



Sunny Days @ALPS

Pre School Policies

Jan 2012

(Ammended March 2012)

Viewing policies and procedures

Below is a complete list of the settings policies and procedures:

1. Early years setting prospectus
2. Admissions policy
3. Settling in policy
4. Parental involvement policy
5. Equality and diversity policy
6. Behaviour management policy
7. Special educational needs
8. Food and drink policy
9. Safeguarding Children policy
10. Confidentiality policy
11. Noncollection of children policy
12. Complaints procedure
13. Staffing and employment policy
14. Student placement policy
15. Health and safety policy
16. Equipment and resources policy
17. Whistleblowing policy

These are available for viewing on request, please ask one of the members of staff

Sunny Days @ ALPS Prospectus

Setting name SUNNY DAYS@ALPS

Address THE CHURCH HALL ,
AUXERRE AVENUE, GREENLANDS, REDDITCH, B98 7QT

Tel No. 077915766701 Email: sunnydays@abundantlifechurch.org.uk

Our setting aims to:

- provide high quality care and education for children primarily below statutory school age;
- work in partnership with parents to help children to learn and develop;
- add to the life and well-being of its local community; and
- offer children and their parents a service that promotes equality and values diversity.

Parents

Sunny Days @ ALPS is a community based setting, all parents are regarded as members who have full participatory rights. These include a right to be:

- valued and respected;
- kept informed;
- consulted;
- involved; and
- included at all levels.

As a community based, voluntary managed setting, we depend on the good will of parents and their involvement to keep going. Membership of the setting also carries expectations on parents for their support and commitment.

We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer parent helpers;
- has the chance to join with other children and adults to live, play, work and learn together;
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- has a personal key person who makes sure each child makes satisfying progress;

- is in a setting that sees parents as partners in helping each child to learn and develop; and
- is in a setting in which parents help to shape the service it offers.

Children's development and learning

Our practice follows the EYFS principles which are grouped into four distinct but complimentary themes :

A Unique Child recognises that every child is a competent learner from birth who can be resilient, capable, confident and self-assured. The commitments are focused around development; inclusion; safety; and health and well-being.

Positive Relationships describes how children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person. The commitments are focused around respect; partnership with parents; supporting learning; and the role of the key person.

Enabling Environments explains that the environment plays a key role in supporting and extending children's development and learning. The commitments are focused around observation, assessment and planning; support for every child; the learning environment; and the wider context – transitions, continuity, and multi-agency working.

Learning and Development recognises that children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and inter-connected.

This setting follows The Practice Guidance for the Early Years Foundation Stage. We recognize that children are competent learners from birth and develop and learn in a wide variety of ways. We carefully observe the children in our care, considering their needs, their inteFs, and their stages of development and use all of this information to help plan a challenging and enjoyable experience across all the areas of Learning and Development.

The areas of learning and development covered by the Learning Goals are:

Personal, Social and Emotional Development;

Communication, Language and Literacy;

Problem Solving, Reasoning and Numeracy;

Knowledge and Understanding of the World;

Physical Development;

Creative Development.

None of these areas of Learning and Development can be delivered in isolation from the others.

They are equally important and depend on each other to support a rounded approach to child development. All the areas must be delivered through planned, purposeful play, with a balance

of adult-led and child-initiated activities.

Personal, social and emotional development

Personal, Social and Emotional Development is made up of the following aspects:

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

Self-confidence and Self-esteem - is about children having a sense of their own value and understanding the need for sensitivity to significant events in their own and other people's lives.

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

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

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

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

Communication, language and literacy:

Communication, Language and Literacy is made up of the following aspects:

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

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

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

Reading - is about children understanding and enjoying stories, books and rhymes, recognising that print carries meaning, both fiction and fact, and reading a range of familiar words and simple sentences.

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

Handwriting - is about the ways in which children's random marks, lines and drawings develop and form the basis of recognisable letters.

Problem Solving, Reasoning and Numeracy

Aspects of Problem Solving, Reasoning and Numeracy

Problem Solving, Reasoning and Numeracy is made up of the following aspects:

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

Calculating - is about how children develop an awareness of the relationship between numbers and amounts and know that numbers can be combined to be 'added together' and can be separated by 'taking away' and that two or more amounts can be compared.

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

Knowledge and understanding of the world

Aspects of Knowledge and Understanding of the World

Knowledge and Understanding of the World is made up of the following aspects:

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

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

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

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

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

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

Physical development

Aspects of Physical Development

Physical Development is made up of the following aspects:

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

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

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

Creative development

Aspects of Creative Development

Creative Development is made up of the following aspects:

Being Creative - Responding to Experiences, Expressing and Communicating Ideas

- is about how children respond in a variety of ways to what they see, hear, smell, touch or feel and how, as a result of these encounters, they express and communicate their own ideas, thoughts and feelings.

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

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

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children think. Our setting uses the stepping stones leading to the early learning goals to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the stepping stones and the early learning goals has been used to decide what equipment to provide and how to provide it.

