

Little Gems Pre-School Policies and Procedures

This policy overview consists of many Little Gems policies such as Admission's policy, Key Person and Settling-In procedure; Achieving Positive Behaviour; Special Educational Needs and Complaints procedure. Our safeguarding policy is included in full. Full copies of our policies can be seen at the setting or emailed to you at your request.

Admissions Policy

"It is our intention to make our setting accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures."

We advertise the pre-school within the community and leaflets, prospectuses and information sheets are made available, and regularly reviewed to ensure the information is up-to-date.

Our waiting list is arranged in birth order and our enrolment forms are extremely detailed. We also have a settling-in procedure.

We welcome all family members/carers into our pre-school, ensuring all their child's individual needs as well as the family's are met. We do not discriminate and ensure the setting, staff and resources reflect this. Our Equal Opportunity's Policy is available to see at all times, as are our other policies.

We regularly send out questionnaires to parents/carers to ensure we are accommodating everyone's needs with regard to opening times, and routines and procedures.

We are a private pre-school, and want to operate within a mutually respectful and co-operative atmosphere. We reserve the right to refuse applications or cancel a child's place if we have reason to believe the behaviour of parents and/or carers are in conflict with the interests of the pre-school and its reputation. We have a formal complaints procedure which we expect parents to follow. Disparaging comments or false accusations on social media or otherwise are not acceptable and will not be tolerated. Please respectfully come and talk confidentially to us if you have a concern.

The role of the key person and settling in

"We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in."

We allocate a key person before a child starts and it is the key person who is responsible for settling the child into the pre-school. If a child later shows more of an attachment to another adult, we will discuss whether it would be beneficial for the key person to be changed with the parents.

The key person offers unconditional care for the child and is non-judgmental. The key person works with the parent/carer to prepare and deliver a personalised plan for the child's well-being and development. The key person maintains a record of the child's learning and development, and regularly shares this and more general information with the parents/carers.

Although the key person is the child's main attachment, we encourage all staff and children to interact. This supports the child when their key person is absent.

Before a child starts pre-school, parents are provided with information in the form of leaflets, prospectuses and policies. They are able to visit the pre-school during opening hours with their child before the trial day if they wish.

A trial day is allocated before the start day and the parents and key person discuss the child and the pre-school routines further. All the child's needs and details are discussed and recorded. Parents and the key person jointly decide on the best way to help settle the child. Little Gems want both the parent and the child to feel comfortable, safe and happy, therefore there is no time limit enforced on settling-in and parents may stay with their child for as many sessions as necessary. We also understand that if a child has been absent for a long period of time, there may need to be a settling-in process.

We do not believe that leaving a child to cry will help them to settle any quicker and we reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left.

After the first few weeks when the child is settled and familiar with the staff, children and surroundings, the key person will begin to create the child's record of achievement and individual plans.

Achieving Positive Behaviour

"Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of other and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example."

We have a named person with overall responsibility for behaviour, **Miss Charlene McClory** who receives regular training.

We teach good behaviour through positive role modeling, activities and routines in the curriculum, under personal, social and emotional development. We require all staff, volunteers, parents, carers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy while in and around the vicinity of the setting.

We do not use any form of physical punishment, instead we communicate with parents and use our observations to help understand children's behaviour. We use techniques such as stickers to enforce behaviour expectations. We take into consideration each child's individual age and level of development, when setting behavioural expectations.

We allow rough and tumble play to an extent. It is a way for children to interact on a social level, and we discuss with the children what is acceptable and what may become hurtful. We address hurtful behaviour, discussing feelings and comforting children involved.

We take any form of bullying very seriously. We comfort the children that are upset and hurt, and we explain to the children who are why it is unacceptable behaviour. We talk to the parents of all children involved, and put into practice more positive behaviour.

Complaints Procedure

“Our setting 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 setting and will give prompt and serious attention to any concerns about the running of the setting.”

There are five stages to the complaints procedure. A ‘summary log’ of all complaints which reach stage two or beyond is available for all parents and Ofsted inspectors to see.

Stage 1: Any concerns should be discussed with the Manager and most complaints should be able to be resolved at this stage in a friendly and satisfactory manner.

Stage 2: If parents are not happy with the outcome, then they can write a letter to the setting’s owner/manager. The setting will then investigate the problem, meet with the parents and hopefully successfully resolve the matter.

