



Policy for Early Years Foundation Stage (EYFS)

Vision Statement: Nurturing independence, confidence and learning in a happy, healthy and welcoming environment.

The aims that guide us at CPMSF Preschool

Know and respect the children and their families as individuals, celebrating the richness of diversity and identity.

Develop strong, reciprocal and mutually trusting relationships between the child, family, school and community.

Know each child as an individual person and create trusting, loving relationships in which learning can take place.

Value and nurture children's curiosity, creativity and desire to make sense of the world, giving time for their thoughts and ideas, and value to their work, conversations and feelings.

Recognise and value children's competence and capability so that they develop confidence, independence and high self-esteem.

Provided a well-planned, aesthetic, motivating and versatile learning environment, which supports children as active learners, provoking their interest and inquiry, and linking indoors with outdoors.

Offer children a relevant and carefully structured curriculum, which motivates and inspires them to plan and initiate their own learning, as well as participate in activities planned by adults.

Offer children a wide range of learning experiences which acknowledge the diversity of learning styles, so that they have the opportunity to realise and expand their personal potential.

Encourage among the whole staff, an understanding of the importance of working together as a mutually supportive, unified team, to develop reflective practice, which enables children to achieve success and happiness.

Support the children in making the transition to the next phase of their education with enthusiasm and confidence following a happy and fulfilling experience in Preschool.

Our Preschool policy:

- sets high standards for learning, development and care.
- provides equality of opportunity and anti-discriminatory practice, ensuring that every child is included.
- creates the framework for a partnership between parents and professionals in all settings that the children may attend.
- improves the quality and consistency of care and learning in the early years through a universal set of standards.
- lays a secure foundation for future learning through individual plans for each child, informed by on-going assessment.

Staffing Structure

Manager & Admin - Casey Stephens

Deputy – Louise Janes

SENCO – Casey Stephens

Practitioners – Louise Janes

- Cathy Hammond

- Laura Hamilton

Staff Management

Supervision	Responsible to	Responsible for
Manager	Phase 1 leader	Nursery Team inc. interns, supply staff, students, admin and volunteers

Staff qualifications, training, support and skills

In order to provide many fantastic daily experiences within our settings we acknowledge that the staff must have appropriate qualifications, training, skills and knowledge as well as a clear understanding of their roles and responsibilities.

Within the Preschool, the Manager is an Early Years teacher and the majority of the staff hold at least a full and relevant level 3 qualification. In the Manager's absence she will ensure that there is a named deputy who, in their judgement, is capable and qualified to take charge. All of the staff have a current paediatric first aid certificate and whilst the certificate last three years we have regular refresher training. Staff are deployed to maintain free-flow in the setting and children are always within sight or hearing of an adult.

Staff: child ratios

At the Preschool we ensure that staffing ratios are high and often exceed the minimum requirement to ensure that the children have the best quality of care and education which we can provide. We have regular staff meetings where we discuss the best possible way of how to deploy staff to ensure children's needs are met. Parents are informed if staff change sessions or leave their positions and parents are also kept fully informed of any newly recruited staff. Children are informed on a daily basis about any staff changes.

Only staff aged 17 and over are included in ratios.

The ratio and qualification requirements below apply to the total number of staff available to work directly with children.

For children aged two and over:

- there is at least one member of staff for every four children.
- at least one member of staff must hold a full and relevant level 3 qualification.
- at least half of all other staff must hold a full and relevant level 2 qualification.

For children aged three and over:

Where there is a person with Qualified Teacher Status, Early Years Professional Status or another suitable level 6 qualification (which is full and relevant) working directly with the children:

- there is at least one member of staff for every 13 children: and
- at least one other member of staff who holds a full and relevant level 3 qualification.

Where there is a person with Qualified Teacher Status, Early Years Professional Status or another suitable level 6 qualification (which is full and relevant) not working directly with the children:

- there is at least one member of staff for every eight children.
- one member of staff at least holds a full and relevant level 3 qualification.
- at least half of all other staff hold a full and relevant level 2 qualification.

Students, volunteers and parent helpers

- We regularly provide placements for students from the University of Gloucestershire, Gloscol and work experience placements for pupils at local secondary schools and at prospect training.
- We welcome interns, students, volunteers and parent helpers as they are able to share their knowledge and skills and provide more adult attention for children, as well as developing their own skills in a quality Early Years environment with experienced staff who act as role models.
- Parents are encouraged to help in sessions once their children have settled. Parents and students who do not have a DBS are never left unsupervised with the children. We have a risk assessment which we use with students and volunteers who do not have a DBS.
- If some parents begin to help on a regular basis, these parents (and long-term students) are given the door code to the play room, but are asked to sign a form to confirm that they understand their responsibilities regarding children's safety. Some parents choose to become volunteers and we will apply for an enhanced DBS for them, which means that they can be left unsupervised with children. Students and volunteers will be invited to team meetings and appropriate training.
- There is an induction checklist for students and volunteers depending on how long they will be working with us. This covers important policies and procedures and their roles and responsibilities. All students and volunteers will be allocated a mentor. Their mentor will provide feedback and support. The Manager will also meet with students and volunteers at the end of their placement and ask them to complete a feedback form. If they are with us long term, they will meet with the manager every 3 months to review progress and their development/training needs.
- We ensure that temporary staff and students working at CPMSF Preschool receive a briefing which focuses on Safeguarding.

Preschool Admissions Policy

Aim

Our setting is open to all members of the community. We are an accessible setting and fully inclusive. We are able to cater for children with a variety of needs, children with SEND, and from a variety of backgrounds. Our admission procedure is transparent and our policy is available on request.

We plan three intakes with two- and three-year-olds in Autumn, Spring and Summer terms and one with three- and four-year-olds in Autumn. A feasibility study would be carried out to determine whether it would be cost effective to take in a new group. However, if a space arises this can be filled at any time.

Children can become eligible for funding in the term after they turn two (if eligible for two-year funding) or three in the following ways:

- All preschool children are eligible for 15 hours universally.
- Parents who meet the minimum income requirements may be eligible for 30 hours education for their child. This must be applied for by the parent.
- Those with disadvantaged 2-year-old funding will be contacted or can enquire about eligibility following GCC criteria. This must be followed up by the parent.