Working together for your children

In our setting we maintain the ratio of adults to children in the setting that is set through the Early Years Foundation Stage. We also have volunteer parent helpers where possible to complement these ratios. This helps us to:

- give time and attention to each child;
- talk with the children about their interests and activities;
- help children to experience and benefit from the activities we provide; and
- allow the children to explore and be adventurous in safety.

The setting is registered for 20 children.

The staff who work at our setting are:

Name	Job Title	Qualifications and Experience
Scott Lloyd	Supervisor	NVQ3 EYCC, First Aid, Health and Safety Awareness, Building Safeguarding Knowledge in Early Years, Role of SEN. Working with children since 1990 paid and voluntary
Nicola Lambert-Lilley	Deputy Supervisor	NVQ3. First Aid, Behaviour Management., Role of SEN Working with children since 1993,paid and voluntary

We are open for 50 weeks each year.

We are closed For 2 weeks over Christmas

We are open for 5 days each week

The times we are open are 9am - 2:45pm

We provide care and education for young children between the ages of: 2 and 5 years

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All of the staff see themselves as partners with you in providing care and education for your child. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with the staff;
- 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;
- being part of the management of the setting;
- taking part in events and informal discussions about the activities and curriculum provided by the setting;

- joining in community activities in which the setting takes part; and building friendships with other parents in the setting.

Joining in

Parents will be informed, by regular newsletters, about the types of activities provided for the children. Parents can then spend time discussing and sharing with the child what has been learned.

Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the setting to show interesting pets, snakes, lizards etc.

We welcome parents to drop into the setting to see it at work or to speak with the staff.

Key persons and your child

Our setting has a key person system. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that what we provide is right for your child's particular needs and interests. When your child first starts at the setting, she/he will help your child to settle and throughout your child's time at the setting, she/he will help your child to benefit from the setting's activities.

Learning opportunities for adults

As well as gaining qualifications in early years care and education, the setting staff take part in further training to help them to keep up to date with thinking about early years care and education.

The setting also keeps itself up to date with best practice in early years care and education

The setting's timetable and routines

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the session/day in the setting are provided in ways that:

- help each child to feel that she/he is a valued member of the setting;
- ensure the safety of each child;
- help children to gain from the social experience of being part of a group; and
- provide children with opportunities to learn and help them to value learning.
- Activities are provided based on regular observation and assessment of each child.

The session

We organise our sessions so that the children can choose from - and work at - a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small

and large group activities which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity - and are encouraged - to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor playroom/s.

Snacks and meals

The setting makes snacks and meals a social time at which children and adults eat together. We plan the snacks so that they provide the children with healthy and nutritious food. Do tell us about your child's dietary needs and we will make sure that these are met.

Snacks like fresh fruit or breadsticks are provided at snack time with a choice of milk or water to drink.

We ask that parents provide a healthy packed lunch. Due to the risk of nut allergies we insist that nut products (eg peanut butter) are not included in lunches.

Policies

Copies of the setting's policies are enclosed with this prospectus.

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.

The policies are reviewed annually. This review helps us to make sure that the policies are enabling the setting to provide a quality service for its members and the local community.

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 (2000).

Our Special Educational Needs Co-ordinator is Scott Lloyd

The setting is run by a voluntary management committee and Chaired by:

Pastor Adrian Guest Chairman

The setting has a parent support officer. The parent support officer is Emma Lynes.

In our setting we share with this person some of the tasks involved in managing the setting

Fees

The fees are payable weekly in advance. Fees must still be paid if children are absent without notice for a short period of time. If your child has to be absent over a long period of

time, talk to Pastor Adrian Guest who is the committee chairperson or Scott Lloyd who is the manager.

For your child to keep her/his place at the setting, you must pay the fees.

We are in receipt of nursery education funding for three and four year olds; where funding is not received, then fees apply.

Holidays

Sunny Days @ALPS is a 50 week a year setting, we remain open during the school holidays . We give each child a 6 week holiday entitlement; including 2 weeks at Christmas when the setting is closed (a week is the hours registered for attendance between Mondays and Fridays). The year starts on the first Monday of September and ends on the last Friday of August, holiday entitlement cannot be carried over from one year to the next. Holidays need to be booked, in writing, one month in advance. If your child is registered to attend the setting on a Monday, then bank holidays are to be paid for, this is offset by the generous holiday entitlement. National Education Funding does not cover the School holidays.

Children receiving funding do not have to attend during holidays although it is recommended that it is better for the child's development to attend during these times.

If you require extra hours at the setting during the school holidays then please notify staff at your earliest convenience.

Cancellation or alterations to your child's contracted hours require four weeks written notice.

The purpose of these measures is to maintain the financial viability of the setting and the low fees that we charge.

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.

Clothing

We provide protective clothing for the children when they play with messy activities.