Stage 3: If parents are still not satisfied, then they can formally meet with the owner/manager. Both parties can bring a colleague/friend if they wish. A written account of the meeting and the outcome is signed by both parties if a solution has been reached.

Stage 4: If an agreement cannot be reached, then a neutral person from an outside agency can listen to both parties and help to make the matter clearer to understand, and an answer easier to find. This person will keep this meeting completely confidential. A written record of the meeting is made.

Stage 5: When all meetings have taken place, the mediator meets with all parties concerned together and offers some possible suggestions or advice on how to deal with the complaint. Everyone signs a written record of this meeting and the outcome which shows they have all agreed on a way forward. “ Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting’s registration requirements.”

In our statement of provision of equality of opportunity, we include the following policies: Valuing diversity and promoting equality policy; Supporting children with special educational needs; Achieving positive behaviour.

Valuing diversity and promoting equality policy

“We will ensure that our service is fully inclusive in meeting the needs of all children.”

In this policy we aim to provide a non-stereotyping environment in which all children can flourish, and ensure we meet this by attending regular training and constantly evaluating our practice. Our setting is open to everybody, and we value all families. We do not discriminate against a child or their family, or prevent entry to our setting on the basis of colour, ethnicity, language, culture, religion, ability, or social background.

We hope families feel comfortable enough to discuss any concerns they may have, or indeed any needs they feel are not being met. We also require parents to value our aims in respecting all who come to Little Gems. Little Gems will take a very serious view of any discriminatory behaviour displayed against another adult or child in this setting and will deal with the matter appropriately.

Supporting children with special educational needs

“We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.”

In this policy we aim to help identify children with special educational needs and undertake training to ensure we help each child. We include all children with special educational needs, supporting the child and their family. We will work together with specialist agencies and parents in providing any help we can, keeping parents informed and involved at all times. We will provide equipment and resources to aid development, and extra staff where necessary to ensure all the child’s needs are being met, and that other children’s development does not suffer because of staff’s limited attention.

Our setting SENCO is Miss Kim Allen

This policy overview consists of policies outlining guidelines for staying healthy at Little Gems, including Animals in the setting; Administering medicines; Managing children with allergies, or who are sick or infectious; Nappy changing; No smoking; Food and drink; and First aid.

Animals in the setting

“Children learn about the natural world, its animals, and other living creatures, as part of the Early Years Foundation Stage curriculum. This may include contact with animals, or other living creatures, either in the setting or on visits. We aim to ensure that this is in accordance with sensible hygiene and safety controls.”

We value the opinions of parents and children when selecting a pet. A risk assessment is carried out, and allergies are considered. We will look after and provide for the animal, clean out their housing regularly, and teach the children how to care for the animal. Safe and hygienic procedures will be followed at all times. Visiting animals are the responsibility of the owner/visitor.

Administering medicines

“While it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medicine as part of maintaining their health and well-being or when they are recovering from an illness.”

We can only give children prescribed medicine from its original packaging with printed label clearly visible. We keep the medicines out of the reach of children. Staff and parents complete the medicine book together. Staff record when the medicine is given and the parent is asked to sign to acknowledge this, each time the medicine is given.

If staff need special training to administer the medicine, then he/she attends training provided by health professionals. Risk assessments are carried out for all children with long term medical conditions and a health care plan is written and signed by parents.

Managing children with allergies, or who are sick or infectious

“We provide care for healthy children and promote health through identifying allergies and preventing contact with the allergenic substance and through preventing cross-infection of viruses and bacterial infections.”

Allergies are written on the enrolment form and a risk assessment is carried out. This is kept in the child’s file and displayed for staff to see. Generally, we do not have nuts or nut products in the setting, and we raise awareness using the newsletters.

For inhalers and oral medication we follow the guidelines in administering medicine. Lifesaving medication and invasive treatments e.g. epipens, require the setting to have a letter from the child’s doctor, written consent from the child’s parents and proof of staff training.

If children show signs of a temperature, sickness, diarrhea, or pains, then the child’s parents are called to collect the child. Staff will try to keep the child cool if they have a temperature. If a child is extremely unwell, they will be taken to the nearest hospital and the parents called. If children have been prescribed anti-biotics, or have had diarrhea, parents are asked to keep the children at home for 48 hours (from the last episode in the case of diarrhea).