Parents submit a completed application form and their child's name is added to our waiting list.

For the two- and three-year-old sessions parents will be contacted during the term before their child is eligible to start to find out if they are still interested in a place. They will also be asked to state their preferences for number of sessions etc. If places are over-subscribed places will be allocated according to our admissions policy. Priority for places will be given to funded children, however if there are spaces available, they will be offered to parents who wish to pay.

For the three- and four-year-old sessions parents will be contacted in May (before children are due to start attending in September) to find out if they are still interested in attending and their preferences for number of sessions. This includes children currently attending other sessions at Preschool. All confirmations received by the end of May date shall be considered equally. Any applications received after this date shall be notified that the cut-off date has passed, and they may only be considered after the other applications have been assessed, and only then if surplus places remain open.

- The application process shall include a completed application form indicating which sessions they would prefer.
- We do not set any minimum number of sessions but indicate that children who only attend for one session find it far more difficult to settle and make friends. In addition, it is more difficult for staff to ensure that they have full access to the curriculum.
- Those applications received before the deadline shall be considered and offered places strictly and solely according to the Gloucestershire County Council's schools application criteria, as represented in the CPMIS Admissions Policy (see text below) <https://www.gloucestershire.gov.uk/media/14821/admission-arrangements-2018-19.pdf>
- Where there is any need for discretion to be exercised in the allocation of places, this shall be exercised by the Preschool Manager. This would include, but not be limited to, the determining the outcome of a tie. Referrals by other agencies and information about needs of the child will be taken into account.
- Applicants will be notified after May half term that they have: been offered a place and the sessions offered; that they have not been offered a place, but are on the waiting list; or, that they have not been offered a place, and will not be kept on the waiting list. [The waiting list is limited to 10 places, since it is rare that even this many places will become available later in the cycle, and we do not wish to raise false expectations].
- There is no appeals process for this allocation system.
- Successful acceptance in Preschool has no direct impact on the likelihood of acceptance in Churchdown Parton Manor Infant School.

Key Person

Each child is assigned a key person and we inform the parents and/or carers of their name and explain their role, when a child begins the Preschool. Parents will be asked to complete paperwork which records background information about themselves and their child, including interests, needs, and abilities in order to make the parent and child feel at ease and build up a relationship. The key person is responsible for the induction of the family and for the settling of the child into the Preschool.

We offer home visits before the children start, when the key person and another member of staff visit for a short period, to get to know one another, on the child's home ground. The parents are given a Preschool photo book, which they are encouraged to use with their child, and important information is discussed and sometimes paperwork is completed. The parents may choose to have a meeting at Preschool instead. The purpose of a key person is for parents to have a continuous point of contact, for the child to build up a close relationship when beginning Preschool and to ensure that every child's learning and care is tailored to meet their individual needs and also responsible for ensuring all assessments are kept up to date. Parents are welcome to speak to all staff as well as their child's

allocated key person as we operate an open-door policy at Preschool and opportunities to speak with each child's key person will be arranged as needed.

Settling in

It is of paramount importance to this Preschool that all children should be treated with great care and consideration. A new child should feel comfortable and integrated into the life of the Preschool as quickly as possible. There is a procedure for the settling process, which varies according to the age of the child. This can vary in discussion with the parent, according to the individual needs of the child. The children will start Preschool in small groups.

The procedure is as follows:

- a) Parents will be invited to an information open evening in June/July.
- b) Key persons visit children's homes before they start to meet the children and their parents and build the key person bond. They will discuss how we can support individual needs during the settling in process.
- c) Parents will be encouraged to bring their children for a short visit before they start at Preschool.
- d) Parents are offered to stay to assist settling into session for 5-10 mins if they feel it will help their child.
- e) A temporary change in sessions or session times may be discussed with key persons and parents in order to meet the needs of the children if required. This is only temporary and will increase slowly to the fully allocated hours.
- f) After one month key person will complete a catch up with parents to discuss how settling in has gone and any next steps that have been highlighted during initial observations and getting to know the children

It is our policy that, so far as possible, the Preschool sessions run in the normal way when a parent or carer is present. The parent should be able to see the regular pattern of what happens during the day, how the staff deal with anything unexpected and in particular they should be able to see the level of care received by all the children within the Preschool.

We are very happy to receive Dojo messages or telephone calls from parents or carers. We fully understand that parents are concerned about their child's welfare and are likely to feel upset at leaving him or her in someone else's care. We will aim to alleviate these fears, but if a child is very upset it is our policy to tell the parent, requesting them to return to Preschool, or asking them to call again to see if their child is happier and settling in better.

See also whole school EYFS policy

Children with English as an additional language (EAL)

For children with English as an additional language, the Preschool will provide opportunities for children to develop and use their home language in play and learning whilst supporting their language development at home. The Preschool will ensure that children have sufficient opportunities to learn and reach a good standard in English language. When assessing communication, language and literacy skills, the key person and the SENCO will assess children's skills in English. If a child does not have a strong grasp of English language, the key person and SENCO will explore the child's skills in the home language with parents and/or carers. If a child with English as an additional language attends the setting, we will incorporate this language into our daily routine with pictorial representation, books, posters, purchase relevant resources, celebrate festivals to make the child feel comfortable within the setting. For the parents there will also be opportunities for newsletters and any relevant documentation to be translated into their home language.

The Safeguarding and Welfare Requirements

Accessibility Statement

We will strive to ensure that the ethos of the school is such that everyone is equally valued and treated with respect.

Pupils will be provided with opportunities to experience, understand and value diversity.

All pupils should have access to an appropriate education that gives them the opportunity to achieve their personal potential, whatever their abilities and needs might be.

Please see School Accessibility Policy

Child Protection

Designated Safeguarding Lead (DSL): Caro Cross (Assistant Head teacher)

Deputy Designated Safeguarding Leads:

Darren Preece (Head teacher); Jo Smith (Deputy Head teacher); Susie Phillips (Phase 1 lead)

Safeguarding Lead for Preschool: Casey Stephens

Safeguarding Governor with responsibility for Child Protection: Emma Markham

General Statement

All Churchdown Parton Manor Schools' Federation teaching and support staff seek to protect children from abuse and endeavour to act appropriately when abuse is suspected or identified. Safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in this school.