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 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

Admissions policy

Statement of intent

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

Aim

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

Methods

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

- We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.
- We ensure that information about our setting is accessible, in written and spoken form and, where possible, in more than one language. Where necessary, we will try to provide an audio prospectus, or through signing or an interpreter.
- We arrange our waiting list in birth order. In addition our policy may take into account the following:
 - the vicinity of the home to the setting; and
 - siblings already attending the setting.
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
- We describe our setting and its practices in terms that make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders.
- We describe our setting and its practices in terms of how it treats each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion, ethnicity or from English being a newly acquired additional language.
- We describe our setting and its practices in terms of how it enables children and/or parents with disabilities to take part in the life of the setting.
- We monitor the gender and ethnic background of children joining the group to ensure that our intake is representative of social diversity.
- We make our equal opportunities policy widely known.
- We consult with families about the opening times of the setting to ensure we accommodate a broad range of family needs.
- We are as flexible as possible regarding attendance patterns to accommodate the needs of individual children and families.

This policy was adopted/reviewed at a meeting of

Sunnydays@ALPS

Held on (date)

07-01-12

Signed on behalf of the Management Committee/Proprietor



Role of signatory (e.g. chairperson etc.)

Chairperson

Settling-in policy

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 circumstances of children and their families.

Methods

- Before a child starts to attend the setting, 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, and individual meetings with parents.
- Before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- We allocate a key person to each child and his/her family soon after she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We use pre-start visits and the first session at which a child attends to explain and complete with his/her parents the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- In order to minimise distressing the child unduly, we recommend that the parent emotionally prepares the child for being left at the setting by telling the child that they are going out but they will be back for them later. It is also recommended that the parent/carer tells the child that they are leaving now then goes. Generally the child is fine a short while after the parent/ carer leaves, if not immediately after. However if the child is distressed, we will then contact the parent/ carer to collect them or try to calm the child.
- 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 near by 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 is pleased to see other children and participate in activities.
- 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.

- 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 from learning and gaining the best from setting so the key-worker will engage and seek to comfort and reassure an upset child.

This policy was adopted/reviewed at a meeting of

Sunnydays@ALPS

Held on (date)

07-01-12

Signed on behalf of the Management Committee/Proprietor



Role of signatory (e.g. chairperson etc.)

Chairperson

Parental involvement policy

We believe that children benefit most from early years education and care when parents and settings work together in partnership.

Our aim

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting. We also aim to support parents in their own continuing education and personal development.

Method

In order to fulfil these aims we:

- are committed to ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families;
- inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them;
- encourage and support parents to play an active part in the governance and management of the setting;
- inform all parents on a regular basis about their children's progress;
- involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written developmental records;
- provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting;
- inform parents about relevant conferences, workshops and training;
- consult with parents about times of meetings to avoid excluding anyone;
- provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language;
- hold meetings at the setting so that they are accessible and appropriate for all;
- welcome the contributions of parents, in whatever form these may take;
- inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure; and
- provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.

In compliance with the EFYS, the following documentation is in place:

- admissions policy;
- complaints procedure;

- record of complaints; and
- activities provided for children.

This policy was adopted at a meeting of:

Sunnydays@ALPS

Held on (date)

07-01-12

Signed on behalf of the Management Committee/Proprietor



Role of signatory (e.g. chairperson etc.)

Chairperson

Equality and diversity policy

Statement of intent

Our setting is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families.

Aim

We aim to:

- provide a secure environment in which all our children can flourish and in which all contributions are valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- make inclusion a thread that runs through all of the activities of the setting.

The legal framework for this policy is:

- Children Act 1989; and
- The Equality Act 2010

Methods

Admissions

Our setting is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We aim to 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 colour, ethnicity, religion or social background, such as being a member of a travelling community or an asylum seeker.
- We do not discriminate against a child with a disability or refuse a child entry to our setting because of any disability.
- We develop an action plan to ensure that people with disabilities 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. Displaying of openly racist insignia, distribution of racist material, 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 of the Race Relations Act and the Sex Discrimination Act where this is necessary 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 equality and 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 review our practices to ensure that we are fully implementing our policy for equality, 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.

We do this by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- recognising the different learning styles of girls and boys, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities;
- 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;

- 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 parents/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.

Food

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

Meetings

- Information about meetings could be communicated in a variety of ways - written, verbal and in translation - to ensure that all parents have information about and access to the meetings.

This policy was adopted/ reviewed at a meeting of

Sunnydays@ALPS

Held on (date)

07-03-12

Signed on behalf of the Management Committee/Proprietor



Role of signatory (e.g. chairperson etc.)

Chairperson

Behaviour management policy

Statement of intent

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

Aim

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

Methods

We have a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. In small settings this may be shared between co-staff.

- We have a named person who has overall responsibility for issues concerning behaviour.
- The named person for Behavioural issues is Scott Lloyd.
- We require the named person to:
 - keep her/himself up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
 - access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development ; and to
 - check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our setting leader and are recorded in the child's personal file. The child's parent is informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Children under three years

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

children to manage their feelings and talk about them to help resolve issues and promote understanding.

Rough and tumble play, hurtful behaviour and bullying

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

Rough and tumble play and fantasy aggression

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

- We recognise that rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies - blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour

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

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a

normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.

- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. 'Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? It made you feel angry, didn't it, and you hit him'.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. 'When you hit Adam, it hurt him and he didn't like that and it made him cry'.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. 'I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one.'
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - they do not feel securely attached to someone who can interpret and meet their needs - this may be in the home and it may also be in the setting;
 - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
 - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse; and
 - the child has a developmental condition that affects how they behave.
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

Bullying

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another.

Bullying usually only occurs in children five years old and over and is therefore unlikely in this setting.

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';
- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

This policy was adopted/reviewed at a meeting of

Sunnydays@ALPS

Held on (date)

07-03-12

Signed on behalf of the Management Committee/Proprietor



Role of signatory (e.g. chairperson etc.)

Chairperson

Special educational needs/disability policy

Statement of intent

We provide an environment in which all children are supported to reach their full potential.

Aims

- We have regard for the DfES Special Educational Needs Code of Practice.
- We include all children in our provision.
- We provide practitioners to help support parents and children with special educational needs (SEN)/disabilities.
- We identify the specific needs of children with SEN/disabilities and meet those needs through a range of strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision and, if necessary, make adjustments.

Methods

- We designate a member of staff to be special educational needs co-ordinator (SENCo) and give his/her name to parents.
- The SENCo for our setting is Scott Lloyd.
- We provide a statement showing how we provide for children with SEN/disabilities.
- We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We provide a broad and balanced curriculum for all children with SEN/disabilities.
- We provide a differentiated curriculum to meet individual needs and abilities.

- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with SEN/disabilities.
- We ensure that children with SEN/disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities.
- We provide resources (human and financial) to implement our SEN/disability policy.
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
- We provide in-service training for practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer.
- We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

This policy was adopted at a meeting of

Sunnydays@ALPS

Held on (date)

07-013-12

Signed on behalf of the Management Committee/Proprietor



Role of signatory (e.g. chairperson etc.)

Chairperson

Food and drink policy

Statement of intent

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

Aim

At snack and meal times, we aim to provide nutritious food, which meets the children's individual dietary needs. We aim to meet the full requirements of the EYFS on Food and Drink (Safeguarding and promoting children's welfare).

Methods

- Before a child starts to attend the setting, we find out from parents their children's dietary needs and preferences, including any allergies.
- We record information about each child's dietary needs in her/his registration record and parents sign the record to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs - including any allergies - are up to date. Parents sign the up-dated record to signify that it is correct.
- We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes.
- We provide a choice fresh fruit, breadsticks, crackers at snack times along with, whole pasteurised milk or water. We encourage the children to make healthy choices.
- We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.
- Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
- We organise meal and snack times so that they are social occasions in which children and staff participate.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.

- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the session/day.
- In order to protect children with food allergies, we have rules about children sharing and swapping their food with one another.

Packed lunches

This setting cannot provide cooked meals and children are required to bring packed lunches, we:

- ensure perishable contents of packed lunches are refrigerated;
- inform parents of our policy on healthy eating;
- encourage parents to provide sandwiches with a healthy filling, fruit, and milk based deserts such as yoghurt or creme fresh (petit filou). We discourage drinks that are high in sugar content and provide children with water at lunch time.
- discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes, biscuits or chocolate. We reserve the right to return this food to the parent as a last resort;
- provide children bringing packed lunches with plates and cups and cutlery; and
- ensure staff sit with children to eat their lunch so that the mealtime is a social occasion.
- Request that packed lunches do not contain nut products or peanut butter due to the dangers of anaphylaxis

This policy was adopted/reviewed at a meeting of

Sunnydays@ALPS

Held on (date)

07-03-12

Signed on behalf of the Management Committee/Proprietor



Role of signatory (e.g. chairperson etc.)

Chairperson

Safeguarding Children policy

Statement of intent

Our setting will work with children, parents and the community to ensure the safety of children and to give them the very best start in life. Safeguarding children is everyone's responsibility and a child's needs must come first.

Any concerns regarding 'safeguarding children' are passed on to the Children's Social Care Access Centre, the number is 01905 768054, their advice and guidance will be taken.

The key commitments of the policy for safeguarding children.

1. The Setting is committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.
2. The Setting 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 set down by the Worcestershire Safeguarding Children Board
3. The Setting is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and listened to.

Aims

Our aims are to carry out this policy by:

- promoting children's right to be strong, resilient and listened to by creating an environment in our setting that encourages children to develop a positive self image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background;
- promoting children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence;
- promoting children's right to be strong, resilient and listened to by enabling children to have the self confidence and the vocabulary to resist inappropriate approaches;
- helping children to establish and sustain satisfying relationships within their families, with peers, and with other adults; and
- working with parents to build their understanding of and commitment to the principles of safeguarding all our children.

