



OFSTED Registration No. 101782  
Registered Charity No. 1084981

Eastington Community Centre  
Snakey Lane  
Eastington  
Stonehouse  
Glos  
GL10 3AQ

Prospectus, Operational Plan  
and Induction pack  
September 2018

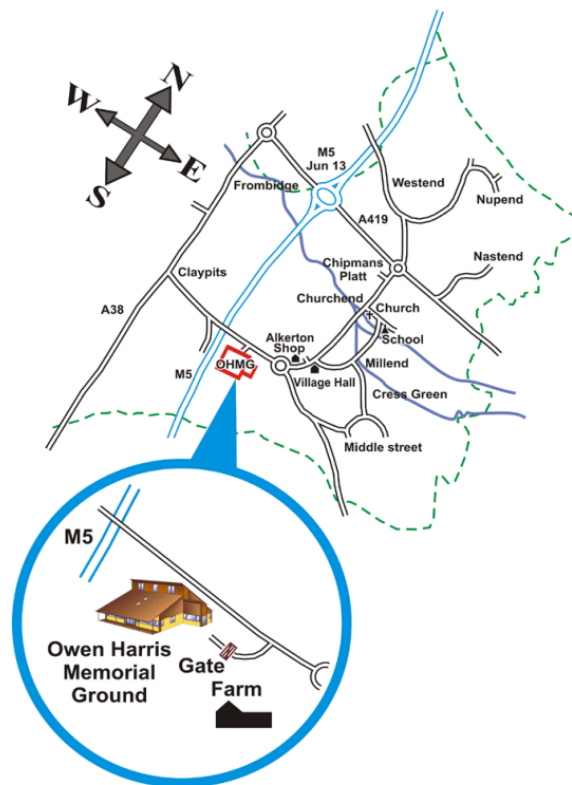
# Welcome to Eastington Playgroup.

This booklet contains the some of the policies and procedures that have been adopted by our setting.

- It shows our operational plan,
- The role of the committee,
- Our routines, aims and commitments,
- An overview of the Early Years Foundation stage and OFSTED report (a link if viewing online)
- Induction pack
- Our procedures for suitable people to work with children
- Policies for - Safeguarding and promoting children's welfare, achieving positive behaviour, health and safety, uncollected child, equal opportunities/diversity and promoting equality, and finally the risk assessment policy.

There are many more policies available to view at the setting.

Where are we?



We have made this booklet to help make the transition from home to playgroup as smooth as possible to both parents and child.

Should you have any further queries/concerns then please do not hesitate to contact any member of staff or member of the committee.

- Playgroup is open on the following days - this does vary sometimes due to parental demand

Monday am/Monday pm/Tuesday am/Tuesday pm

Wednesday am/Wednesday pm/Thursday am/Thursday pm

We are open for 38 weeks a year for 4 days a week, from 9am until 3pm and take children from the age of 2  $\frac{1}{2}$  years old until 4 years 11 months (school age).

Playgroup contact number is 07977342742 during playgroup hours please use this number if you need to speak to a member of staff regarding your child.

### **Eastington Playgroup**

We are a community playgroup, opened in the 1970's. We are based in the Eastington Community Centre at the Owen Harris memorial ground in the village of Eastington, Gloucestershire. We are organised by a committee of volunteer parents who are elected each year. We are a member of PATA (Playgroup and Toddler Association).

Eastington playgroup is a non-profit making educational charity.

We are registered and inspected by OFSTED (Office for Standards in Education) our registration number is 101782.

We are registered for children from 2 years and 6 months until five years old. We are able to take up to 30 children per session.

We offer full or part time day care for children from Eastington and surrounding villages.

### **Aim**

Our aim is to

- Provide a happy, safe, warm and stimulating environment for all children to play, learn and develop freely.
- Help children to develop responsibility for themselves and their actions and to become competent, confident, independent and co-operative individuals.
- Encourage children to have a positive attitude and respect for both themselves and others.
- Promote a positive relationship with parent/carers and work in a partnership with them to provide a high quality provision and help support care for children.
- We undergo regular monitoring and evaluation for our services to ensure we continue to meet the needs of children and parent/carers.

We are committed to meeting the needs of parents and carers by:

- Listening and responding to their views and concerns.
- Keep them informed of our policies and procedures, including opening times, fees, programmes of activities and care.
- Sharing and discussing their child's achievements, experiences, progress and friendship, along with any difficulties that may arise.
- Encourage links with home and work in partnership with parent/carers to help children learn and develop.

We are committed to providing:

- Care and activities that put the needs and safety of children first.
- A programme of activities that is interesting, educational, stimulating and fun. Activities that promote each child's social, emotional, physical and intellectual development.
- Access to a variety of resources and equipment under safe and supervised conditions.
- A staff team that is experienced, well trained and supported.
- An environment where no child is bullied or suffers discrimination in any form.

Your child may start playgroup when they are 2 ½ years old. You need to be contactable for the first few sessions. You will be asked to help support the playgroup by helping at sessions that are convenient to you if you have any spare time. Children who lack confidence or who have other difficulties may need to be accompanied by their parent/carer during the first few sessions, the play-leader will discuss this with you.

Eastington Playgroup opens for the following sessions.

	am		Pm	
	From	to	From	To
Monday	9 am	12.00 pm	12pm	3pm
Tuesday	9 am	12.00 pm	12pm	3pm
Wednesday	9 am	12.00 pm	12pm	3pm
Thursday	9 am	12.00 pm	12pm	3pm

*We also offer a pre-school session in the summer term which is based at Eastington Primary School for children that have been offered a place for the following September.*

It is possible for your child to stay for a whole day at the Eastington Community Centre and you will need to provide a lunch in a named box with a cool pack if the weather is warm.

We operated drop-in sessions, but you must phone us in advance to make sure we have enough places available. Fees for the drop session are payable on the day.

### **Fees**

Fees are currently £4.20 per hour.

We take government vouchers for children aged 3 years and over (the term after the child reaches their 3<sup>rd</sup> birthday), claim forms are given to you once a term for 15 free hours per week (the grant is paid directly to playgroup). Vouchers are claimed through playgroup and forms are usually sent approximately 2 weeks before the next term, this will enable you to advise playgroup of session requirements for the next term. *Once this form has been completed amendments cannot be made to sessions.* Vouchers are paid for hours not sessions.

We take 30 hour funding - please ask our Administration clerk for details.

We also accept government vouchers for families of children aged 2 years if eligible. Please ask us for details of where to find out if you are entitled to these 15 hours of free childcare.

Fees will be due if your child is not eligible for vouchers and you will receive a bill in your child's tray 2 weeks prior to the next term starting. Eastington playgroup opens for 38 weeks as we are also closed for 5 in service training days . If a child is claiming at two or more providers and more than 15 hours per week, parents can choose which setting they wish to claim the funding from or it can be shared and parents will have to pay any shortfall in costs.

Fees increase on an annual basis and are payable termly in advance or by arrangement with the playgroup. *If a child does not attend a session either through illness or holiday, fees are still payable or if we are unable to claim nursery vouchers for more than 2 weeks holiday absence to keep the place open and available to your child.*

All fees are due within two weeks following the issue of an invoice, should payment not be made an additional 10% will be charged, unless prior arrangement has been made.

We require half a terms notice (6 weeks) in writing before taking your child out of playgroup; therefore fees are still payable. If fees are not settled within the term they are due, then the

child may be excluded from playgroup if no pre-arrangement has been made. We offer at 15% discount to those parents who have 2 or more children at the playgroup at any one time. As we are a registered charity we do occasionally need to fund raise, and we always welcome parents onto our fundraising team of volunteers to support us where you can. Attending committee meetings is a good way of supporting fundraising and other playgroup decisions.

### **The role of parents**

Parents are as much part of our playgroup as children and research shows that children learn better when their parent/carer are involved. It is important for you and your child that you play an active part in this exciting phase of their life. You may be able to share a special skill or interest such as music, cooking, dance or even your an aspect from your job.

We recognise parent/carers are the first and most important educators of their children. We aim to support parent/carers and you are welcome to -

- exchange knowledge about their children's needs, activities, interests and progress with the staff,
- help at sessions of the setting, all parents are valued respected and included at all levels,
- sharing their own special interests with the children,
- helping to provide, make and look after the equipment and materials used in the children's play activities,
- Assist with fundraising as playgroup is a charity and needs to be self sustainable.
- Join the committee and take part in the management of the playgroup, training courses, workshops organised by PATA or Shire Hall are available to help assist with committee roles.
- take part in events and informal discussions about the activities and curriculum provided by the setting,
- join in community activities in which the setting takes part; and
- building friendships with other parents in the setting

### **Curriculum**

At Eastington playgroup we aim to provide a happy, stable and caring environment in which through play, children aged 2  $\frac{1}{2}$  years - 5 years can explore, enjoy, achieve and progress to their fullest potential at their own pace, through both child and adult initiated learning experiences.