Please see school's Child Protection and Safeguarding Policy

Approach at CPMSF Preschool

Parents of children who will be attending Preschool are given a Child Protection statement to read and they tick the box on their child's admission form to confirm that they have read and understood it.

In addition, trusted volunteers are given the code to enter the play room. They sign a form which states that they understand their responsibilities regarding keeping children safe from harm.

All staff may raise concerns directly with the Safeguarding Children Service.

All school employees will be subject to Disclosure and Barring Service checks on recruitment. Any volunteers, including governors, who may have regular and unsupervised access to children in school, shall be subject to the same requirement.

All staff working in the EYFS will be asked to complete an annual disclosure to share any convictions/cautions/disqualifications for themselves and anyone living in their household.

If a parent makes an allegation against a member of staff they should firstly speak with the Manager/Head teacher who will then follow appropriate procedures.

Photographs / videos of children

When children are admitted to Parton Manor Preschool and/or school parents are asked on the admission form whether they agree to photographs and videos being taken of their children and used in various contexts. This information is always checked before each occasion photographs are taken and only children whose parents have consented are used. The admission form also emphasises that parents should not post photographs or videos taken of

children in school on social networks and/or the internet. By signing the admission form parents are agreeing to abide by this safeguarding control.

Likewise, the admission form states 'that parents are NOT to post comments about school staff on social networks or the internet. Failure to abide by this rule may result in legal proceedings.'

Attendance

Staff encourage parents to ensure that their children attend regularly and punctually. However, attendance is not compulsory for Preschool children.

Where parents do not bring children regularly, staff discuss with them whether they still need their place. If a parent has not notified us that their child will not be attending, the key person will phone after 3 days to discover the reason for the absence. If there are safeguarding concerns, staff will phone on the first day of absence.

Anti-Bullying

The school has a firm and positive view on bullying and all reported incidents are to be investigated and dealt with using the guidance in the Anti-bullying policy.

See whole school Anti-bullying policy-please note that true bullying rarely develops in children under 5-see section on bullying in Preschool behaviour policy.

E-Safety

Please refer to the Acceptable Use policy and the Staff Handbook.

See whole school Lone working policy

See whole school Confidentiality policy

See whole school Whistle blowing policy

Health and Safety

The approach at CPMSF Preschool

CPMIS Preschool and Children's Centre is managed by CPMIS but operates in a separate building. The school carries public liability for the building and the school caretaker is responsible for the security of the building. The caretaker also carries out routine checks such as emergency lighting. He also arranges for PAT testing and maintenance of fire extinguishers etc.

- The car park is out of bounds to children at all times unless they are accompanied by an authorised adult. The children should enter and leave the school premises via the stated route.
- Any concerns about day-to-day health and safety are dealt with by the most senior member of Preschool staff present and are reported to the Preschool manager.
- All exits and gates are kept shut and are operated by coded key pads.
- Parents should leave prams and pushchairs outside under the canopy, if possible, unless the child is sleeping.
- Children must be accompanied by an adult when leaving the building and inform staff who will be collecting their child.

Alcohol/Drugs

- Practitioners must not be under the influence of alcohol or other substances which may affect their ability to care for children, those practitioners should seek medical advice.
- All staff medication is to be locked away out of reach of children.
- For more information on the consumption of Alcohol or prescribed drugs on school premises refer to County Guidelines. Teaching staff are NOT allowed to administer medicines to the children at school unless covered by a Medication Consent form.

Management of Drug-Related Incidents:

- Any drug-related paraphernalia found in school grounds will be reported to the Preschool Manager.
- Drug-related incidents will be dealt with individually and by a variety of responses.

Risk Assessment

Objectives

- To carry out a health and safety check monthly and complete the checklist devised specifically for CPMIS and Preschool (Health and Safety Governors and Health and Safety Manager).
- To encourage each staff member to make a risk assessment of situations and activities within their own classes and around the school on a daily basis.
- To identify new potential risk situations and assess them as they arrive (Preschool manager and the Head teacher).
- To support teaching staff when risk assessing potential out of school visits.

We have a clear and well understood procedure for assessing risks to ensure children's safety, which are as follows:

- 1) Identification of the risk, where and what it is
- 2) Who is at risk?
- 3) Assess as to the level of risk
- 4) Control measures to reduce or eliminate the risk

These risk assessments are monitored and reviewed at least once a year.

The person who is leading the session is responsible for completing daily designated indoor and outdoor checks. Any problems identified are removed if possible and then.

CPMSF Infant and Preschool Fire Regulations

Fire Safety

- Routines for fire drill or the emergency evacuation of the Preschool will be made known to all staff, students and children. Evacuation procedures are displayed prominently around the centre.
- A fire drill practice will be carried out as soon as possible after the start of each new school year and subsequently there should be at least one practice each term. These are recorded.
- Sensible steps should be taken to contain a fire, provided staff put themselves at no unnecessary risk. An outbreak of fire will be reported immediately to the Fire Service by the most senior member of staff present. The fire alarm and fire extinguishing equipment will be inspected annually or more often if statutory requirements change.

Security

- All external and internal doors should remain closed at all times.
- If an external door is propped open a member of staff must monitor the entryway at all times.
- Children's drop off and collection takes place outside the preschool main doors.
- If a security issue occurs during collection and drop off staff and children within our care must retreat back into the building closing all doors behind them.
- The office hatch to the office must remain closed and locked unless in use with visitors. The blind is to be used for added privacy to the office space.
- Staff are able to contact for help using the phone system installed in both playrooms, the office and the staff room.

- During a serious security breach (e.g terrorist threat), staff are to close all doors, windows and blinds within the playrooms and move to the children’s or adult’s toilet areas at the back/ middle of the building.

Hot drinks

- Hot drinks are dangerous and can cause accidents. Adults are only allowed to have hot drinks in an enclosed or lidded cup and must be kept out of reach of children at all times. Water bottles are allowed at all times and freely.
- Systems are in place for the safe arrival and departure of children, with times recorded. We will only release children into the care of individuals who have been notified to us on the child’s collection form. We have a password system in place to ensure the safety of our children. If we need to verify the identification of visitors, we will ask them to wait outside whilst we check their Identification and also the Manager must be contacted immediately.
- The arrival and departure times of staff, volunteers and visitors are recorded.
- Our systems prevent unauthorised access to our premises and prevent children from leaving premises unnoticed.