The legal framework for this work is:

Primary legislation

The Early Years Foundation Stage (statutory Framework)

The Childcare Act 2006

The Children Act 1989 - s 47

The Protection of Children Act 1999

Data Protection Act 1998

The Children Act 2004 (Every Child Matters)

The Children (NI) Order

The Children (Scotland) Order

Guidance

Your Role and Responsibility in Child Protection / Safeguarding Children (2006)

What to Do if You are Worried a Child is Being Abused (2004)

The Framework for the Assessment of children in Need and Their Families (2000)

Working Together to Safeguard Children (revised 1999)

The Common Assessment Framework 2005

Secondary Legislation

Sexual Offences Act (2003)

Criminal Justice and Court Services Act (2000)

Human Rights Act (1999)

Race Relations (Amendment) Act (2000)

Race Relations (Amendment) Act (1976) Regulations

Rehabilitation of Offenders Act 1974

Liaison with other bodies

- We work within the Worcestershire Safeguarding Children Board (WSCB) guidelines.
- We have information on 'Your Role and Responsibility in Child Protection/ Safeguarding Children' for parents and staff and all staff are familiar with what to do if they have concerns.
- We have procedures for contacting the Access Centre on Safeguarding Children issues, in any emergency, for the setting and Children's Services to work well together. If we have any concerns we will contact the Access Centre for their guidance and speak to the Duty Social Worker.
- We notify the registration authority (Ofsted: 0300 123 1231) of any incident or accident and any changes in our arrangements which may affect the wellbeing of children.
- If a referral is to be made to the local authority Children's Services department, we act within the Worcestershire Safeguarding Children Board (WSCB) guidance in deciding whether we must inform the child's parents at the same time.

Methods

Key Commitment 1

The Setting is committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.

Staffing and volunteering

- Our designated person (a member of staff) who co-ordinates Safeguarding Children issues is

Scott Lloyd

- Our designated officer (a committee member) who oversees this work is

Adrian Guest

- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Criminal Records Bureau before posts can be confirmed.
- 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 Criminal Record Bureau checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children, all references are verified.
- Volunteers do not work unsupervised.
- We abide by the Independent Safeguarding Authority (ISA) requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have lead to dismissal for reasons of Safeguarding Children concern.
- 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.

Key Commitment 2

The Setting 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 set down in the WSCB guidelines (2006.)

Method

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual as well as neglect.
- 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.

- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the setting leader or manager who is acting as the 'designated person'. The information is stored on the child's personal file.
- Staff in the setting take care not to influence the outcome either through the way they speak to children or by asking leading question of children.

Allegations against staff

- We ensure that all parents know how to complain about staff or volunteer action within the setting, which may include an allegation of abuse.
- We follow the guidance of the WSCB when responding to any complaint that a member of staff or volunteer has abused a child.
- We respond to any disclosure by children or staff that abuse by a member of staff may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to the local authority's Children's Service Access Centre to investigate and notify OFSTED at the same time.
- We co-operate entirely with any investigation carried out by Children's Services Social Care, in conjunction with the police and OFSTED.
- Our policy is to suspend the member of staff on full pay 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.
- If an allegation is made against the Registered body or the DSMS then OFSTED and the ISA must be contacted. In the case where it is the DSMS then the committee will offer support or if it is the Registered Body the DSMS will offer support. An allegation is not discusses with the alleged.

Disciplinary action

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

Key Commitment 3

The Setting is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering young children, through its curriculum, promoting their right to be strong, resilient and listened to.

Method

Training

- We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and symptoms of possible physical abuse, emotional abuse, sexual abuse and neglect and so that they are aware of the local authority guidelines for making referrals.
- We ensure that all staff know the procedures for reporting and recording their concerns in the setting.

Planning

The layout of the rooms allows for constant supervision. No child is left alone with staff for a prolonged period in a one to one situation without being visible to others; If a member staff must leave the room then doors are left open so that staff can hear what is going on and these times are kept to a minimum.

Curriculum

- We introduce key elements of Safeguarding Children 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 so that they develop 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.

Disclosures

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

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

The member of staff may only ask open ended questions.

Recording suspicions of abuse and disclosures

Staff make a record of:

- the child's name;
- the child's address;
- the age of the child;
- the date and time of the observation or the disclosure;
- an objective record of the observation or 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 the child's personal file.

The Setting's copy of the publication 'Safeguarding Children Record' contains detailed procedures for this as well as a template form for recording concerns and making a referral.

All members of staff know the procedures for recording and reporting.

Informing parents

- Parents are normally the first point of contact.
- If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the WSCB does not allow this.
- This will usually be the case if it is thought the child may be in danger. In these cases the investigating officers will inform parents.

Confidentiality

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the WSCB.

Support to families

- The setting believes in building trusting and supportive relationships with families, staff and volunteers in the group.
- The setting makes clear to parents its role and responsibilities in relation to Safeguarding Children, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local Children's Services Social Care department.
- The setting continues to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- 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 procedure and only if appropriate under the guidance of the WSCB.

This policy was adopted/reviewed at a meeting of :

Sunnydays@ALPS

Held on (date)

07-03-12

Signed on behalf of the Management Committee/Proprietor



Role of signatory (e.g. chairperson etc.)

Chairperson

Confidentiality policy

Statement of intent

It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting.

Aim

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

Methods

Any information is shared under the guidance of the WSCB and the Data Protection Act.