We will promote equality of opportunities and positive attitudes to issues that arise both from a multi-cultural society and from those with disabilities to help with disabilities, to help children interact well with other children and adults. Staff will be positive role models and supportive of children's individuality, culture and learning experiences. This shall be achieved by providing challenging and stimulating experiences in line with our Learning and Development Policy that take into account a child's individual needs, their interests and choices, as well as encouraging the involvement of parents and carers, to build on what has been learnt at home.

Our daily routine supports the ethos of our playgroup and is about enabling children to learn and develop through play in a safe and secure environment. Play will be open-ended, each child being able to explore in their own way, and come to their own conclusions, achieving their own goal. The layout of the sessions allows children to initiate and put into operation their own plans during free-play, materials and equipment being available for the children to use are easily accessible

encouraging independence, appropriate to their age and stages of development. The learning is supported by a wide range of activities and resources.

We allow the children to choose the experiences within each session and encourage their leaning within the areas they are interested in. We encourage the children to play freely both in and outdoors where possible.

We provide a healthy snack and drink, either milk or water. Drinking water is available at any time during the session.

We have short periods of sitting and listening for story time, group singing and circle time.

Our **key-person system** enables us to ensure a planned curriculum tailored to the needs of each individual child, by means of developmentally appropriate play activities and a high level of individual adult input, we offer a curriculum which enables a child to progress and develop. We adhere to the National Standards for Full Day Care as governed by OFSTED. The development and learning within the setting is guided by The Early Years Foundation Stage- EYFS. This will focus on children from birth through to the end of the reception year at school and should support a seamless transition through the stages of development and learning of each individual child. The provision for children's development and learning is guided by The Early Years Foundation Stage (DCFS 2007) which was revised in September 2012. This brings together Birth to Three Matters and the Curriculum Guidance for the Foundation Stage. The aim of the EYFS is to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children are provided with the knowledge and skills that provide the right foundation for good progress through school and life.

Planning will therefore be based on the Early years Foundation Stage Curriculum, and because we work from the children's interests we use the knowledge about the child and their next steps to focus their learning on a daily basis. We cover the 7 areas of learning, themes and commitments, as well as children's interests, building on what the children already know, observation and assessment.

The overarching Aim of the EYFS is to help young children achieve the *Every Child Matters outcomes of staying safe, enjoying and achieving, making a positive contribution and achieving economic well being.*

The EYFS is broken into 7 areas of learning but works under principles designed to guide the practitioners into providing the best outcomes for children.

Each area has an Early Learning Goal. These set out the skills, understanding, knowledge and attitudes we hope children will reach or exceed by the end of the Early Years Foundation Stage (END of reception year). These goals also aim to make learning a fun and challenging experience towards these goals depending on their age and stage of development.

The four key themes express important principles underpinning effective practice in the care, development and leaning of young children, they are,

- A unique child
- Positive relationships
- Enabling environments
- Learning and Developing

Our provision reflects the four key themes and 16 commitments of the Early Years Foundation Stage these being -

## A Unique Child

Child Development: Skilful communicator, competent learner.

Inclusive Practice: Equality and diversity, children's entitlements, early support.

Keeping Safe: Being safe and protected, discovering boundaries, making choices.

Health and Well-being: Growth and developing, physical and emotional wellbeing.

## Positive Relationships

Respecting Each Other: Understanding feelings, friendship, professional relationships.

Parents as Partners: Respecting diversity, communication, learning together.

Supporting Learning: Positive interactions, listening to children, effective teaching.

Key Person: Secure attachment, shared care, independence.

## Enabling Environments

Observation, Assessment and Planning: Starting with the child, planning, assessment.

Supporting Every Child: Children's needs, the learning journey, working together.

The Learning Environment: The emotional environment, the outdoor environment, the indoor environment.

The Wider Context: Transitions and continuity, multi-agency working, the community.

## Learning and Development

Play and Exploration: Learning through experience, adult involvement, contexts for learning.

Active Learning: Mental and physical involvement, decision making, personalised learning.

Creativity and Physical Thinking: Making connections, transforming and understanding, sustained shared thinking.

Areas of Development and Learning.

## *How we provide for development and learning*

Children start to learn about the world around them from the moment they are born. The care and education offered by Eastington Playgroup helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development. The Early Years Foundation Stage recognises that there are three different styles of learning and throughout our planning and activities we aim to accommodate each one.

These are known as the Characteristics of Effective Learning -

- Playing and exploring - finding out and exploring, playing with what they know, being will to 'have a go'.
- Active learning - being involved and concentrating, keep trying, enjoying achieving what they set out to do.
- Creating and thinking critically - having their own ideas, making links, choosing ways to do things.

The Areas of Development and Learning comprise:

### 3 PRIME AREAS

- personal, social and emotional development;
- communication and language
- physical development

### 4 SPECIFIC AREAS

- Literacy development
- mathematics;
- understanding the world;

### 3 PRIME AREAS

#### Personal, Social and Emotional development

Within a safe nurturing environment, children are individually supported in developing confidence, autonomy and self-respect. They are encouraged to play cooperatively and independently and also take part in the life of the group, sharing and developing social skills with other children and adults. Through activities, conversation and practical example they learn acceptable ways to express their own feelings and to have respect for others, All children are given the opportunity, as appropriate, to take responsibility for themselves and also for the group and toys and respect to the property.

#### Communication and language

We look at 3 areas of listening and attention, understanding and speaking.

**Listening and attention** is supported by sitting for stories, joining in small group work and enjoyment of sounds, songs and rhymes. Children learn to understand more complex sentences, answer simple questions and follow instructions.

Children develop their use of **speech** and develop an understanding of rhyme, participate in rhythmic activities and repeat refrains through favourite books. Children begin to develop a phonic knowledge with support from adult led activities.

Children use **language** to hold a conversation about their needs and wants, develop their ideas and retell past events and talk about their experiences.

#### Physical

A range of equipment and opportunities both indoors and outdoors allows children to develop confidence and enjoyment in the use of and development of their own body skills through climbing, balancing and moving in a controlled manner and the use of bikes, trikes, ball and coordination games. At the same time, children are helped to develop fine motor skills they will need through activities involving materials, scissors, painting and construction toys and to handle small objects safely and with increasing control and precision. They are also encouraged to develop an awareness of their own bodies and what keeps them safe and healthy.

### 4 SPECIFIC AREAS

#### Literacy

Children to have an understanding of rhyme and rhythmic activities and repeated refrains learnt through singing, musical instruments and story books. Children begin to develop a phonic awareness through games, circle time, group activities and one to one.

#### Mathematics

By means of adult supported practical experience, children become familiar with the sorting, matching, ordering, sequencing and counting activities which form the basis for early mathematics. As they use their developing understanding to solve practical problems, children are assisted to



hear and use the vocabulary of mathematics, identifying objects by shape, position, size, pattern, volume and number. Songs, games and picture books help children become aware of number sequences and, when they are ready, to use simple mathematical operations such as adding and subtraction. We also recognise the mathematical opportunities of the outdoor environment for children to discover things about shape, distance and measures.

### Understanding the World

A safe and stimulating environment allows children opportunities to observe, explore, investigate and experiment with a range of natural and manufactured materials. They learn to recognise differences, patterns, changes and similarities. Children are assisted and supported in exploring and understanding their environment and the wider community.

They learn to respect other people and expect to be respected for themselves and to learn about their culture and cultures of others. A range of safe, age appropriate, well maintained equipment and resources enables children to extend their technological understanding and use simple tools and techniques as appropriate to achieve their intentions and to solve problems.

### Expressive Arts and Design

Children are encouraged to use a wide range of resources in order to express their own feelings through imagination and creativity. Creative opportunities including paint, glue, crayons, dough, clay, sand and water as well as natural and recycled resources provide for open ended exploration of skills in painting, drawing and collage. Children join in with and respond to music and stories. There are many opportunities for imaginative play both individually and as part of a group.

For each area, the practice guidance sets out the Early Learning Goals. These goals state what it is expected that children will know and be able to do by the end of the reception year of their education.

The practice guidance also sets out in 'Development Matters' the likely stages of progress a child makes along their learning journey towards the early learning goals. Our setting has regard to these matters when we assess children and plan for their learning.

### **Key Person and Assessment**

We operate a key person system whereby a member of staff will be responsible for working with your child at playgroup. In addition, the key person is in a position to tailor the group's curriculum to the unique needs of each individual child. Your child will be observed during sessions and these observations are then transferred to your child's observation folder. The key person will be aware of their next steps in their learning and they will plan and inform the team to ensure that we are supporting all our children's individual needs. We also have a home diary which parents are asked to contribute to. We encourage parents to use this as a two way form of communication especially if the parent/carer is not the person dropping off or collecting the child. This information is used to support a child's learning and development and also the key person will complete a learning journey for each key child with samples of work, showing any areas of support or extending their learning where necessary. Each half term a small summary is completed by the key person in the learning journey and the file is sent out to parents and other carers to provide a full picture of their child's progress and next steps. Twice a year a summative assessment is completed by the key person

which provides a review of all 7 areas of learning. This is shared with the parents/carers and one of these assessments is discussed at a 'parents evening' where we invite all parents to come in for a chat about their child's achievements and any support deemed necessary by either the staff or parents concerns.