Uncollected children

- Parents are requested to complete a registration form before the child begins Preschool. On occasions, if a child is to be collected by someone who is not written on the collection form, the authorised person needs to verify the identity of the person who is collecting their child, and inform that person of a password.
- Parents are requested to inform us if they are not able to collect their child as planned, in order for us to take back-up measures.
- If a child is not collected within 15 minutes of the pick-up time, the Preschool will attempt to contact parents and emergency contacts. If we have not been able to make contact or not heard from the authorised person within 1 hour of the collection time, then the GSCB will be contacted to seek further advice. The child stays in the setting with two members of staff until the child is safely collected by parents or social care worker. A full written report of the incident is recorded.
- A record will be kept of children who are not collected by the due time. This will note the date, the time at which the child was collected, and who collected the child. A verbal reminder may be given if a parent is late. In the event that a child is not collected by the due time again there will be an additional charge.
- Charges currently stand at (Sept 2024):

£5	Immediate Late charge
£5	Per 5 mins late

Accident/First Aid Procedures

- A record of emergency contacts and relevant medical information for each child will be kept in the Preschool office and within each classroom. A medical conditions list noting specific children will be drawn up and displayed in classrooms and common staff areas by the manager at the beginning of each school year, and updated as required. This is circulated among all staff. In the event of any serious accident requiring treatment by a doctor or at hospital the parent(s), guardian(s) or nominated representative(s) will be informed and asked to accompany their child as soon as possible.
- All staff will administer basic First Aid to the best of their ability. First Aid kits are kept in the kitchen and in the changing area in Preschool. A basic First Aid kit is kept in each classroom. In addition to the recommended First Aid materials, the school uses dressing and tape. Staff are reminded that plastic gloves (located in each classroom) should be worn whenever dealing with body products and immediately disposed of thereafter.
- If an ambulance is required, one will be called. If the injured/sick person is away from the office and can’t be moved, then a mobile phone should be used. An adult (preferably a parent or teacher) will, if at all possible, accompany the child. It is preferable for staff not to take a pupil to hospital unless parents cannot be contacted.

- All accidents will be recorded, especially those involving injuries to the head. Accident forms are stored in each room. Details of accidents which have been recorded should be communicated to parents immediately via telephone or ClassDojo, or when the child is collected from school at the end of the session. Parents are asked to sign them or record acknowledgement of seeing the form via ClassDojo. Forms are monitored to look for patterns, in terms of safeguarding and to prevent future accidents. The forms are also used to record incidents and accidents noted on arrival.
- A list of staff next of kin is kept in the Preschool office.
- Infectious Diseases: Notice shall be brought to parents as appropriate regarding County guidelines on regulations concerning infectious diseases.

Health

- Our aim is to keep children safe and healthy whilst they are at Preschool.
- Parents are asked to keep their children at home if they have any infection and therefore to inform the Preschool as to the nature of the illness so that staff can inform other parents, maintaining confidentiality if needed at all times. This is recorded on the register.
- If a child appears unwell during the day with temperature, sickness, diarrhoea, a staff member will call the parents and ask for the child to be collected.
- Staff will sit them away from other children and comfort them.
- If they are hot they will be kept cool.
- Absences are recorded on the register.
- Parents are asked to keep their child at home and follow any exclusion period indicated by preschool, medical professional and/or infectious disease guidelines. Preschool have the final say on when a child can return.
- Main exclusion periods are as follows:

Common cold/cough	Reduction in runny nose and coughing and when child is well, active and alert
Sickness/ Diarrhoea	48 hours from last episode
High Temperature	24 hours from when fever came down
Chicken Pox	Until spots have scabbed over completely (usually 5 days)
Hand foot and Mouth	Blisters have dried and feeling well

- Children are not allowed to attend Preschool if paracetamol and ibuprofen based medication has been administered prior attending Preschool. This is due to the masking of illnesses and fevers that could potentially cause further illness to the child or their peers. If your child is under the weather but you feel is well enough to attend then please communicate that with staff so we monitor accordingly.
- Please read and adhere to the guidelines for children with infectious diseases. See Appendix A or copy displayed in Preschool room.

Allergies, medical conditions and dietary requirements

- Parents are asked to complete an admission form detailing whether their child has any allergies, medical conditions or dietary requirements, usually on home visit. They are also asked to inform us immediately if their child develops one of these after they start attending Preschool.
- Staff will complete a care plan which is shared with all staff. When planning staff will take into account children's conditions, eg. not playing with play dough if they have Coeliac disease. See sections on medication and food and drink.

- A risk assessment is carried out for each child with a long-term medical condition that may require on-going treatment. This should involve parents and may involve medical personnel.
- For some medical conditions, staff will need to have training in a basic understanding of the condition and its treatment.
- A health care plan will be drawn up and reviewed every 6 months.
If children are going on outings staff must be fully informed of needs (part of the risk assessment process). Medication will be taken with them.

Administration of Medicines:

Prescribed medicines (including creams and ointments):

Local authority guidance states that the administration of medicines by teachers is entirely voluntary, in accordance with the School Teachers' Terms and Conditions of Employment. Staff at Preschool do administer medication.

Exceptions:

- Teacher and support staff supervise the use of inhalers.
- Trained teachers and support staff administer epi-pens in an emergency (and Piriton for children who need Piriton before epi-pen).
- If medicines for life-threatening conditions are to be administered, a medical statement from a GP or specialist must be supplied to the school.
- All controlled medicine administered by staff is recorded by the member of staff responsible, records are kept in the manager's office.

If a child needs prescribed medicine to be administered during the school day, it will be administered by Preschool staff.

Often the need for children to take prescribed medication during school hours can be avoided by arranging with doctors to prescribe the dosage timings accordingly.

Paracetamol or Ibuprofen based children's medicine is available in setting in case of an emergency. This is only to be used in the event of a rapid decline in a child's health which causes great concern to staff. Staff will attempt to gain consent but in emergency situations medicine will be given and parents will be notified.