We keep two kinds of records on children attending our setting:

1. Developmental records

- These include observations of children in the setting, samples of their work, summary developmental reports and records of achievement.
- They are usually kept in the playroom and can be accessed, and contributed to, by staff, the child and the child's parents.

2. Personal records

- These include registration and admission forms, signed consents, and correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.
- These confidential records are stored in a lockable file or cabinet and are kept secure by the person in charge in an office or other suitably safe place.
- Parents have access, in accordance with the access to records procedure, to the files and records of their own children but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.

Other records

- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- Students on recognised qualifications and training, when they are observing in the setting, are advised of our confidentiality policy and required to respect it.

Access to personal records

Parents may request access to any records held on their child and family following the procedure below.

- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the setting leader or manager.
- The setting leader informs the chairperson of the management committee and sends a written acknowledgement.
- The setting commits to providing access within 14 days - although this may be extended.
- The setting's leader or manager and chairperson of the management committee prepare the file for viewing.
- All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. A copy of these letters are retained on the file.
- 'Third parties' include all family members who may be referred to in the records.
- It also includes workers from any other agency, including social services, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
- When all the consents/refusals to disclose have been received these are attached to the copy of the request letter.
- A photocopy of the complete file is taken.
- The setting leader and chairperson of the management committee go through the file and remove any information which a third party has refused consent to disclose. This is best done with a thick black marker, to score through every reference to the third party and information they have added to the file.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- The 'clean copy' is photocopied for the parents who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by the setting leader, so that it can be explained.
- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another (third party) agency.

Staff Confidentiality Agreement

All Staff, paid or volunteers are required to sign a Confidentiality Agreement, which is then kept in their records.

All the undertakings above are subject to the paramount commitment of the setting, which is to the safety and well-being of the child. Please see also our policy on Safeguarding Children.

This policy was adopted/reviewed at a meeting of

Sunnydays@ALPS

Held on (date)

07-01-12

Signed on behalf of the Management Committee/Proprietor



Role of signatory (e.g. chairperson etc.)

Chairperson

Non-collection of children policy

Statement of intent

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

Aim

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

Methods

- Parents of children starting at the setting are asked to provide specific information which is recorded on our Registration Form, including:
 - 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, addresses, telephone numbers of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent;
 - information about any person who does not have legal access to the child
- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they record the name, address and telephone number of the person who will be collecting their child in the child's records. We agree with parents how to verify the identity of the person who is to collect their child.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up procedures. We provide parents with our contact telephone number. We also inform parents that - in the event that their children are not collected from setting by an authorised adult and the staff can no longer supervise the child on our premises - we apply our child protection procedures as set out in our child protection policy.
- If a child is not collected at the end of the session/day, we follow the following procedures:
 - If no alternative arrangements have been made, 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.
- 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 Services department (telephone number: 01905 768054 or 01905 768020 out of hours)
- 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 worker;
- Childcare services will aim to find the parent or relative if they are unable to do so, the child will be admitted into the care of the local authority.
- Under no circumstances are staff to go to look for the parent, nor do they take the child home with them.
- A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional time worked by our staff.
- Ofsted may be informed.
- Our Improvement Advisor (Sarah Lewis) may also be informed.

This policy was adopted/ reviewed at a meeting of

Sunnydays@ALPS

Held on (date)

07-03-12

Signed on behalf of the Management Committee/Proprietor



Role of signatory (e.g. chairperson etc.)

Chairperson

Complaints procedure

Statement of intent

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

Aim

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

Methods

To achieve this, we operate the following complaints procedure. All settings are required to keep a 'summary log' of all complaints that reach stage 2 or beyond. This is to be made available to parents as well as to Ofsted inspectors

Making a complaint

Stage 1

- Any parent who has a concern about an aspect of the setting's provision talks over, first of all, his/her worries and anxieties with the setting leader.
- Most complaints should be resolved amicably and informally at this stage.

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to Stage 2 of the procedure by putting the concerns or complaint in writing to the setting leader and the owner/ chair of the management committee.
- For parents who are not comfortable with making written complaints, there is a template form for recording complaints available from the Setting; the form may be completed with the person in charge and signed by the parent.
- The setting stores written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, the setting leader may wish to store all information relating to the investigation in a separate file designated for this complaint.
- When the investigation into the complaint is completed, the setting leader or manager meets with the parent to discuss the outcome.
- When the complaint is resolved at this stage, a summary of points are logged in the Complaints Summary Record.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the setting leader and the owner/chair of the management committee. The parent should have a friend or partner present if required and the leader should

have the support of the chairperson of the management committee, or the proprietor/senior manager, present.

- An agreed written record of the discussion is made as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summary of points is logged in the Complaints Summary Record.

The role of the Office for Standards in Education, Early Years Directorate (Ofsted)

Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Welfare Requirements are adhered to.

- The address and telephone number of our Ofsted regional centre are:

Piccadilly Gate, Store Street, Manchester, M1 2WD

0300 123 1231

- These details are displayed on our setting's notice board.
- If a child appears to be at risk, our setting follows the procedures of the Worcestershire Safeguarding Children Board (WSCB) .
- In these cases, both the parent and setting are informed and the setting leader works with OFSTED or WSCB to ensure a proper investigation of the complaint, followed by appropriate action.