Children with a disability or allergy are automatically covered by the setting’s insurance.

The setting displays a list of infectious diseases. The setting must inform Ofsted and the Health Protection Agency if a child is suffering from a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988.

Nappy changing

“No child is excluded from participating in our setting, who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be the appropriate time.”

When possible the key person is responsible for changing the child’s nappy/”pull-ups”. However as a consistent team of staff children are comfortable on the whole with any team member as they are known well to the children. They make this time as relaxed as possible. Changing areas are warm and private for the child. There is a safe, comfortable place to lie, if required. Parents are asked to provide nappies/”pull-ups” and baby wipes for their child. Staff wears gloves and an apron before changing a child and the mat is cleaned between each child using an antibacterial wipe. We encourage children to show an interest in the toilet, and wash their hands.

There is a clinical waste disposal unit that is used to dispose of the nappies/”pull-ups”..

No smoking

“We comply with health and safety regulations and the Welfare Requirements of the Early Years Foundation Stage in making our setting a no-smoking environment - both indoor and outdoor.”

All visitors and staff are made aware of our no smoking policy and we display no smoking signs. We also provide information on the parent table about where to get help to stop smoking. Staffs do not smoke during working hours unless they are on a break and off the premises.

Food and drink

“This setting regards snack and meal times as an important part of the setting’s day. Eating represents a social time for children and adults and helps children to learn about healthy eating.”

We find out if children have any dietary needs and preferences, including allergies, before they start. We regularly check with parents that this information is correct.

Parents and children are involved in the planning of snacks by bringing in a piece of fruit or vegetable/breadsticks or crackers to share at snack time. This promotes self-esteem, pride and a wider range of taste experiences.

From time to time, and during specific topics, we plan and provide snacks to wider children’s experiences of food further. Staff writes in the signing-in book what food was had for snack for parents to see. We include a variety of nutritious foods in our snack menus, as well as foods from children’s cultural backgrounds. We provide for all religious/dietary needs and never use a diet to single a child out.

Snack and lunch times are arranged to be social occasions, and we encourage children to serve food and pour drinks themselves, promoting individual independence. We ask that children bring their own water bottle which is always available to them. We provide fresh drinking water where a child has not brought in their water bottle. We also provide whole pasteurised milk at snack times.

Parents who provide packed lunches are advised on healthy eating practices and how to store their food e.g. ice packs, regularly in the newsletter and through information on the parent table. Staff sit with the children during lunch to make it a social occasion, and to prevent children from swapping/sharing food.

First aid

“In our setting staff are able to take action to apply first aid treatment in the event of an accident involving a child or adult. At least one member of staff with current first aid training is on the premises or on an outing at any one time. The first aid qualification includes first aid training for infants and young children.”

Little Gems keeps a comprehensive first aid kit on the premises and takes it with them on every outing.

Parents sign the registration form to give consent for their child to receive emergency medical advice/treatment should it be necessary. Parents will be informed at the same time as the emergency services should an ambulance need to be called.

Little Gems has an accident book which all staff knows how to access and complete. We Keep a record of all accidents, no matter how small, and ask the parent/carer to sign. The accident book is reviewed every half term to identify any possible or actual hazards.

Our current qualified first aiders are Miss Laura Snellgrove, Miss Kim Allen, Mrs Zebbah Mabood, Mrs Ellie Dyer

This policy overview consists of Health and safety general standards; Fire and emergency evacuation; Risk assessment; Food hygiene; Outdoor play; Sun protection; Supervision of children on outings and visits; and Maintaining children’s safety and security on the premises.

Health and safety general standards

"This setting believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers.

- 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.
- *Our member of staff responsible for health and safety is Mrs Zebbah Mabood*
- He/she is competent to carry out these responsibilities.
- He/she has undertaken health and safety training and regular updates his/her knowledge and understanding.
- We display the necessary health and safety poster the cloak room.
- Where there is not a poster is not displayed, or is not relevant to the setting, all staff has received the Health and Safety Law leaflet.

Insurance Cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed on the board by the entrance."

We explain health and safety matters clearly in our induction process, and keep those records in the health and safety folder. Health and safety issues are also discussed regularly at meetings. We help children to understand health and safety matters through group times, routines and activities.