Storage

- Class lists of medical conditions for individual children are kept in the Preschool rooms.
- Inhalers and epi-pens are kept in the bag with contact information, parents must provide a separate inhaler for school use which is kept in school – not taken home every night.
- Parents must ensure that the supplied container is labelled with the name of the child, the dose of the medicine and the frequency of administration.
- The key person will endeavour to notify parents of the need to replenish inhalers. Ultimate responsibility is with parents.
- All medicine administered is recorded by the member of staff responsible; the records are kept in their class bags.
- Controlled drugs are kept in a locked drawer in the school office.
- Staff are responsible for ensuring that all necessary medication is taken on school trips.

Preschool Visits/Transport/Events/Activities

- County guidelines regarding planning of a trip etc must be adhered to. All staff should consult the Educational Visits Pack and trip folder.
- Risk assessments will be written and reviewed regularly.
- No child is to leave the school on a trip without the clear written consent of the parent or guardian. Children will be warned of potential dangers. Staff will have risk assessed the site(s) beforehand and informed all adult helpers on the trip of potential hazards and how best to avoid them.
- Parent helpers will also be asked to sign consents, give details of medical conditions and supply emergency contacts.
- Movement of children on and off coaches and any other mode of transport will be supervised by staff and sensible behaviour whilst travelling will be encouraged.

- First Aid will be available during school trips and county guidelines should be followed regarding the number of adults accompanying children.
- No child is to remain behind out of school hours without the consent of the parent or guardian.
- The same rules of health and safety must be observed during extra-curricular activities as are applied during the normal school day.
- **Missing child - follow missing child procedures.**

Outings Policy

At Parton Manor we feel it is important to provide opportunities for children to take part in outings so they can further develop their knowledge.

Trips can include trips on foot, i.e. visits to the local park, the library, local markets and places of interest.

All procedures must be followed prior to an outing:

- A full outings risk assessment must be completed.
- Written permission from all parents/carers is obtained prior to the outing, this includes a blanket consent at time of registration for small local trips. Anything involving considerable travel, written consent will be obtained.
- Staffing ratios must be maintained.
- At risk or young children will be pushed in pushchairs and older children will hold the hands with a partner and/or adult. Individual risk assessment should be noted in this decision making.
- All children contact/emergency contact information must be taken.
- At least 1 first aider must be present and have a suitable, complete first aid box with them always.
- Any child who has a health care plan must have their health care plan documents, along with any medication/asthma pump if needed.
- A member of staff is to carry on them, a mobile phone which must be fully charged and have enough minutes/credit

Health and well-being

We recognise the importance of a nutritionally and well-balanced diet, rest and exercise in a healthy lifestyle. We promote and support families to develop healthy lifestyle choices. We are also committed to providing a safe, healthy working environment for our staff, students and volunteers.

Nappy Changing

Key persons undertake the changing of the child's nappy. Staff use appropriate protective clothing and all staff are familiar with the hygiene procedures and any special requirements for the children. Nappy changing routines and procedures are located in the dedicated changing area and all staff are trained and follow this guidance.

Food and Drink

We inform parents about our healthy eating policy when their child starts Preschool, including provision of healthy lunch boxes. Children are not allowed to bring sweets or rock to share. If parents would like to celebrate their child's birthday with their friends, instead of a cake, we request a special piece of fruit.

We provide the children with snacks and drinks which are healthy, balanced and nutritious. Before a child is admitted to the setting we obtain information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements. The key person is responsible for making all staff aware of any child's dietary needs and this information is also recorded in the kitchen. There is a choice of milk or water at snack time. We sit down together for snack which develops communication and social skills. Children pour their own drinks, spread crackers etc, to encourage independence. We allow children to eat celebratory foods at special occasions and try a wide variety of foods from different cultures. We are respectful and supportive of the dietary obligations of different faiths, cultures and lifestyles.

Fresh drinking water is available and accessible at all times and children are encouraged to drink after exercise, especially in warmer weather.

We have a kitchen which is equipped to provide a hygienic area to prepare healthy drinks and snacks and cook items which the children occasionally prepare. Children will either eat what they have made at Preschool or take it home, with the recipe and tips on healthy eating.

We have a healthy lunch box policy for parents who provide lunches. This indicates the need of a healthy and balanced meal and what this consists of.

Reporting of food poisoning

We will notify Ofsted of any food poisoning affecting two or more children at the setting under the Public Health Regulations 1988. We will aim to notify as soon as is reasonably practicable, but in any event within 14 days of the incident. The Head teacher will contact the Environmental Health Department and complies with any investigation.

Sun health

Parents/carers are asked to apply sun cream before session and provide a hat in hot weather. Staff should role model wearing a hat. Children should not bring sunglasses, which are easily broken. For children who attend for a full day children can bring a named bottle of sun cream, which staff will supervise them applying. Suncream will be available for those without any for safety reasons. The brand and type will be sent out to parents, so if your child is not able to use the one provided, they MUST bring their own. Checking the weather is part of the daily risk assessment carried out by staff and children. Adults will pull out awnings and encourage children to play in shaded areas. Time outside is limited in very hot weather to 30-minute periods, particularly between 1.00 and 3.00

We will encourage children to drink regularly. We try to maintain a cool temperature inside by, lowering the blind in the morning and opening the windows and switching off the lights. We also have fans and an air conditioning unit.

Rest, relaxation and exercise

There are areas in Preschool, indoors and outdoors, for children to rest and have exercise. There is a large outdoor area. We also have the use of a large field and the junior MUGA.

Children are encouraged to rest after eating and can lie down or relax in a designated area. Each session has a 15-minute physical time, usually outdoors. This includes a warmup, and cool down and includes wake and shake, dancing, use of small equipment, parachute etc. The children are encouraged to participate in aerobic activity and check e.g. that their hearts are beating fast. We use the school hall weekly and adventure playground, later in the year.

Equal opportunities

We have an equal opportunity policy to promote equality, value diversity and including support for children with special educational needs or disabilities. We will ensure our Preschool is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. We are committed to an anti-discriminatory practice to promote equality of opportunity and value diversity for all children and families.

Written documentation, in order to ensure that we meet all the needs of our parents, including our newsletters, policies and all written letters, can be made available in larger print, different languages and by email. Parents must feel free to ask for these alternatives if they need them.

Our setting is open to all members of the community. We are able to provide information on request in any language. Our admission policy is available on request and ensure that all parents are made aware of our equal

opportunity policy. We ensure that people with disabilities can participate successfully in services offered by the Preschool. We take action against any discriminatory behaviour by staff or parents.