All records are kept confidential and only accessible to staff and are shared with respective parents/carers and other professionals with parent/carer permission (see child protection policy for exclusions for permission).

We are your partners in your child's learning and operate an open door policy where you can come and discuss your child's development with their key person.

We also provide parents with regular newsletters and information is also provided on our website and on our notice board about key themes, topics and we ask for parents ideas to contribute to our planning of areas children have a particular interest.

### **Staff deployment**

At all times there will be a minimum of 2 staff in the setting. Our ratios are maintained on a 1:8 for over 3 year olds and 1 : 4 for under 3 years old.

Where free flow is available outside, one member will remain in the outdoor area as long as children are present. (see policy on employment and staffing 2.1 (children must usually be within sight and hearing of staff and always within sight or hearing)

We have regular staff meetings and annual staff appraisals and termly staff supervision meetings.

### **Playgroup Staff**

Mandy Owen

- Playleader
- Level 3 diploma for the children and young people's workforce
- Designated Safeguarding Lead (DSL)

Jenny Winfield (Deputy)

- Early Years Professional
- Deputy Designated Safeguarding Lead (DSL)
- Senco

Donna Dalby and Michelle Papps

- Play assistants
- NVQ level 3

Administration Clerk

- Michelle Papps

### **Supply Staff**

Gaby Warner

- Emergency cover - Introduction to child's play
-

## **Daily Routine**

The ethos of our playgroup is about enabling children to learn and develop through play in a safe and secure environment. Play will be open-ended, each child being able to explore in their own way, and come to their own conclusions, achieving their own goal. The layout of the sessions allows children to initiate and put into operation their own plans during free-play, materials and equipment being available for the children to use are easily accessible encouraging independence, appropriate to their age and stages of development. The learning is supported by a wide range of activities and resources.

The routine of the day can be very adaptable to help the staff settle new children and support and extend others. We do start the day with a focused activity for all children together with some free play followed by snack time and then a story/singing together. Then we spend some time playing in key groups for a short period of time and go outside for some fresh air. At midday we have lunch and then we repeat the morning routine again but with different activities/play.

We allow the children to choose the experiences within each session and encourage their learning within the areas they are interested in. We encourage the children to play freely both in and outdoors where possible.

Drinking water is available at any time during the session.

## **Training and recruitment**

All staff hold or are working towards relevant childcare qualifications. We are constantly in touch with new thinking in the field of child education and care and attend regular training to keep up to date together with moderation, SENCO and best practice meetings.

All permanent staff will be required to attend, gain and keep up to date core training courses to cover

- Health and safety
- Food hygiene
- First aid
- Child protection.

Staff have also been police and health checked by Ofsted to ensure they are fit to be in charge of young children. Contingency arrangements are in place to ensure a level 3 qualified person is available to offer cover should the play leader be absent due to training, sickness or other unforeseen circumstances. This is usually another member of permanent staff (all of whom have level 3 status).

## **Snacks**

We operate a snack rota system where we ask parents to voluntarily provide snack once every half term for the whole group. There is a snack rota in the foyer which we ask parents to place their name on a convenient day and provide snack to cater for a minimum of 20 children. Suggested snacks include, 2 types of fruit, a carbohydrate and a protein. A typical donation could include, a block of mild cheese, some crackers, 4 bananas and a bag of apples. This system helps us to keep our fees to a minimum.

Do tell us about your child's dietary needs and we will make sure that these are met.

## **Policies**

A full booklet of the setting's policies and procedures is available for you to see at the setting. We also have the following policies on our web site [www.eastingtonplaygroup.wordpress.com](http://www.eastingtonplaygroup.wordpress.com) for - an uncollected child, fire safety, ICT policy, missing child, valuing diversity and promoting equality.

The setting's policies help us to make sure that the service provided by the setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

## **Safeguarding children**

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Please see our policy for safeguarding.

Our employment practices ensure children against the likelihood of abuse in our settings and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

## **Special needs**

As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The setting works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2001, updated 2014) See policy equal opportunities and diversity.

Our Special Educational Needs Co-ordinator is Jen Winfield

## **Managing Behaviour**

All staff are responsible to manage the behaviour of the children. Eastington Playgroup's policy on Unacceptable Behaviour is taken from the guidelines issued by Social Services which states: 'Physical punishment will not be used nor will any practice likely to frighten or unnecessarily humiliate a child'. If we have any concerns with regards to a child's behaviour which needs support we will talk to the parents to draw up a plan to support home and playgroup equally.

## **The management of our setting**

A parent management committee - whose members are elected by the parents of the children who attend the setting - manages the setting. The elections take place at our Annual General Meeting.

The committee is responsible for:

- managing the setting's finances;
- employing and managing the staff;
- making sure that the setting has, and works to, policies that help it to provide a high quality service; and
- making sure that the setting works in partnership with the children's parents.

The Annual General Meeting is open to the parents of all of the children who attend the setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan. The Committee consists of the following trustees:

- (a) 3 Officers (Chair, Secretary and Treasurer), and
  - (b) 2 members of staff
  - (b) not less than 2 or more than 9 elected members, and
  - (c) if the Committee so decides, not more than 3 members co-opted by the Committee.
- And a minimum of 3 meetings are held a year.

## **Starting at our setting**

### *The first days*

We want your child to feel happy and safe with us. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle into the setting. The setting has a policy about helping children to settle into the setting: a copy is enclosed in this prospectus or is available from the Play-Leader.

### *Clothing*

We provide protective clothing for the children when they play with messy activities, however we do ask parents to provide on a daily basis a bag containing, coat, wellies, sunhat, suncream (named) and a change of clothes. Also nappies/pull ups if applicable.

We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this. We also have uniform that you can purchase from us - it is not compulsory but does help give children a 'sense of belonging'.

We hope that you and your child enjoy being members of our setting and that you both find taking part in our activities interesting and stimulating. The staff are always ready and willing to talk with you about your ideas, views or questions.

## **Getting messy is fun!**

What do you think of messy play? A valuable learning experience or just a mess?!

### **Why messy play?**

As children grow and develop, they need to be given the opportunity to explore and play in a safe way that allows them to satisfy their natural curiosity about the world around them. They can respond and express their ideas in many different ways.

Children need to feel secure enough to have a go. Not all children will enjoy all messy activities, but, by giving them the opportunity, time and gentle reassurance that they need they will begin to develop the self-confidence to try.

Messy play with a caring adult there for support and guidance enables children to explore new materials and then express their thoughts and feeling. It encourages the use of descriptive language.

Messy play is about enjoying the experience, not worrying about the end product. The skills, confidence and connections that children make through these activities will help their development in other areas.

Having fun getting messy doesn't have to mean making a big mess - cleaning up afterwards can be part of the fun.

Messy play enables adults to support and encourage discovery. Nobody is judging them there is no right or wrong way, it is an opportunity to explore new sensations, experiences and have fun.

Messy play links to the Early Years Foundation Stage Curriculum, supporting play and exploration, active learning, creativity and critical thinking.

For more information on learning with the EYFS speak to your child's key-person.

## Help your child to learn

### At home

**It's great for your child's learning and development if you can:**

- Spend lots of time talking with your child
- Read plenty of books together
- Let your child see you reading as well
- Sing songs and tell nursery rhymes
- Do a range of different activities, both indoors and out: cooking, digging, walking, sports, going on trips and so on
- Play games together
- Use positive praise to encourage good behaviour
- Help your child learn independent skills, such as getting dressed and using the toilet
- Let us know when your child takes a leap in his or her learning, or does something new
- Ask us for help and support whenever you need it

### At our setting

**You can help us do the very best for your child by:**

- When you arrive, helping your child to register with his or her name
- Share the book that your child chooses to bring home.
- Sending your child to sessions in appropriate clothing
- Sending in a spare set of clothes if your child is toilet training
- Bringing in wellies and a coat on wet days or cold days
- Doing you best to get your child to sessions on time
- Letting us know if your child will be absent from a session before 10am (playgroup will send a text if we have not heard from you)
- Becoming a regular parent helper in sessions
- Sharing a talent you have with our children - playing the guitar, teaching some phrases in a different language, planting seeds - whatever you do best

- Getting involved in our fund raising activities
- Coming along to fairs and other events that we hold during the year
- Joining our committee and helping us run the setting

**The documents on the following pages are required to register your child with us.**

OFSTED Registration No. 101782  
Registered Charity No. 1084981

# Starting Playgroup

## Information for parents

You have requested that a prospectus be sent to you, if you are interested in sending your child to Eastington Playgroup, please complete and return the following to Eastington Playgroup, Owen Harris Memorial Ground, Snakey Lane, Eastington, GL10 3AQ

1. Registration form & £10 cheque to cover administration fees (subject to the terms and conditions of Gloucestershire County Council Nursery voucher scheme)
2. Confidentiality statement
3. Agreement of fees
4. Settling in policy
5. Safeguarding policy
6. Policy for committee members and volunteers
7. Achieving positive behaviour
8. Risk assessments
9. Uncollected child
10. Equality of opportunity
11. Making a complaint
12. Information and communication technology policy