Records

- A record of complaints against our setting and/or the children and/or the adults working in our setting is kept, including the date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all complaints is recorded in the Complaints Summary Record which is available for parents and OFSTED inspectors on request.

This policy was adopted/reviewed at a meeting of

Sunnydays@ALPS

Held on (date)

07-01-12

Signed on behalf of the Management Committee/Proprietor



Role of signatory (e.g. chairperson etc.)

Chairperson

Staffing and employment policy

Statement of intent

We provide a staffing ratio in line with the requirements of the EYFS (Early Years Foundation Stage) to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and we carry out checks for criminal and other records through the Criminal Records Bureau in accordance with statutory requirements.

Aims

To ensure that children below school age and their parents are offered high quality early years care and education.

Methods

- To meet this aim we use the following ratios of adult to child:
 - children under two years of age: 1 adult : 3 children;
 - children aged two years of age: 1 adult : 4 children; and
 - children aged three - seven years of age: 1 adult : 8 children.
- A minimum of two staff/adults are on duty at any one time.
- We use a key person system to ensure that each child has a named member of staff with whom to form a relationship and who plans with parents for the child's well-being and development in the setting. The key person is available to discuss with the family for discussion and consultation on their child's progress.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.
- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- Our setting budget allocates resources to training.
- We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy and Child Protection Policy. Other policies and procedures will be introduced within an induction plan.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

- We use Ofsted guidance on obtaining references and criminal record checks through the Criminal Records Bureau for staff and volunteers who will have substantial access to children.
- Staff are required to annually complete a health declaration form and a criminal prosecution declaration.
- We follow up all references before employing a new member of staff, checking out any gaps in employment history.

This policy was adopted/reviewed at a meeting of

Sunnydays @ ALPS

Held on (date)

07-01-12

Signed on behalf of the Management Committee/Proprietor



Role of signatory (e.g. chairperson etc.)

Chairperson

Student placement policy

Statement of intent

This setting recognises that qualifications and training make an important contribution to the quality of the care and education provided by early years settings. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training, including those studying for the CACHE level 2 Certificate in Pre-school Practice and CACHE level 3 Diploma in Pre-school Practice.

Aim

We aim to provide for students on placement with us experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.

Methods

- We require students to meet the 'suitable person' requirements of Ofsted.
- We require schools placing students under the age of 17 years with the setting to vouch for their good character.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
- Students who are placed in our setting on a short term basis are not counted in our staffing ratios.
- Trainee staff employed by the setting may be included in the ratios if they are deemed competent.
- We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.
- We require students to keep to our confidentiality policy.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
- We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

This policy was adopted/ reviewed at a meeting of

Sunnydays@ALPS

Held on (date)

07-01-12

Signed on behalf of the Management Committee/Proprietor



Role of signatory (e.g. chairperson etc.)

Chairperson

Health and safety policy

Statement of intent

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.

Aim

We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.

Methods

The member of staff responsible for health and safety is Scott Lloyd. He/she is competent to carry out these responsibilities. He/she has undertaken health and safety training and regularly updates his/her knowledge and understanding. We display the necessary health and safety poster in

Risk assessment

Our risk assessment process includes:

- checking for hazards and risks indoors and outside, and in our activities and procedures. Our assessment covers adults and children;
- deciding which areas need attention; and
- developing an action plan that specifies the action required, the timescales for action, the person responsible for the action and any funding required.

We maintain lists of health and safety issues, which are checked:

- daily before the session begins;
- when a full risk assessment is carried out.

Insurance cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed in the entrance hall.

Awareness raising

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- Health and safety issues are explained to the parents of new children so that they understand the part played by these issues in the daily life of the setting.

- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at staff meetings.
- We have a no smoking policy. Smoking is not permitted in the building. All persons are requested not to smoke near to the building. Eg when waiting to drop off or pick up children.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

Children's safety

- We ensure all staff employed have been checked for criminal records by an enhanced disclosure from the Criminal Records Bureau.
- Staff must not be under the influence of alcohol or under the influence of any substance which may affect their ability to care for children. Staff may be sent home, without pay, found suspected or found to be under such influence.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults must be present.

Security

- Systems are in place for the safe arrival and departure of children. The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults - staff, volunteers and visitors - are recorded.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- The personal possessions of staff and volunteers are securely stored during sessions.

Windows

- Low level windows are made from materials that prevent accidental breakage or are made safe, these are normally kept locked.
- High level windows may be opened for ventilation, these are completely out of reach for the children

Doors

- We take precautions to prevent children's fingers from being trapped in doors.

Floors

- All surfaces are checked daily to ensure they are clean and not uneven or damaged.

Kitchen

- Children do not have unsupervised access to the kitchen.
- All surfaces are clean and non-porous.
- There are separate facilities for hand-washing and for washing up.