Curriculum

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking. Our environment is as accessible as possible for all visitors, parents and children, however, if it is less favourable for a disabled person, then reasonable adjustments are made.

Valuing diversity in families

We welcome the diversity of family lifestyles and work with all families. We encourage children to contribute stories from everyday life to the setting. We encourage parents/carers to take part in the life of the setting and to contribute fully by sharing a skill or coming into the Preschool to visit.

For families who speak languages in addition to English, we will ensure their full inclusion.

Dietary Requirements

We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met. We help children to learn about a range of foods and of the cultural approaches to mealtimes and eating and to respect the differences among them.

Partnership with parents

- We continuously work in partnership with parents as we believe that children benefit most when the setting and parents work in partnership. When we refer to parents, we include natural, step parents, parents who do not live with their child, foster parents, adoptive parents, guardians and same sex parents.
- We aim to ensure that personal details of children and families are up to date. This will ensure that emergency numbers are current.
- We support parents by involving them fully in their child's care and education and inform them about the EYFS and how we support children with SEND.
- We have a n 'open door' policy for parents.
- We encourage a strong relationship with key persons so that they can exchange all relevant information.
- We encourage parents to share their interests and skills by coming into the setting, or simply to come and play.
- We encourage parents to express their opinions through questionnaires, in person or by using email or ClassDojo, and respond to comments/suggestions made.
- We provide termly concerts and social gatherings as well as weekly Stay and Play sessions.
- Staff take responsibility in supporting parents who have problems with literacy etc.

Behaviour Policy

The behaviour policy is a whole school policy, which will be implemented and monitored by all staff. The policy will be updated annually, usually in the autumn term. Parents/carers will be consulted and kept informed of any major changes to the behaviour and discipline policy and practices in school, as we believe that home/school partnership is the key to success in this area. Parents are asked to support the school rules.

Aims

- To develop a sense of responsibility in each child for their own behaviour
- To involve staff, children parents and governors in formulating and promoting the policy
- To develop strategies for dealing with behavioural issues
- To develop an awareness of the needs of others

At Churchdown Parton Manor Schools' Federation we place great emphasis on acknowledging and rewarding, good effort, attitude, work, manners and behaviour.

We believe that children are able to learn most effectively when behaviour is good and discipline problems are minimal. We aim to provide a caring, inclusive and nurturing environment for our pupils where they feel safe, happy and secure. We hope to develop self-control, self-discipline and self-motivation in our pupils, by rewarding good work, attitude, manners and behaviour, and by imposing the sanctions detailed in this policy for inappropriate effort, attitude, manners or behaviour, thus enabling all our children to learn together in an environment of positive behaviour management.

The approach at CPMIS Preschool

At Preschool we aim to work in partnership with parents and carers to lay foundations from which children will grow into happy, self-confident and well-adjusted preschoolers. We believe that children and adults are happiest in an ordered, secure environment in which everyone knows what is expected of them. Children will flourish when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

We have a named person who has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour, and that is Preschool manager. In Preschool we show disapproval of unacceptable behaviour, not the child and avoid the use of negative comments, or diminishing a child's efforts by word, gesture or facial expression. Our approach to achieving positive behaviour is in line with the school's but has been adapted to suit the stage of development of two-, three- and four-year-old children.

Our behaviour code in Preschool is very similar to the school's Golden Rules. It is applied consistently and modelled appropriately

- Always walk inside
- Be kind and friendly
- Be polite and helpful
- Listen when someone speaks
- Take care of our environment

The role of the adult in promoting good behaviour at Preschool

- To plan a stimulating, challenging and developmentally appropriate learning environment
- To reflect on practice e.g. understanding attention spans
- To maintain a tidy, well organised environment in collaboration with children
- To have clear routines and warn children of changes
- To provide opportunities for exercise and relaxation
- To be fair and consistent
- To provide opportunities to make choices, giving children a sense of control
- To show children how to behave well
- To work as a team and support each other
- To name and praise positive behaviour-catch them being good
- To form warm, friendly, positive relationships
- To understand what makes each child distressed, angry or excitable
- To observe and listen carefully, and intervene appropriately
- To build children's self esteem
- To see conflict and problems as opportunities for learning
- To help children to identify and express emotions appropriately
- To plan activities which will help children to name emotions and recognise them through the use of stories, role play, puppets etc
- To give **specific**, positive instructions-'good walking' rather than 'don't run'
- To pause and wait-expecting compliance

Identifying undesirable behaviour

- Pushing
- Throwing
- Snatching
- Scratching
- Pinching
- Kicking
- Punching
- Biting
- Being disruptive
- Refusing to follow instructions

We are aware that not all inappropriate behaviour is noisy and obvious! Observe children and watch out for overt or silent unacceptable behaviour that is often displayed by more vulnerable children.

Rewards and sanctions

- Examples of good behaviour are commented on during free play, snack time, and circle time.
- With older 3 and 4 year old children key persons will identify areas that the children need to improve (which change frequently), for example when the children are learning to put their thumbs up to speak at circle time. This is acknowledged by stars in a jar for their colour group. When the jar is full the children can choose a reward, from a list the children have suggested, for example having a special story.
- Inappropriate behaviour will be dealt with according to the child's age, development, special needs or current emotional needs. Sanctions match the 'offence' and are used consistently. **Physical punishment and humiliation will be neither used, nor threatened.**

Unacceptable behaviour can often be prevented by skilful anticipation and intervention by sensitive adults. Adults will deal with inappropriate behaviour by-