## Introduction

This section has the documentation required to register your child -



## Registration form

[www.eastingtonplaygroup.wordpress.com](http://www.eastingtonplaygroup.wordpress.com)  
[eastingtonplaygroup@evgloucestershire.co.uk](mailto:eastingtonplaygroup@evgloucestershire.co.uk)

Name of child \_\_\_\_\_ Date of birth \_\_\_\_\_

Known as \_\_\_\_\_ Gender - MALE/FEMALE

**Names and address** of parent(s) whom the child lives with

Parent 1 \_\_\_\_\_

Parent 2 \_\_\_\_\_

Home telephone number \_\_\_\_\_ Email address \_\_\_\_\_

Mobile telephone number Parent 1 \_\_\_\_\_ Parent 2 \_\_\_\_\_

Name and address of parent with whom the child does not live (if applicable)

Which parent/s have parental responsibility \_\_\_\_\_

Which parent/s have legal access to the child? \_\_\_\_\_

**Parent 1** Work/daytime contact number \_\_\_\_\_

Occupation/place of work \_\_\_\_\_

**Parent 2** – Work/daytime contact number \_\_\_\_\_

Occupation/place of work \_\_\_\_\_

**Persons authorised to collect the child (must be over 16 years of age)**

Name \_\_\_\_\_ - Relationship to child \_\_\_\_\_

Telephone number \_\_\_\_\_

**Password** for authorisation to collect your child \_\_\_\_\_

**Personal details of child**

Any health problems/allergies \_\_\_\_\_

(Please speak to your child's allocated key worker for medical administration forms if required)

Special dietary requirements \_\_\_\_\_

Ethnic origin and religion/language spoken \_\_\_\_\_

Does your child have any special needs or disabilities Yes/No

Details \_\_\_\_\_

Name, address and telephone of health visitor \_\_\_\_\_

Name, address and telephone of doctor \_\_\_\_\_

Do we have your consent that if required, your child will be taken by staff to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary, on the understanding that I/we have been informed and are on our way to the hospital. **Yes/No**

Do we have your consent to give calpol/piriton to your child in an emergency **Yes/No**

Have we your consent for outings/walks etc. outside the playgroup: **Yes/No**

Have we consent to apply sun cream : **Yes/No**

Have we your consent to take photos of your child and display them within the setting/website/publicity/playgroup facebook/other children's learning journeys: **Yes/No**

Do we have your consent to take your child's learning journey home to update and plan for their interests? **YES/NO**



Do you give consent for your child to use the internet for topic related programmes that are supervised by staff at all times?

**Yes/No**

Do you give your consent for the staff of Eastington Playgroup to physically restrain your child to prevent them from harming themselves or other children. Staff will only do this when necessary and will inform you on the day when this happens – this consent is part of the new Early Years Foundation Stage Framework and in accordance with our updated behaviour policy.

**Yes/No**

We have read the policies and procedures on our web site. **Yes/No**

I also give Eastington Playgroup permission to liaise with other professionals of my child in respect of their development within the Early Years Foundation Stage in respect of their development within the Early Years Foundation Stage. **Yes/No**

I would like to become a member of the committee. **YES/NO**

Are you able to help i.e. do a 'duty' **Yes/No**

**Which days do you want your child to attend-**

Monday am/Monday pm

Tuesday am/Tuesday pm

Wednesday am/Wednesday pm

Thursday am/Thursday pm

**ALL SESSIONS ARE OPEN SUBJECT TO DEMAND AND WILL BE REVIEWED ON A TERMLY BASIS.**

**If you require support with completing this form please ask a member of staff.**

I understand that if my fees are not settled within the term, that they are due, that my child will be excluded from Playgroup if no pre-arrangement has been made.

I have viewed the playgroup policies in particular the sharing information and fees policy and agree to abide by them.

Signed by Parent 1 \_\_\_\_\_ Dated \_\_\_\_\_

Signed by Parent 2 \_\_\_\_\_ Dated \_\_\_\_\_

In order to cover the costs of **administration fees** – we request you forward a cheque payable to Eastington Playgroup for £10 in order to secure a place for your child.

**Please provide a copy of your child's birth certificate as evidence for claiming nursery vouchers**

We reserve the right to refuse any child or any person at any time. Any queries please speak to a member of staff 07977 342 742.

Please return form to Eastington Playgroup, Eastington Community Centre, Owen Harris Memorial Ground, Snakey Lane, Eastington, Stonehouse, Glos GL10 3AQ

**OFFICE USE ONLY**

<b>ACTIONS</b>	<b>DATE</b>	<b>NOTES</b>
BIRTH CERTIFICATE SEEN		
INDUCTION SESSION OFFERED/WHEN		
ADMIN FEE RECEIVED IF APPLICABLE		
CHILD PACK MADE UP		
ENTERED ON PRE SCHOOLER		
EMAIL START DATE		

## **Confidentiality Statement**

### **What is Confidentiality?**

Confidential information is information, which is spoken or written in confidence, i.e. entrusted with a secret

### **How will confidentiality affect me as a duty parent?**

As a duty parent, from time to time, a child may chose to share some information with you, or you may be on duty when an incident occurs, that is of confidential matter. If this is the case, the play leader on duty is available to discuss any issues/implications with you. You would be expected to not repeat this information to anyone at a future date

### **How will confidentiality affect me as a committee member?**

As a committee member, (all parents become one when their child joins playgroup) you may be informed of /aware of information regarding a child or parent, which is not to be shared outside the committee meeting. There is also a possibility that as part of a role you complete within the committee, information is share with you that is not to be passed on to others. When agreeing to be a member of Eastington Playgroup committee, you are accepting a role of responsibility, and one, which expects a responsible manner from yourself in return.

**I have read and understand the statements written above regarding confidentiality. I agree to at all times, respect an individuals right to confidentiality, in the same manner that I expect my right to confidentiality to be respected. If at any time, an incident occurs, or I am uncertain regarding my role/responsibility in a playgroup matter, I will discuss this with the play leader or chairperson.**

Signed:

Date:

Name

## **Policy and Procedure for the Payment and Collection of Fees – Eastington Playgroup**

### Policy and Procedure for the Payment and Collection of Fees – Eastington Playgroup

#### Policy Statement

This Policy details the fees charged and procedures for payment and collection

#### Procedures

Eastington playgroup runs for 38 weeks each year over three terms. As children usually join playgroup before they are three years old, fees are usually payable for at least one full term.

Fees are payable on a half termly basis (about 6 weeks) and each school year consists of 6 half terms. Parents are notified of the required fees towards the end of the half term and are payable in advance before the start of the forthcoming term. This invoice must be settled immediately and before the end of the invoicing term. Failing this will mean that your child's place will be withdrawn unless extenuating circumstances. If fees are overdue playgroup reserve the right to charge an additional 10% on the total outstanding amount due if an arrangement has not been made with the playleader/administration clerk.

We review fees annually and we require a half term (6 weeks) notice of withdrawal from playgroup, in writing to the Administration Officer/Playleader. If notice is not given we reserve the right to charge fees for a minimum of 4 weeks. Fees are payable whether your child attends or not, through illness or holiday. If you find yourself in financial difficulty please talk in confidence to our Administration officer. If holiday is taken when a child receives Nursery Voucher funding, up to 2 consecutive term time weeks can be taken as holiday at a time without fees, however if more time is taken then Playgroup will charge our hourly fee to enable us to keep the child's place open and available to them on return from holiday.

We are in receipt of the Early Years Free Entitlement funding for three and four year olds. Children become eligible for this the term after their third birthday and this provides for up to 15 hours (5 sessions) each week, for 38 weeks of the year. You will be required to complete a form each term and funding can only be claimed for those sessions your child attends on a regular basis. You are entitled to use your funding at any registered setting, should your child attend more than the 15 hours a week you will be invoiced towards the end of the term with the shortfall.

We also take funding for 30 hours subject to eligibility and to claim these hours parents will be required to apply for the additional 15 free hours through the Government's online Childcare Service at [www.childcaresupport.tax.service.gov.uk/par/app/applynow](http://www.childcaresupport.tax.service.gov.uk/par/app/applynow). If parents encounter any problems with the application process or do not have online access, they should direct their queries to the childcare service Customer Interaction Centre on 0300 123 4097. Eligibility for the additional free hours is determined by HMRC through this online application and parent(s) will be issued with an eligibility code for the additional free hours on successful application. Please note that we only open for 24 hours per week.

As your Early Education Provider we claim funding from the Local Authority on your behalf from the information and code that you provide on the declaration form. We will contact you with more information prior to your child becoming eligible. Funding is available for children of 2 years old providing the family is eligible (please ask for details).

We are also registered to accept Accor and Busy Bees (ComputerShare) and other types of employer supported childcare vouchers – please contact the Playleader for more details.

Please note that if you are late collecting your child from Playgroup we reserve the right to charge £10 for the first ¼ hour and £5 for each consecutive ¼ hr thereafter.