There are procedures in place to protect the health and safety of any adults on the premises. We keep a record of all chemical substances that may be hazardous to health and these are stored securely in their own containers.

Windows are made from safe materials and doors are kept closed and secure when not in use. We take precautions to prevent a child from trapping their fingers in the door. The floor is checked every day to make sure it is not uneven, wet or damaged.

All electrical/gas equipment conforms to safety standards and is checked regularly. All heaters are covered and children are taught not to touch them. There are enough plug sockets to prevent overloading, and those that are not in use are covered. The premises have plenty of light and are well ventilated.

Resources and equipment are stored safely, and if children are selecting them, how they are stored is taken into consideration.

We have an exclusive outdoor garden area which is securely fenced and checked regularly. It has been developed with safety in mind, including critical fall height matting beneath the grass under and around the ship, shade for sun protection and padded post pads to prevent injury. Outdoor play is always supervised.

We regularly seek information from the environmental Health Department and the Health Authority to ensure that we keep up-to-date with the latest recommendations. We implement good hygiene practices by:

- Cleaning tables between activities;
- Cleaning toilets regularly;
- Wearing protective clothing - such as aprons and disposable gloves - as appropriate;
- Providing sets of clean clothes;
- Providing tissues and wipes; and
- Ensuring individual use of flannels and towels.

Children are taught about personal hygiene through routine and activities. They are also encouraged to help in the washing of resources where appropriate. The cleanliness and safety of all resources is maintained and monitored. The layout of the playroom is constantly reviewed to ensure a safe environment. Children are taught to handle and store tools safely.

Fire safety and emergency evacuation

“We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The person in charge and staff are familiar with the current legal requirements. Where necessary, we seek the advice of a competent person, such as a Fire Officer, or Fire Safety Consultant.”

Regular risk assessments are carried out by the named health and safety officer. Fire doors are clearly marked. Little Gems has four fire exit routes. These are clearly displayed on the notice board together with the emergency evacuation procedure. Fire drills occur regularly (at least every 6 weeks), and a record is kept to ensure all children have participated. The emergency evacuation procedure is explained clearly to all staff, parents and volunteers. And fire fighting equipment conforms to BSEN standards.

Risk assessment

“This setting believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment.

The basis of this policy is risk assessment. Pre-School Learning Alliance risk assessment processes follow five steps as follows:

- Identification of risk: Where is it? And what is it?
- Who is at risk: Childcare staff, children, parents, cooks, cleaners, etc.
- Assessment to the level of risk as high, medium, low. This is both the risk of the likelihood of it happening, as well as the possible impact if it did.
- Control measures to reduce/eliminate the risk: What will you need to do, or ensure others will do, in order to reduce that risk?
- Monitoring and review; How do you know if what you have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution.”

We review risk assessments every half term or when there is a change in equipment or circumstances.

We also carry out daily checks to ensure the setting is safe and suitable for the children. These include cleaning and maintenance, food and drink, equipment, outdoor and daily risks as they may occur during the session.

Food hygiene

“In our setting we provide and/or serve food for children on the following basis:

- Snacks
- Packed lunches

We maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food.

We are registered as a food provider with the local authority Environmental Health Department.”

All staff have an in date food hygiene certificate and follow the guidelines of safer food better Business. The person preparing and serving food carries out checks on the kitchen to ensure standards are met consistently. We store food at the correct temperature, checking it is in date, and monitor the fridge temperature.

All surfaces are kept clean and waste food is disposed of daily. Children do not have unsupervised access to the kitchen, and cleaning or other dangerous materials are kept out of their reach.

“When children take part in cooking activities, they:

- Are supervised at all times;
- Understand the importance of hand washing and simple hygiene rules;
- Are kept away from hot surfaces and hot water; and
- Do not have unsupervised access to electrical equipment such as blenders, etc.”

Sun protection policy

“At Little Gems we want staff and children to enjoy the sun safely. We aim to make children, parents and staff aware of the health and safety issues surrounding spending time in the sun. We will also ensure there is adequate safe outdoor provision when children are outside in the sun.”

We include the importance of safety in the sun in activities with the children and re-enforce this by informing parents too.

When outdoors, we provide adequate shade during the hottest time of day, and encourage children to wear a hat. We ask parents to apply sunscreen to their children and supply the sunscreen for those children.