- Changing the setting-eg. Providing more equipment to avoid squabbles
- Choosing 'battlefields'-some behaviours fade away if they are ignored. It may be appropriate to distract the child, particularly with two-year-olds
- Not arguing with children, speaking with a quieter firm voice and staying calm
- Giving children choices where possible eg. 'Would you like to put the bricks away yourself or find a friend to help you?'
- Describing the offending behaviour-'When you do that I feel.....'
- Clearly stating the consequences of continued behaviour
- Helping children to understand consequences of their actions. For example refusing to tidy up means that have to miss **part** of snack time to tidy up then. They will be warned that this will happen.
- Getting down to children's level and being firm and consistent
- When emotions are running high a child may need 'thinking time' { a short spell away from other children and activities, with or without an adult's support} in order to calm down. A timer may be used eg a one-minute timer. Staff will check whether the child has calmed down before discussing their behaviour with them
- Trying to find out what led to the behaviour and explain reasons for their actions
- If another child has been upset or hurt, they will be comforted, and the adult will confirm that the behaviour is unacceptable
- Occasionally children become very angry and 'out of control' adults will always try to de-escalate the situation by talking calmly and giving the child space and time to calm down. Rarely where a child's behaviour could cause serious harm to themselves or others, staff will ask a colleague for support and may have to restrain the child. This should always be seen as last resort and minimum force used. *
- Observations and incidents are recorded on CPOMS. **In cases of serious misbehaviour eg. violence, racial abuse or if *restraint has been used parent/carers will be notified immediately.**
 - In other cases {for example where a pattern of behaviour is emerging} staff will decide when it is appropriate to inform parents/carers. Key persons will discuss the situation with colleagues and parents/carers and they will work together to ensure a consistent approach.
 - To establish patterns of behaviour staff may use behavioural observation sheets (EasiPac) to build up evidence.

- Staff must consider possible reasons for the behaviour eg. special educational needs, insufficient mastery of English, exposure to aggressive behaviour at home.

Rough and tumble play, hurtful behaviour and bullying:

Young children often engage in play that has aggressive themes-such as superhero and weapon play;

- We recognise that rough and tumble play is acceptable within limits and that fantasy play offer opportunities to explore concepts of right and wrong.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable boundaries to ensure that children are not hurt and encourage the use of strategies for conflict resolution.

Hurtful behaviour

We take hurtful behaviour very seriously, but it is not helpful to label this behaviour as bullying.

- We recognise that young children have not yet developed the means to manage intense feelings that sometimes overwhelm them, and we help them recognise and express their feelings appropriately.
- We intervene to stop hurtful behaviour and explain why the behaviour is not acceptable.
- We give reassurance to the child who has been hurt and then offer support to calm the child who is angry. This may be done with pre-verbal children through touch. Verbal children are also offered an explanation appropriate to their level of understanding.
- 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.
- We support social skills through activities, drama and stories.
- When we talk to parents of children who have been hurt we do not name the children who have hurt their child.

Bullying and harassment

We take bullying and harassment very seriously at Preschool. Bullying involves the persistent physical or abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour. **Children would normally need to reach the cognitive stage of a five-year-old in order to engage in bullying behaviour.**

- We try to empower children to appropriately challenge bullying or harassment, by for example saying stop and making the sign for stop and to tell an adult.
- Name calling and behaviour that may lead to bullying is discouraged and dealt with using positive behaviour management strategies.
- In cases of serious misbehaviour, such as bullying, racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, with subsequent parental involvement.

Supporting parents - our policy is to involve parents fully in the process of their children's education.

- Parents will always be informed if their child is persistently unkind to others or if their child has been upset. Parents may be asked to meet with the key person to discuss a child's behaviour so that they can work together to ensure consistency between home and setting. We will discuss this with other professionals involved in the care of the child for example other settings or health visitor. In some cases, we may request additional advice and support from other childcare professionals. Parents are also offered support with managing their child's behaviour at home.

Information and records

As a setting we maintain records and obtain and share information (with parents and carers, other professionals working with the child, and the police, social services and Ofsted as appropriate) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met. We ensure that there is a regular two-way flow of information with parents and/or carers, and between other childcare providers, if a child is attending more than one setting, by using our multi-agency books and inviting other professionals regularly into the setting. We regularly incorporate parents' and/or carers' comments to the child's Developmental Records. There is always a requirement to observe the children in the setting using a variety of observational notes, photographs,

video evidence, samples of their work and summary assessment sheets. Regular progress reports are completed for every child. All the children's records are freely accessible to the child's parents and staff.

Information about the child

Each parent will be required to complete administration records for their child. The registration form will include relevant information.

Definition of Parental Responsibility (PR) is as follows:-

The following have parental responsibility:

- The natural mother of the child
- The natural father of the child- provided he was married to the mother when the child was born or registers the birth of the child alongside the mother, or subsequently marries her
- Anyone who has a residence order which is currently in force in respect of the child

These people do not automatically have Parental Responsibility:

- The father of the child if he and the mother have not been married and he has not registered the birth alongside the mother
- Grandparents or other relatives
- Stepfathers
- Guardians of the child appointed by will

Therefore, the Preschool consent forms must only be signed by parents with Parental Responsibility. The children can be collected by parents who do not have Parental Responsibility but the Preschool must have consent from the parent who has Parental Responsibility, and this should be completed on the collection form along with a dedicated password. The Preschool has the right to request to see a child's birth certificate and will ask to see this at the time of registration. Parents/Carers will be also asked to provide the Preschool with any further information which they feel would enable us to take the best care of their children, and they will be issued with an "all about me form" to complete for this information. Communication books may be used with some children. These can be completed prior to arriving at nursery in the morning and then handed over to key person or another staff member on arrival, for staff to read

All records are stored in a safe place. Parents are welcome to access their child's personal records but are unable to access other children's information. Staff will not discuss personal information given by parents with other staff members and all staff are made aware of the importance of confidentiality. Staff sign acceptable user agreements for Tapestry etc

We also retain records including, Employment records of staff, Risk Assessments, financial records, health and safety records, Ofsted certificate and public liability insurance certificates are displayed. Staff records are also kept securely. As a setting we are aware of our responsibilities under the GDPR (2018) and where relevant the Freedom of Information Act 2000. All records are kept for a period of 7 years.

Information for parents and carers

We continuously work in partnership with parents as partnership with parents is fundamental within our setting. We encourage parents to become involved in many ways to ensure the setting is welcoming and stimulating environment. We believe children benefit most from early years education and care when parents and the Preschool

work in partnership. We support the parent by involving them in their child's care and education at Preschool, and we also aim to support parents in their own education and personal development. We encourage parents to exchange knowledge with their key person regarding their child's development, progress and next steps through termly meetings, daily conversations, open days, telephone, email and newsletters to suit all parents' individual requests. Information can also be obtained in other languages, and large print if requested. We encourage parents to share their interests, hobbies and skills by coming into the setting to demonstrate these. We encourage parents to express their views through questionnaires, an "open door policy." We provide opportunities for social gatherings to give parents chances to meet others, during picnics and other special events.