Where funding is not received, then fees apply. The current level of fees per hour is £4.20

In the event of an unforeseen closure and Playgroup has to close fees will not be reimbursed or any alternative sessions offered. However if Playgroup is closed for a prolonged period of time, the committee has the discretion to adjust fees if they feel this is necessary.

Any complaints regarding this policy should be dealt with via the current complaints procedure.

Policy adopted at the meeting of Eastington Playgroup .....

Reviewed September 2017

Signed and dated by Committee

## Statement of intent

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

## Aim

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

## Methods

- Before a child starts to attend our playgroup, we use a variety of ways to provide his/her parents with information. These include written information, including our prospectus and policies, displays about activities available within the setting, information days and individual meetings with parents.
- During the term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- We run a key person system so that each child has a nominated member of staff who will take a particular interest in their time throughout playgroup. The key person will play an important role in the settling in process.
- We may offer a home visit by the person who will be the child's key person, to ensure all relevant information about the child can be made known.
- Staff will recognise that it is a big step for a child to be left with others for perhaps the first time and that it is often harder for the parent than the child and will offer support to both.
- We will allow parents to stay with their child for as long as they feel is necessary for their child to be left at the playgroup with confidence from both parent and child.
- We use pre-start visits and the first session at which a child attends to explain and complete with parents the child's registration records
- When a child starts to attend, we explain the process of settling in with parents and jointly decide on the best way to help the child settle into the setting
- We have an expectation that the parent/carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example the child looks for the key person when he/she arrives, goes to them for comfort and seems pleased to be with them. The child is also familiar with where things are and participate in activities, and pleased to see other children and staff.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.

- We recognise that some children will settle more readily than others, but some children who appear to settle rapidly are not ready to be left, so we expect that the parent will honour the commitment to stay for at least the first week or be on call.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them settling, learning and gaining the best from the setting.
- We reserve the right not to accept a child into the setting with a parent/carer if the child finds it distressing to be left. This is especially the case with young children.
- Regular feedback will be given to reassure new parents.

**I agree to help settle my child into Playgroup working together with an informal settling in plan if required.**

**Signed by parent/carer .....**

**Date:**

# PARENTS GUIDE TO UNACCEPTABLE BEHAVIOUR IN PLAYGROUP

## 1. What is unacceptable behaviour?

Unacceptable behaviour at playgroup includes:

Hitting, kicking, biting, spitting, pinching, intimidation, (uncontrolled)

Shouting and any other actions which cause discomfort to others and/or breach of safety.

## 2. At home

Praise and/or rewards should come from home when your child's Behaviour at playgroup has been good.

When dealing with unacceptable behaviour, talking calmly to your child to Find out why they have not behaved while at playgroup, and in turn Informing the staff will be useful so they can identify and anticipate situations, which will upset your child.

## 3. Actions taken at playgroup/your help on duty`

As the Playleader and Deputy may be giving attention to another child or Activity your help in correcting unacceptable behaviour is important. Whilst you must not reprimand any other child, other than your own, Distracting that child may be enough to stop the situation. If this is not The case, please bring it to a member of staff's attention.

Sometimes children show unacceptable behaviour to get attention. Give your attention to the hurt child, ignoring the other. This gives the message to the perpetrator that their action does not get attention.

When children are running around the room they should be stopped, made Aware they might bump into tables, chairs, etc. and get hurt. Then they Should be directed and encouraged to take part in an activity. Many Children like to be given tasks and responsibility and like to do 'favours'.

Children must be given clear boundaries. In cases of persistent Unacceptable behaviour one more warning may be issued followed by an Explanation of consequences and adhered to with conviction.

e.g. 'If you throw one more toy, one more time, you won't be able to play with it anymore'.

Sanctions or threats that aren't carried through are not administered to The children as these tactics don't work.

Whilst on duty it may be your child showing unacceptable behaviour - this is usually due to them not want to 'share' you with anyone else. They require a little extra attention from you. In these circumstances please

Do not feel guilty about not being able to help as much as you feel you should. The staff realise your child will take time in getting used to your 'turn on duty'. If however, you feel you must reprimand your child Please remove him/her from the room to do so.

Once an incident has been dealt with it should be given a low profile.

#### **4. In conclusion**

Always praise the children for any good behaviour e.g. playing well Together, sharing, being kind and considerate. Any behaviour that you Are not happy with bring to a member of staff's attention. With parents And staff working to the same goal, the children will be sure of Boundaries set and their individualism, confidence and consideration Of others will grow.

**Eastington Playgroup's** policy on Unacceptable Behaviour taken From the guidelines issued by Social Services states:

**'Physical punishment will not be used nor will any practice likely To frighten or unnecessarily humiliate a child'**

Please remember this when dealing with unacceptable behaviour





## Parental Responsibility and Legal Access

Name of Child:

Date of Birth: Birth Certificate checked to verify: Yes/No

Name of person(s) with whom child lives	Relationship to child	Parental responsibility Yes/No	Legal Access Yes/No	Guardianship/control or parental care: please state which applies	Telephone contact

Where a child lives with someone other than his/her parent(s) it is important that I have information on who has parental responsibility.

This is always the natural mother and where parents were married at the time of birth the natural father **as long as he is registered on birth certificate**.

If parents are separated or divorced has a court order been granted – Yes/No

What condition(s) does this state:.....

Please list who has **parental responsibility** and is living at a different address but has EQUAL PARENTAL RESPONSIBILITY:

Name	Address	Mother/Father/Relationship to child	Work Address	Telephone contacts

**BASE LINE ASSESSMENT FOR NEW CHILDREN STARTING PLAYGROUP**

Child's name .....

Date of birth

.....

Date completed .....

by whom and signed .....

.....

	Parent comments	Playgroup
Is your child happy to separate from you when left?		
Is your child able to manage their own personal hygiene?		
What support does your child need from Playgroup?		
Does your child attend any other settings/carers? Who?		
Does your child show a preference with regards to a dominant hand when using crayons and pens?		
Does your child enjoy playing inside, outside or both?		
Does your child mind getting messy?		
What is your child clever at?		
Can your child put on any clothing?		
What is your child interested in playing with?		
Is there anything that you feel your child needs help or support with?		
Does your child enjoy looking at pictures in books and having stories read to him/her? What are your favourite books?		
Can your child count? What number can they reach?		
What colours does your child know if any?		
Do you have any concerns with regards to your child's development ie language delay, sharing?		

By completing this form it helps us to understand what stage of development and understanding your child has when they start with us – this will help your key person support your child with their next steps and getting to know them better.

**Thank you –**

Only occasionally is it necessary to advise that a child stay away from the group, or to give information to other parents. The table below gives some general guidelines from the Gloucestershire Health Authority.

<b>PROBLEM</b>	<b>WHAT TO DO</b>
<b>Asthma</b>	Staff can administer medication, providing consent form has been signed by parent
<b>Chicken pox</b>	Child can attend again when feeling well. The child is infectious for up to five days after the spots have developed.
<b>Conjunctivitis</b>	This is highly infectious. Seek medical advice without delay. There is no need to consider exclusion unless there are two or more children's cases that might be linked.
<b>Colds/coughs</b>	Child can attend providing they seem well enough
<b>Diarrhoea/sickness</b>	The child should stay away until better for 48 hours, even if the child appears well.
<b>German measles (Rubella)</b>	Child can attend again when feeling well.
<b>Glandular fever</b>	Child can attend again when feeling well.
<b>Hand, foot and mouth disease</b>	Child can attend again when feeling well.
<b>Head lice</b>	Children need not be excluded, but should be treated & brought to Playgroup's attention
<b>Hepatitis/infectious jaundice</b>	See advice from your doctor
<b>HIV/AIDS</b>	No problem as far as other attendees or staff are concerned, it is not infectious
<b>Impetigo</b>	The Gloucestershire LEA policy for schools is that children should be kept away from school for one week after treatment has commenced. Playgroup adopts a similar policy
<b>Measles</b>	Children are infectious as long as the rash persists (about four days). Once the child is well, exclusion is not necessary.
<b>Meningitis</b>	See medical advice immediately
<b>Mumps</b>	Children are infectious from a week before and until 9 days after the swelling of the parotid glands (in the cheeks) starts.
<b>Ring worm</b>	Seek medical advice as soon as possible. Exclusion is not necessary once the appropriate treatment is started
<b>Scabies</b>	This is an infestation, often between the fingers or elbow joints, often with blistering. The child may scratch violently. Child need not be excluded once the condition has been treated
<b>Threadworm</b>	The child may be seen to scratch around the bottom. Usually the itching is worst at night. Child can attend Playgroup, but please bring to staffs' attention.
<b>Whooping cough</b>	Exclusion is necessary only until 5 days from the start of antibiotic treatment. Children may continue to whoop for a long time after they cease to be infectious.