Outdoor play policy

“It is our intention to make the outdoor area fully accessible to the children. As well as our attached, purposefully landscaped garden which can be used all year round, there are also facilities within the pre-school grounds which children can use to further their development and enjoyment of the outdoors. Parents are informed of the high ratio we wish to have in order to maintain children’s safety when visiting these outdoor areas.

Parents/carers sign a consent form which provides details of ratios of adults to children when outside. Staffs are happy to talk to parents/carers who have any concerns. When using the attached outdoor area, a free flow system is in operation and staff maintain ratios by following the children as they go between the inside and outdoors. Staff supervise the children at all times, adhering to a strict ratio minimum of 1 adult to 6 children, aged 3 years plus, and 1 adult to 4 children, under 3 years of age.

Supervision of children on outings and visits

“Children benefit from being taken out of the setting to go on visits or trips to local parks or other suitable venues for activities which enhance their learning experiences. Some settings do not have direct access to

outdoor provision on their premises and will need to take children out daily. Staff in our setting ensures that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures below.”

We have an outdoor consent form for parents to sign (see Outdoor play policy). For all off-site outings, parents will be asked to sign a separate consent form. All venues are risk assessed before the children visit them. During outings, our adult/child ratio is normally 1:2. Staffs takes a mobile phone, first aid kit, changes of clothing and water as necessary, as well as the contact numbers of all parents/carers.

Maintaining children’s safety and security on the premises

“We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us.”

We ensure all employed staff have been checked for criminal records by an enhanced disclosure from the Disclosure and barring service. Children are always supervised by a minimum of two adults. We carry out risk assessments to ensure children are not made vulnerable within any part of our premises, nor by any activity.

The times of the children’s arrivals and departures are recorded in the signing-in book by parents when they drop off and collect their children, and in the register by staff. All staff and visitors’ arrivals and departures are also recorded. All exits are kept locked unless supervised by a member of staff.

Detailed below are details of how Little Gems work in partnership with parents and together with outside agencies, and our confidentiality policy.

Parental Involvement

“We believe that children benefit most from early year’s education and care when parents and settings work together in partnership.”

We maintain continuous communication with the child’s parents/carers in order to learn more about the child, and help to support the family. We do this by using written and verbal communication:

- Letters and newsletters
- Questionnaires
- Noticeboards (located just inside the entrance and in the cloakroom) and window
- Enrolment forms, information leaflet, and prospectus
- Operational plan (containing all procedures and policies in full)
- Books and leaflets for parents/carers to borrow, including advice on parenting issues, keeping healthy, current practices, possible adult training, the complaints log, etc.
- Books and leaflets for parents/carers to take, including advice on children’s development, local community events and extra-curricular clubs.

- Informal chats at drop-off and collection
- Formal discussions (a time may have to be arranged for a confidential discussion, just ask a member of staff).
- Children's development folders
- Workshops, where possible.
- Suggestion box.

We encourage parents/carers to play a part in the setting, whether it be to read a story, play for a while, talk to the children about a job or interest, help with washing dressing-up clothes, cooking or gardening.

We keep parents/carers informed of their child's progress by inviting them into the setting to share information on the child's interests and developments, and the development folder, and plan for their next steps. This helps us to plan their individual plan to further their development, which we base around each child's own interests and is written by their key person. We encourage parents to note down WOW! Moments and achievements which have occurred at home, and we put these in the development folders. Parents can look at their child's development folder at any time.

We make sure that all information is accessible to all parents.

We welcome and value parents' opinions and suggestions about the setting, regularly analysing them and implementing them where possible.

Working in partnership with other agencies

"We work in partnership with local and national agencies to promote the well-being of all children."

We have procedures in place for sharing information. Confidentiality is observed at all times and parents/carers are consulted before their children are discussed, and kept informed of any discussions.

If outside agencies visit the setting, they do not have unsupervised access to the children.

Confidentiality

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

Confidentiality procedures

- We always check whether parents regard the information they share with us to be regarded as confidential or not.
- Some parents sometimes share information about themselves with other parents as well as staff; the setting cannot be held responsible if information is shared beyond those parents whom the person has 'confided' in.

- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our record keeping procedures) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussion with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.

We keep all records securely (see our record keeping procedures).”