We also ensure that the following information is available to parents and/or carers:

- how the EYFS is being delivered in the setting in our policies, through informal workshops, regular parent days, and we also inform parents where they can access more information.
- we inform parents of the range and type of activities and experiences and routines provided for children through newsletters and we discuss how parents and carers can share learning at home through progress summaries, learning journeys, Tapestry. ClassDojo and the school website.
- we inform parents how the setting supports children with special educational needs and disabilities through our policies and demonstrating inclusive everyday practice.
- we regularly inform parents of how to access our policies electronically through our website,

We inform parents of the staffing in the setting through notice boards, introducing their child's key person and their role and we always inform parents of the Preschool telephone number for parents and/or carers to contact in an emergency.

Working in partnership with other agencies

We work in partnership with national and local agencies to promote the well-being of all children. Procedures are in place for sharing information about children and families with other agencies as we ask parents to sign a multi-agency agreement form when they join Preschool. Information shared by other agencies is kept confidential and not shared without consent from that agency. Staff from other agencies do not have unsupervised access to the children they are visiting or any other children in the setting. The staff do not discuss or share information about any named child or family without consent **unless this relates to child protection**. When necessary, we consult with local or national agencies to help us gain knowledge and understanding of any relevant issues to provide support for our parents.

Where children attend other settings we encourage staff visits and the regular exchange of information.

Complaints

Please see the Complaints policy

Information about the Preschool

As a Preschool it is a requirement that we hold the following documentation:

- Name, home address and telephone number of the provider and all staff employed on the premises.
- Name, home address and telephone number of volunteers who may attend the Preschool but be fully supervised by employed staff.
- A daily record of the names of the children, their hours of attendance and the names of each child's key person.

- The Preschool is part of the school Ofsted registration.

Changes that must be notified to Ofsted

As a Preschool we will notify Ofsted of:

- any change in the address of the premises; to the premises which may affect the space available to children and the quality of childcare available to them.
- the name or address of the provider, or the provider's other contact information; to the person who is managing the early years provision.
- any proposal to change the hours during which childcare is provided. Any significant event which is likely to affect the suitability of the early years provider or any person who cares for, or is in regular contact with, children on the premises to look after children.
- where the childcare is provided by a partnership, body corporate or unincorporated association, any change to the 'nominated individual'; and where the childcare is provided by a partnership, body corporate or unincorporated association whose sole or main purpose is the provision of childcare.
- any change to the individuals who are partners in, or a director, secretary or other officer, manager or members of its governing body.

Where it is reasonably practicable to do so, we will notify Ofsted in advance. In other cases, notification will be made as soon as is reasonably practicable, but always within 14 days.

Supporting children with Special Education Needs. See whole school SEND policy

Policy on invoice payments, collection of fees

Copies of the policies are reviewed at least annually and are available to download from our website, on display in all rooms and are issued to all parents. These policies are open to review and we take account of parents, staff and children's views and include them in our policies if possible.

Payment of Fees and Debt Recovery Policy

- Invoices are issued termly at least 1 week prior to the payment date. All invoices must be paid in advance.
- Payment of fees are necessary to retain the child's place at the setting this includes when the child receives Free 2-, 3- and 4-year-old funding or is eligible for 30 hours. All accounts must be paid by the due date. Payment can be made via the workplace voucher schemes, cash or cheque.
- If the invoice is not paid when due, and no contact has been made with the administrator, the space will be suspended from CPMSF Preschool until the account is paid in full. This will also take effect even if the child is in receipt of Free 2,3- and 4-year-old funding.
- If the invoice is not paid when due a late payment fee of £15 per week may be applied for administration costs.
- A term's notice is required for any cancellation or alteration of sessions.
- The setting closes at 11.45 a.m. for the morning session and 2.45/3.00 p.m. for the afternoon session each day.
- Lateness will be noted on the register. Repeated lateness may incur a fine.
- Repeated instances of late collection will result in the Gloucestershire Safeguarding Children's Board (GSCB) or the Police being called to collect the children.
- Any parent experiencing difficulties with payment should contact the Preschool leader, immediately.
- Emergency Closure: If Preschool has to be closed for any reason under the schools emergency closure procedures parents are not entitled to a refund for the affected sessions.
- Parents are also asked to pay a nominal voluntary charge to cover the cost of consumables, such as snack. This can be paid daily, monthly or termly.

Debt Recovery

Introduction

To enable the setting to remain sustainable we have a business requirement to recover all sums due to CPMSF Preschool efficiently and effectively.

Our collection and debt recovery policy ensures that collection methods are fair to everyone, taking into consideration those on low incomes.

It is recognised that people do not pay their debts for a variety of reasons. Some people, because of living in or on the margins of poverty, will have difficulty in paying. CPMSF Preschool will endeavour to help such people and minimise the impact of debt on them.

Some people may deliberately set out to delay or not make payments and all methods of enforcement will be used to secure payment in these cases.

Some people may be able to pay but do not pay because of an oversight or personal difficulties and not because of a deliberate decision to avoid or delay payment. CPMSF Preschool will seek to help such people by developing a culture of payment by encouraging them to get in contact and discuss any difficulties.

The need to get in touch is central to the policy. Where a person makes contact their circumstances will be considered with a view to agreeing a reasonable payment arrangement, minimising recovery action and helping to alleviate hardship. Where people fail to make contact or maintain arrangements, recovery action will continue.

This policy covers the collection of CPMS Preschool childcare payments. It consists of a statement of principles and a code of practice.

Aims of the Policy

The aims of the policy are to:

- take positive action to prevent arrears occurring, for example by providing different payment methods according to need.
- encourage parents to make early contact to avoid the build-up of debt.
- ensure prompt billing and to remind people quickly if they do not pay.
- help to identify deliberate non-payers or people who delay payment
- make sure that when we take enforcement action it is appropriate and likely to be effective.
- take enforcement action against deliberate non-payers or those who delay payment.
- mean that by being approachable people will be more willing to make contact when they first face difficulties.
- where parents have fallen or are likely to fall into arrears, CPMSF Preschool will work with them to set reasonable payment levels that they can maintain.