# EASTINGTON PLAYGROUP POLICY FOR Safeguarding children

## 1.2 Safeguarding children and child protection

(Including managing allegations of abuse against a member of staff)

### Policy statement

Our setting will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. Our safeguarding policy has been updated to reflect the latest publications:

[Keeping Children Safe in Education 2015 \(KCSIE 2015\)](#), [Working Together to Safeguard Children 2015](#), [Gloucester Safeguarding Children Board \(GSCB\)](#)

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	4.4 Personal, social and emotional development

### Recruiting Staff, Volunteers and Governors and managing visitors in our setting.

At Eastington Playgroup we practice safe recruitment in line with Government guidance by using **at least one accredited recruiter (Mandy Owen)** on all interview panels and by checking the suitability of staff and volunteers to work with children. We will ensure that any unsuitable behaviour is reported and managed using the Allegations Management procedures outlined in the GSCB.

- Candidates are required to complete 'enhanced disclosure' checks with Disclosure and Barring Service (DBS) before posts can be confirmed. (CAPITA – STAFF, OFSTED – VOLUNTEERS)
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect of references and DBS checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children. (EYFS 1.3)6
- Individuals who have lived or worked outside the UK will undergo the same checks as all other staff. In addition, Playgroup will make any further checks we think appropriate so that any relevant events that occurred outside the UK can be considered.
- Volunteers and visitors do not work unsupervised. (EYFS 1.3)
- We have procedures for recording the details of visitors to the setting.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- We take steps to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. See policy 1.11 cameras and photographs,

1.12 mobile phones and 1.13 ICT and communication. Parents sign a consent form and have access to records holding visual images of their child.

- Staff and committee members sign an annual declaration for on-going suitability to work with children and are aware that any incident that may affect their suitability to work with children is declared immediately.

## **Our responsibility to identify child protection issues and equipping children with the skills needed to keep them safe.**

**We recognise that because of the day to day contact with children, Playgroup staff are well placed to observe the outward signs of abuse. We will therefore:**

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be *strong, resilient and listened to* and that they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

## **Designated Safeguarding Lead, Training and Responsibilities**

Playgroup is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are outlined in [Keeping Children Safe in Education 2015 \(KCSIE 2015\)](#), [Working Together to Safeguard Children 2015](#) and [Gloucester Safeguarding Children Board \(GSCB\)](#)

- We have a designated senior person for safeguarding (child protection) who has received appropriate training and support for this role and is part of the settings senior leadership team. ***Our Designated Safeguarding Person is Mandy Owen – Play Leader. In the absence of the Play Leader, The Deputy will be the acting Designated Safeguarding Person.***
- We have a nominated Committee member who is responsible for child protection who has received appropriate training. ***Chair – Josie Pajak***
- Every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role and have received a safeguarding induction **within their first 7 days of employment.**
- The DSL must undertake the GSCB multi agency training every 2 years

- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and for referring any concerns to the DSL. The DSL will ensure that all members of staff complete Child protection training every 3 years and mandatory FGM and Prevent training.
- Ensure that parents have an understanding of the responsibility placed on the school/setting and staff for child protection by setting out its obligations in the Playgroup prospectus.
- The DSL will notify the relevant social worker if there is an unexplained absence of more than two days of a pupil who has a Child protection Plan (previously known as being on the child protection register.)
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core groups.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or governors.
- Ensure safe recruitment practices are always followed.
- Ensure that all staff have read part 1 of Keeping Children Safe in Education.
- Will support children in accordance with their care plan.
- The GSCB Child Protection Procedures are only available online and updated regularly. The DSL will take responsibility to view this link regularly to see if there has been an update. The DSL will subscribe to the GSCB alerts <http://www.gscb.org.uk/alerts> .
- We will review our safeguarding policy yearly.

## Responding to suspicions of abuse and Resolving Professional differences.

We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect. Any member of staff who by virtue of a child's behaviour or appearance becomes suspicious of abuse, or is told that abuse has taken place, will immediately inform the designated person within the setting. **All staff are aware that any member of staff can make a referral.**

When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play. If a child begins to talk about an abusive incident, s/he should be allowed to speak, and be listened to carefully. Time should be taken to gain an understanding of what the child is trying to say. **No promise of confidentiality will be made.**

- We take into account factors affecting parental capacity, such as social exclusion, domestic violence, parent's drug or alcohol abuse, mental or physical illness or parent's learning disability.
- We are aware of other factors that affect children's vulnerability such as abuse of disabled children, fabricated or induced illness, child abuse linked to beliefs in spirit possession, sexual exploitation of children such as through internet abuse and Female Genital Mutilation that may affect or may have affected children and young people using our provision.

- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or maybe victims of child trafficking. While this may be less likely to affect young children in our care we may become aware of any of these factors affecting older children and young people who we may come into contact with.
- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.
- ***Where we believe a child in our care or known to us may be affected by any of these factors we follow the procedures outlined in the KCSIE 2015 and GSCB detailed below.***
- Where such evidence is apparent, The DSL will be informed immediately and a detailed written account of the concern / disclosure will be made.
- The DSL will refer concerns to the [Children's help Desk Tel: 01452 426 565](tel:01452426565) and co-operate fully in any subsequent investigation.
- Where the DSL feels that the social care team did not address their concerns for the child they will use the **'Resolution of professional difficulties' (escalation policy)** as advised by the GCSB. The DSL will gain advice about procedural issues by contacting the [Safeguarding Children Service on 01452 58 3626](tel:01452583626)
- For out of hours social work advice the DSL will contact the [Emergency Duty Team on 01452 614 194](tel:01452614194)

## Recording suspicions of abuse and disclosures

- Where a child makes comments to a member of staff that gives cause for concern (disclosure), observes signs or signals that gives cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect that member of staff:
  - listens to the child, offers reassurance and gives assurance that she or he will take action;
  - does not question the child;
  - makes a written record that forms an objective record of the observation or disclosure that includes:
    - the date and time of the observation or the disclosure;
    - the exact words spoken by the child as far as possible;
    - the name of the person to whom the concern was reported, with date and time; and
    - the names of any other person present at the time.
- These records are signed and dated and kept in a separate incident file securely and confidentially. They are shared with the DSL and reported following the GSCB guidelines.

## Making a referral to the local authority social care team

- The GSCB contains procedures for making a referral to the local children's social care team, as well as a template form for recording concerns and making a referral. **A copy of the guidance procedures for referrals are kept on display on the wall inside the playgroup roller cabinet which gives detailed guidelines to follow.**



- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.

## Informing parents

- Parents are normally the first point of contact. We discuss concerns with parents to gain their view of events unless we feel this may put the child in greater danger.
- We inform parents where we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the Local Safeguarding Children Board does not allow this, for example, where it is believed that the child may be placed in greater danger.
- This will usually be the case where the parent is the likely abuser. In these cases the social workers will inform parents.

## Allegations against staff and Whistle blowing procedures

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- We follow the guidance of the GSCB when responding to any complaint that a member of staff, or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child.
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.  
The DSL will immediately contact [the Local Authority Designated Officer for Allegations \(LADO\) on 01452 426994](#) for an Initial Discussion. It is not the responsibility of the DSL to oversee the Allegations Management process.
- We also report any such alleged incident to Ofsted and what measures we have taken. We are aware that it is an offence not to do this.
- If necessary, the DSL together with the Local Authority Designated Officer, Social Worker representatives of the Safeguarding Children Service, HR and Police will then convene a multi-agency Allegations Management Meeting urgently to plan any further appropriate action. The setting should not carry out an investigation until this meeting has taken place in case the allegation meets the criminal threshold.
- If a member of staff receiving a complaint against the Senior Play Leader who is the designated person, they will report it immediately to the Committee chair who will in turn immediately contact the [Local Authority Designated officer for Allegations \(LADO\) on 01452 426994](#).
- Where the management committee and children's social care agree it is appropriate in the circumstances, the chairperson will suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.
- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the GSCB.

- Staff and volunteers are asked to raise concerns about poor or unsafe practice and potential failures in the safeguarding regime to the DSL.
- Where a staff member feels unable to raise the issue with the DSL or feels that their genuine concerns are not being addressed other whistleblowing channels are open to them. They are advised to contact the Committee Chair immediately. If they are not satisfied with the Chair's actions they may contact the Head of the local Primary School.

## Keeping records of allegations and Disciplinary action

- Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Independent Safeguarding Authority (ISA) of relevant information so that individuals who pose a threat to children (and vulnerable groups), can be identified and barred from working with these groups.
- Details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.. The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

## Support to families

- We believe in building trusting and supportive relationships with families, staff and volunteers in the group.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social care worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the Local Safeguarding Children Board.

## Prevention Duty

- Eastington Playgroup actively seeks to keep children safe by applying the principles of the Prevent Duty (Counter-terrorism act 2015) through a balanced and engaging, age appropriate curriculum, which teacher tolerance, respect and understanding in accordance with fundamental British Values.
- As applicable, additional guidance will be sought from GSCB when a child's welfare is of concern.

