling of fresh air.
- observe and assess and record the learning that happens in the garden
- give children opportunity to plan and have ownership for their learning in the garden
- help children to care for the outside environment through the context of the garden
- enable children to work on their own and with others
- enable children to develop an appreciation of natural beauty and a sense of wonder about the world
- respect the outdoor environment and to care for living things
- enable children to manage and use the space and freedom afforded by the garden
- give children the opportunity to relax, enjoy and have fun outdoors
- use tools safely and effectively and to follow nursery safety rules.

Method

The staff will:

- provide free access to the garden on a daily basis through discussion with the children and through planning for various activities,
- to organize and provide necessary resources as appropriate
- encourage children to use a variety of natural resources
- devise a set of “rules for tools”, “rules for use of resources” through discussion with children.

Medicine Policy

Prescribed Medicines

- Medicines should only be taken to school or settings when essential; that is where it would be detrimental to a child's health if the medicine were not administered during the session. All prescribed medicines must be provided in the original container as dispensed by a pharmacist and include the prescriber's instructions for administration.
- Parents will complete Medication Consent Form and sign. Records of all medication administered to a child will be kept. To include child's name, time, name of medication, dose given, signature of staff.
- All medication will be kept in safe storage area out of reach of children
- Parents are to be encouraged to ask prescriber to prescribe medicines which enable doses to be taken outside school hours. For example, medicines that need to be taken three times a day could be taken in the morning, after school and at bedtime.

Controlled Drugs

Any member of staff may administer a controlled drug to the child for whom it has been prescribed. Staff administering medicine should do so in accordance with the prescriber's instructions.

Non Prescription Drugs

No non prescriptive drugs will be given to any children which contains aspirin or medicines which contain ibuprofen unless prescribed by a doctor. Children who require non prescriptive drugs should not attend school for example Calpol or other temperature reducing drugs.

Observations, Assessments and Planning

Observations and assessments are done daily in the nursery to not only enable us to assess the children but to plan our curriculum so that all children meet the early learning goals as laid out in our curriculum policy based on the Foundation Stage (EYFS) as set out by the DFES.

A file is kept in the nursery to which you as parent are entitled to view.

Parents meetings are always held in the Summer Term when school is closed for the day. This enables us to discuss your child's progress and development and also aids us in the preparation of Transition Reports that are forwarded to your child's Infant School. You retain a copy.

Parent/carers can at any time make an appointment to discuss their child.

Withdrawal Policy

On the reverse side of the Registration Form are the “Conditions of Admissions” for your child when they join Laurel Way Playgroup.

Firstly and most important is that you keep the staff informed. Communication is vital even if you feel it is unimportant.

NOTICE OF WITHDRAWAL

One month’s notice in writing or by Email must be given. In lieu of notice, one month’s fees are due. You agree the Conditions of Admission, when you complete and sign the registration form. Once the nursery has received your signed Registration Form you become responsible for adhering to our terms and conditions. This applies to children due to start. If after registration, notice is given, one month’s fees will become payable. By adhering to our terms and conditions it has enabled us not to require a deposit in advance to cover parents who withdraw without giving prior notice.

If you have any queries please discuss with any member of staff