The following policy overview concerns Children’s rights and entitlements; Safeguarding children and child protection; Looked after children; Information sharing; uncollected child; Missing child; and Mobile phone/photographic policy.

Children’s rights and entitlements

“We promote children’s right to be strong, resilient and listened to by creating an environment in our setting that encourages children to develop a positive self image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.”

Looked after children

“Definition of ‘Looked After Children’ (LAC): Children and young people become ‘looked after’ if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most LAC will be living in foster homes, but a smaller number may be in a children’s home, living with a relative, or even placed back home with their natural parent(s).

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken into the care of the local authority. Whatever the reason, a child’s separation from their home and family signifies a disruption in their lives that has impact on their emotional well-being.

In our setting, we place emphasis on promoting children’s right to be strong, resilient and listened to. Our policy and practice guidelines for looked after children are based on these two important concepts, attachment and resilience.”

We never discriminate or ‘single out’ a looked after child. We will liaise regularly with the carer, working together for the child’s best interests and support the carer and the child to the best of our ability. We will also liaise regularly with other agencies involved, attending meetings and offering advice when asked.

Information sharing

“We recognise that parents have a right to know that information they share will be regarded as confidential as well as be informed about the circumstances, and reasons, when we are obliged to share information.

We are obliged to share confidential information without authorisation from the person who provided it or to whom it relates if it is in the public interest. That is when:

- It is to prevent a crime from being committed or intervene where one may have been or to prevent harm to a child or adult; or
- Not sharing it could be worse than the outcome of having shared it.”

On the trial day, we explain to parents/carers about information sharing. We ask them to sign to a document to acknowledge that any information shared in the setting, and in the child’s personal learning journey, is kept confidential, and only shared with other agencies after their permission is sought, unless any of the above situations apply.

Uncollected child

“In the event that a child is not collected by an authorised adult at the end of a session, the setting puts into practice agreed procedures.”

Parents are asked to provide us with alternative details if they will not be collecting their child from pre-school, or if the emergency contact information has changed. If a child is not collected, then our child protection procedures will be followed.

- The book is checked to see who is collecting the child.
- All efforts are made to contact the parents/carers, or any emergency contacts as written on the registration form.
- The child does not leave the setting unless it is with an adult authorised by the parents/carers.
- Two members of staff will remain with the child while he/she is waiting to be collected, and will make every effort to keep the child calm and occupied.
- If nobody collects the child, and nobody can be contacted, then the local authority social services care team are contacted.
- Social Services will then try to reach the family. The pre-school will write a full report in the incident book, and leave a note on the door in case somebody comes to the setting to collect the child.

Missing child

“Children’s safety is maintained as the highest priority at all times both on and off the premises. Every attempt is made through carrying out the outings procedure and the exit/entrance procedure to ensure the security of children is maintained at all times.”

The setting has numerous risk assessments and security procedures in place to prevent a child going missing. However, in the unlikely event that a child does go missing, the supervisor is notified and a thorough search is carried out. The register is checked. Other staff keep the children safe and occupied while the search is carried out. If the child cannot be found, the parents and police are contacted. The owner is informed and an investigation is launched. A full report is written in the incident book and the relevant authorities are notified. Any further action is determined by the incident and its outcome.

Mobile phone/photographic policy

“Mobile phones play an increasingly important part in everyone’s lives, but in order to ensure the protection of the children, staff and parents within the setting’s care, certain procedures for mobile phone use and storage need to be abided by.

Our setting also uses photographs of children when gathering observations of their achievements. This policy considers how photographs should be collected, developed, and stored safely, in order to ensure children are adequately safeguarded.”

Staff, visitors and students are advised during the induction, that they must only use their mobile phones in the case of an emergency, and must do so when in full view of another member of staff. Mobile phones should not be used to take photographs of the children under any circumstances.

We have a photographic consent form for which we ask parents/carers to sign to give permission for use of photographs within the setting and the child’s learning journey, and separate permission for photographs to be used in promoting the setting. At pre-school events we ask that parents/carers try to only take photos of their children, however, we do remind parents/carers that other children may appear in some of the photos, before each event, and ask for any objections to be raised then.

We hope this information pack has been useful.

It just remains for us to say,

We hope you and your child enjoy your time at

**L
i
t
t
l
e**

**G
e**