## Caring for a child that has been abused

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Playgroup may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. Playgroup will endeavour to support the pupil through:

- The content of the curriculum.
- Playgroup's ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- Playgroup's behaviour policy which is aimed at supporting vulnerable pupils in the school.
- Playgroup will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- The DSL will contact the child's social worker before taking action to exclude.
- Liaison with other agencies that support the pupil such as social care, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil who has a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.
- If Playgroup is unclear where a pupil is moving, the DSL will follow the Children Missing in Education guidance and liaise with the Education Entitlement and Inclusion team.

### **Other child protection records**

- Child attendance records – we keep a record of any child absent without notification. We ask parents to phone or text us by 10am on the morning that a child will not attend whatever the reason. We will endeavour to make contact ourselves if this is not done so to support child protection procedures.

## Legal framework

### *Primary legislation*

- Children Act (1989 s47)
- Protection of Children Act (1999)
- Data Protection Act (1998)
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2006)
- Keeping Children safe in Education (2015)
- Working together to Safeguard children (2015)

### *Secondary legislation*

- Sexual Offences Act (2003)

- Criminal Justice and Court Services Act (2000)
- Equalities Act (2010)
- Data Protection Act (1998) Non Statutory Guidance

**Further Guidance**

- Working Together to Safeguard Children (revised HMG 2010)
- What to do if you are Worried a Child is Being Abused (HMG 2006)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework for Children and Young People: A Guide for Practitioners (CWDC 2010)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
- Information Sharing: Guidance for Practitioners and Managers (HMG 2008)
- Independent Safeguarding Authority: [www.isa.gov.org.uk](http://www.isa.gov.org.uk)
- GSCB.

This policy was adopted at a meeting of	_____	name of setting
Held on	_____	(date)
Date to be reviewed	_____	(date)
Signed on behalf of the management committee	_____	
Name of signatory	_____	
Role of signatory (e.g. chair/owner)	_____	

**Other useful Pre-school Learning Alliance publications**

- Safeguarding Children (2010)

**Updated June 2015**

# EASTINGTON PLAYGROUP POLICY FOR

## Achieving Positive Behaviour

“Children’s behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs.”

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.3 Keeping safe	2.2 Parents as partners 2.3 Supporting learning	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

### Designated practitioner : Mandy Owen

- Plenty of praise and encouragement will be offered to reinforce positive desirable behaviour.
- The routine and expectations of the Playgroup will be clearly defined and reinforced.
- Children are made aware of behaviour expectations through circle time, books etc. and we use language appropriate to the child’s stage and age.

### - Our disputes will be resolved using the High Scope six steps conflict resolution’

We will use the 6 steps of high scope- directing children, early intervention, anticipation, distraction and diffusion of situations are all ways that will be used to avoid an escalation.

- Approach the child calmly and stop any hurtful actions – get down to the child’s level. Use a calm voice and gentle touch. Remain neutral, do not take sides.
- Acknowledging feelings- use simple statements like ‘you look really upset’. If an object is involved, let children know that you need to hold it.
- Gather information – ask ‘What is the problem?’ Try not to use ‘why?’ since young children focus on what the problem is rather than understanding the reasons behind it.
- Re-state the problem – ‘so the problem is.....’ Take the opportunity to use and extend children’s vocabulary. If hurtful or judgemental words have been used then substitute them with neutral ones.
- Ask the children for solution – ‘What can we do to solve this problem@’ Offer options if the children cannot do this for themselves but try to get them to do it on the own.
- Be prepared to give follow up support – Acknowledging children’s accomplishments, ‘Well done you have solved the problem?’ Stay nearby in case anyone is not happy with the solution.

Sometimes there is not time to reason. Children need to recognise an adult’s authority and respond to *no* if the child, staff member or other endangers themselves or others.

If a child is very upset or cannot stop the unwanted action then they may be asked to leave the activity or be re-directed to another activity.

- The behaviour and the reasons of unacceptable behaviour will be clearly explained to the children at the time of incident.
- A child will never be made to feel embarrassed, frightened or inadequate as a form of punishment.

### - The Use of Physical restraint or exclusion

- Children will never be subject to, or threatened with, physical punishment or physical restraint when at Playgroup unless it is to prevent personal injury to the child, other children or an adult.
- Where physical intervention is used to manage a child’s behaviour it will be recorded and parents informed.
- Parents will be kept informed of children’s behaviour, acceptable and unacceptable.
- Where verbal sanctions are not working the child will be encouraged to move to another area/ activity. If this fails the child will be accompanied to a quiet area and will be talked to about their behaviour and encouraged to rejoin the group.
- If serious behavioural problems persist, further discussion with the parents will be held. Advice will be sought from the Early Years Team
- Discussion and planned actions will be kept confidential.
- The staff are responsible for keeping a physical intervention record, noting where a child has to be physically removed from a situation, where there is a danger to that child or others.
- Individual behaviour plans will be drawn up by the key person in discussion with other members of staff and the parents of the child.

### **Standards of Behaviour**

For the well-being of all children, certain standards of behaviour must be maintained and children are taught which actions are unacceptable. Some examples are:

#### **Behaviour we work towards**

- Being kind to others
- Helping others
- Saying „please“ and „thank you“
- Learning boundaries
- Taking turns
- Table manners (sitting nicely, eating nicely)
- Sitting quietly in groups when needed
- Listening to others

#### **Unacceptable behaviour at Playgroup**

- Intentionally hurting others by means of kicking, hitting, throwing, biting etc
- Running at inappropriate times
- Being destructive to others“ work or games
- Rudeness
- Mistreating equipment, books, toys etc.
- Bullying

The Playleader has the responsibility to manage behaviour in the group, consulting with staff and committee.

#### **Adults“ Behaviour**

Children are affected by the behaviour of the adults around them and therefore all adults that attend Eastington Playgroup are expected to display good behaviour as set out in this policy at all times. Key principles for all adults in the setting:

- Understand and follow all policies and procedures
- Be professional
- Listen
- Empathise
- Communicate
- Trust each other
- Take responsibility
- Be sensitive
- Have patience
- Have respect
- Develop interpersonal skills
- Be self-aware
- Remember you are part of a team

Eastington Playgroup will not accept in the building or any of the grounds, any:

- Form of aggression or threatening behaviour
- Violence aimed at any child (including siblings), including punishing any child by slapping, smacking or shaking them
- Verbal abuse including criticism, shouting, crudity, gossip or discrimination
- Drunkenness or any behaviour affected by alcohol or drugs
- Smoking
- Form of discrimination including by race, religion, gender, culture, means, language or ability
- The use of foul language.

#### **Anti-Bullying Policy**

Eastington Playgroup aims to prevent any form of bullying through creating a positive atmosphere where children care for each other.

This achieved by:

- A strong emphasis on personal, social and emotional development.
- Maintaining a high adult to child ratio.
- Encouraging and supporting the children to talk about how they feel when resolving confrontations.

If in spite of these measures, bullying does occur, it will be dealt with at the time, or as soon as possible. The children involved will be talked to and the behaviour and the reasons why it is unacceptable will be explained, with emphasis on the feelings of both children, encouraging them to develop empathy for each other. The situation will be monitored by the Playgroup staff, who will keep the parents informed.

If a serious problem persists, the parents will be invited to attend further discussions to be held with the Manager for Behaviour and SENCO. Help and advice may be sought from the Early Years Consultant.

Discrimination on any grounds including race, religion, gender, culture, language or ability are all unacceptable.

Policy revised July 2015

## EASTINGTON PLAYGROUP POLICY FOR

### Health and safety

#### 3.1 Risk assessment

##### Policy statement

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. Eastington Playgroup 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, etc?
- Assessment as 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 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.

##### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe		3.3 The learning environment 3.4 The wider context	

##### Procedures

- Our risk assessment process covers adults and children and includes:
  - checking for and noting hazards and risks indoors and outside, and in our premises and for activities;
  - assessing the level of risk and who might be affected;
  - deciding which areas need attention; and
  - developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.
- Where more than five staff and volunteers are employed the risk assessment is written and is reviewed regularly.
- We risk assess the kitchen on a daily basis by staff preparing snack which is recorded and any hazards are highlighted and reported to the manager.
- Staff daily assess the safety of the room, and throughout the day. The safety of the toys is assessed during use these and then discarded if they are broken and replaced when funds allow.

- During outside play, play areas are assessed before use and children are reminded not to pick anything up and tell an adult.
- The playpark is ROSPA inspected on an annual basis.

**Legal framework**

- Management of Health and Safety at Work Regulations 1992

**Further guidance**

- Five Steps to Risk Assessment (HSE 2006)  
Revised Sept 2015

## EASTINGTON PLAYGROUP POLICY FOR

### 1.6 Uncollected child

In the event that a child is not collected by an authorised adult at the end of a session/day, the setting puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner. We will ensure that the child receives a high standard of care in order to cause as little distress as possible.

We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

**EYFS key themes and commitments**

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners	3.4 The wider context	

Procedures

- Parents of children starting at the setting are asked to provide the following specific information which is recorded on our Registration Form:
  - Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
  - Place of work, address and telephone number (if applicable).
  - Mobile telephone number (if applicable).
  - Names and telephone numbers adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
  - Who has parental responsibility for the child.
  - Information about any person who does not have legal access to the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.
- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they provide us with details of the name and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child using our password system.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number.
- We inform parents that we apply our child protection procedures in the event that their child is not collected from the setting by an authorised adult within one hour after the setting has closed. This policy is followed as staff cannot supervise children on our premises outside of the settings hours due to child protection procedures. Our child protection policy is available on our website and in the setting and also explained at the induction session of our procedures in the event of a child not being collected.



- If a child is not collected at the end of the session/day, we follow the following procedures:
  - The child's file is checked for any information about changes to the normal collection routines.
  - If no information is available, parents/carers are contacted at home or at work.
  - If this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting – and whose telephone numbers are recorded on the Registration Form – are contacted.
  - All reasonable attempts are made to contact the parents or nominated carers.
  - The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
  - If no-one collects the child after one hour and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
  - We contact our local authority children's social care team:
 

01452 426565 (telephone number)

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  - For full day care, this will be the out of hours duty officer:
 

0845 0901234 (telephone number)

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  - The child stays at setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker.
  - Social Care will aim to find the parent or relative if they are unable to do so, the child will become looked after by the local authority.
  - Under no circumstances do staff to go to look for the parent, nor do they take the child home with them.
- A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
- Ofsted may be informed:
 

08456 404040 (telephone number)

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Revised November 2013

## EASTINGTON PLAYGROUP POLICY FOR

### Equality of opportunity

#### 1.11 Valuing diversity and promoting equality

##### Policy statement

Eastington Playgroup will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse family structures that include two parent and one parent families; some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles and cousins while others may be more removed from close kin or may live with other relatives or foster carers. Some children have needs that arise from disability or impairment or may have parents that are affected by disability or impairment.

Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

We understand that these factors affect the well-being of children and can impact on their learning and attainment.

Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles and diverse family structures, diverse ethnic and cultural groups and disabled people;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- challenge and eliminate discriminatory actions;
- make inclusion a thread that runs through all of the activities of the setting; and
- foster good relations between all communities.

**EYFS key themes and commitments**

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.4 The wider context	4.4 Areas of learning and development

**Procedures**

**Admissions**

Our setting is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equal opportunities policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act 2010. These are:
  - disability;
  - race;
  - gender reassignment;
  - religion or belief;
  - sex;
  - sexual orientation;
  - age;
  - pregnancy and maternity; and
  - marriage and civil partnership.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability.
- We ensure wherever possible that we have a balanced intake of boys and girls in the setting.

- We develop an action plan to ensure that people with impairments can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents whether by:
  - direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the service;
  - indirect discrimination - someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
  - association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
  - perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. assuming someone is gay because of their mannerism or how they speak.
- Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

### **Employment**

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This ensures fairness in the selection process.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

### **Training**

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

### **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 and service users. If access to the settings is found to treat disabled children or adults less favourably then we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

- making children feel valued and good about themselves and others;
- ensuring that children have equality of access to learning;
- undertaking an access audit to establish if the setting is accessible to all children;
- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
- positively reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- celebrating a wide range of festivals;

- creating an environment of mutual respect and tolerance;
- differentiating the curriculum to meet children's special educational needs;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

#### **Valuing diversity in families**

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage mothers, fathers and other carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.
- We take positive action to encourage disadvantaged and under-represented groups to use the setting.

#### **Food**

- We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

#### **Meetings**

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
- We positively encourage fathers to be involved in the setting especially those fathers who do not live with the child.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all mothers and fathers have information about and access to the meetings.

#### *Monitoring and reviewing*

- To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and valuing diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.

#### **Legal framework**

- The Equality Act 2010
- Children Act 1989, 2004
- Special Educational Needs and Disability Act 2001

## **EASTINGTON PLAYGROUP POLICY FOR Safeguarding children Information and Communication Technology (ICT)**

### **Safeguarding children**

#### **1.13 Eastington Playgroup Policy for Information and Communication Technology (ICT)**

At Eastington Playgroup we understand that we live in a rapidly changing technological world where technologies are constantly extending and expanding. We believe children need to be introduced to ICT from an early age in order for them to develop the appropriate skills they will need to fully access the Early Years Curriculum and beyond.

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	4.4 Personal, social and emotional development

### Guidance for use by children

We aim to promote the use of ICT:

#### To enable all children to:

- Build on their experiences from home
- Develop practical skills needed to access ICT
- Enjoy ICT and use it with confidence
- Understand that equipment needs to be handled with care and respect

#### To ensure all children can:

- Listen to and understand instructions
- Use ICT as a tool for collaborative decision making and conversation
- Problem solve and think logically to complete tasks

#### To enable staff to

- Improve teaching in order to promote children's learning

#### We will achieve our aims through:

- Provide staff with any necessary training to enable them to use equipment effectively and confidently
- Ensuring children have regular access to equipment that is of the latest specification in order to improve the quality of learning
- Providing software that is linked to current areas of learning
- Providing specific software that may be beneficial to children with SEN seeking advice if necessary
- Providing adult support to enable children to gain the maximum benefit from ICT equipment
- Provide staff with any necessary training to enable them to use equipment effectively and confidently.
- Provide opportunities for parents to increase their awareness of the safe use of ICT at home.

### Safe use of the Internet

How will Internet use provide effective learning?

Safe use of the internet • Staff, parents and children need to develop good practice in using the internet as a resource for teaching and learning

- Eastington playgroup will work with the internet provider service to ensure systems to protect children are in place and reviewed for safe use at all times when the internet is being used.
- Children will be monitored and supervised appropriately at all times whilst using ICT equipment.
- Children at Eastington playgroup will not be allowed to access the internet unless this is under direct one to one supervision of a member of staff, for example to look at further information about a topic of interest and written parental permission has been given
  - Any initial search of the internet will be carried out by a member of staff to ensure all content viewed is of a suitable nature
  - Checks will be made to ensure the filtering methods in place are effective Health and Safety issues
  - The height of the computer will be checked to monitor that no strain is put on children's backs, neck or arms
  - Sand timers will be used to enable children to self- monitor the time spent at the computer and enable effective turn taking
  - The computer will be situated where there is a good circulation of air
  - No liquids will be taken near ICT equipment
  - Only one child to hold the mouse at a time
  - Access to screens is always in a visible area

- Equipment will be cleaned on a regular basis with anti-bacterial cleanser to prevent cross contamination

### **Adults role/responsibility**

Staff should take advantage of all in-house opportunities as well as ICT courses to extend their knowledge and understanding of

the subject, in order to support children in the following ways:

- To take all available opportunities to draw children's attention to everyday technology
- To show a positive and enthusiastic attitude about technology
- To integrate ICT throughout the Early Years Foundation Stage (EYFS)
- to ensure that children are made aware if a pop up or inappropriate site is accessed then staff will use the means of role play to show children how to take steps to seek help from an adult at home or in the setting.
- To raise children's awareness of relevant health and safety issues

### **Health and Safety**

We are aware that there are various health and safety issues when using computers and other ICT equipment with young children.

- Computers need to be set at the right height so that the child can sit comfortably without putting strain on their back, neck or arms
- Sand timers will be used to enable children to self monitor their times spent at the computer/tablets an enable effective turn taking
- Correct use of equipment is modelled and encouraged through focused adult led activities
- Computers will be located so that there is good circulation of air
- Taking care that liquids are nowhere near ICT equipment
- Teaching awareness of electrical safety and keeping cables and sockets out of reach or covered
- Allowing only one child to hold the mouse at one time
- Remembering to turn off all switches at the end of the day
- Access to screens is always in a visible area
- The use of the Internet is always supervised
- Equipment will be cleaned on a regular basis with anti bacterial cleaner to prevent cross contamination

If internet services are used then the appropriate filtering and antivirus systems will be in place.

Only those cameras authorised for use within the setting can be used to take images, as opposed to personal cameras, which is prohibited at all times see camera and photographs policy 1.11 and mobile phone policy 1.12

### **Role of the Management**

- We will communicate with parents/carers appropriately and seek any written permission required by them for safe use by their children
- We will ensure that firewall and safety programmes are current and up to date and are fully functioning at all times when the internet is being accessed.
- We will ensure that only those who need access Pre Schooler Program ie admin , Playleader and treasurer.

Software will have passwords to access this information

- If a member of staff should leave our employment we will ensure that they will no longer have access via password to the equipment and that current passwords will be changed
- We will store all equipment when not in use in a locked filing cabinet or cupboard.
- Alternatively, for those who need to take equipment away from the setting site will ensure that safe and adequate lockable storage is sought
- We will ensure that all personal information supplied is held securely in accordance with the Data Protection Act 1998
- We will review this policy at least once year and before this time should any matter's arise that need to be addressed.

This policy was adopted at a meeting of

name of setting

Held on

(date)

Date to be reviewed \_\_\_\_\_ (date)  
Signed on behalf of the management committee \_\_\_\_\_  
Name of signatory \_\_\_\_\_  
Role of signatory (e.g. chair/owner) \_\_\_\_\_

**Reviewed November 2016**