- Cleaning materials and other dangerous materials are stored out of children's reach.
- When children take part in 'cooking' activities, they:
 - are supervised at all times;
 - are kept away from hot surfaces and hot water; and
 - do not have unsupervised access to electrical equipment.

Electrical/gas equipment

- Our electrical switchgear/meter cupboard is not accessible to the children.
- Electric sockets are properly guarded and the children are taught not to touch them.
- There are sufficient sockets to prevent overloading.
- Lighting and ventilation is adequate in all areas.

Storage

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

Outdoor area

- Our outdoor area is securely fenced.
- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- All outdoor activities are supervised at all times.

Hygiene

- We regularly seek information from the Environmental Health Department and the Health Authority to ensure that we keep up to date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the setting which includes play room, kitchen, toilets and nappy changing areas.
- We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
- The toilet area is kept clean and nappies are disposed of hygienically.
- We implement good hygiene practices by:
 - cleaning tables between activities;
 - checking toilets regularly;

- wearing protective clothing - such as aprons and disposable gloves - as appropriate;
- providing sets of clean clothes;
- providing tissues and wipes; and
- using disposable hand towels

Activities

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials - including paint and glue - are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children who are sleeping are checked regularly.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.

Food and drink

- Staff who prepare and handle food receive appropriate training and understand - and comply with - food safety and hygiene regulations.
- All food and drink is stored appropriately.
- Hot drinks are carried through the play area on a tray and are not placed within reach of children.
- Snack and meal times are appropriately supervised and children do not walk about with food and drinks.
- Fresh drinking water is available to the children at all times.
- We operate systems to ensure that children do not have access to food/drinks to which they are allergic. Any dietary requirements or allergic information is clearly displayed .

Outings and visits

- We have agreed procedures for the safe conduct of outings.
- Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the setting.
- Parents always sign consent forms before major outings.
- A risk assessment is carried out before an outing takes place.

- Our adult to child ratio is high, normally one adult to two children.
- Named children are assigned to individual staff to ensure each child is individually supervised and to ensure no child gets lost and that there is no unauthorised access to children.
- Outings are recorded in an outings record book stating:
 - the date and item of outing
 - the venue and mode of transport
 - names of staff assigned to named children
 - time of return
- Staff take a mobile phone on outings, and supplies of tissues, wipes, pants etc as well as a mini first aid pack, a snack and water. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.
- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.
- A minimum of two staff should accompany children on outings and a minimum of two should remain behind with the rest of the children.

Missing child

If a child goes missing from the setting

- The person in charge will carry out a thorough search of the building and garden.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- Person in charge talks to staff to establish what happened
- If the child is not found the parent is contacted and the missing child is reported to the police.

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

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

- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.
- The person in charge contacts the chairperson of the management committee who comes down to the setting as soon as possible.

The investigation

- The management committee chairperson carries out a full investigation taking written statements from all the staff present at the time, or who were on the outing.
- The key person/ staff writes an incident report detailing:
 - the date and time of the report;
 - what staff/ children were in the group/outing;
 - when the child was last seen in the group/outing;
 - what has taken place in the group/outing since then; and
 - the time it is estimated that the child went missing.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children's Services may be involved if it seems likely that there is a child protection issue to address.
- The incident is reported under RIDDOR arrangements and is recorded in the incident book; the local authority health and safety officer may want to investigate and will decide if there is a case for prosecution.
- OFSTED is informed.
- The Insurance Department is informed.

Animals

- Animals visiting the setting are free from disease and safe to be with children, and do not pose a health risk.
- Children wash their hands after contact with animals.
- Outdoor footwear worn to visit farms are cleaned of mud and debris and should not be worn indoors.

Fire safety

- Fire doors are clearly marked, never obstructed and easily opened from inside.
- Smoke detectors/alarms and fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:

- clearly displayed in the premises;
- explained to new members of staff, volunteers and parents; and
- practised regularly at least once every six weeks.
- Records are kept of fire drills and the servicing of fire safety equipment.

First aid and medication

At least one member of staff with current first aid training is on the premises or on an outing at any one time. The first aid qualification includes first aid training for infants and young children.

Our first aid kit:

- complies with the Health and Safety (First Aid) Regulations 1981;
- is regularly checked by a designated member of staff and re-stocked as necessary;
- is easily accessible to adults; and
- is kept out of the reach of children.

At the time of admission to the setting, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.

Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.

Our accident book:

- is kept safely and accessibly;
- all staff and volunteers know where it is kept and how to complete it; and
- is reviewed at least half termly to identify any potential or actual hazards.

Ofsted is notified of any injury requiring treatment by a general practitioner or hospital doctor, or the death of a child or adult.

When there is any injury requiring general practitioner or hospital treatment to a child, parent, volunteer or visitor or where there is a death of a child or adult on the premises, we make a report to the Health and Safety Executive using the format for the Reporting of Injuries, Diseases and Dangerous Occurrences.

Dealing with incidents

We meet our legal requirements for the safety of our employees by complying with RIDDOR (the Reporting of Injury, Disease and Dangerous Occurrences Regulations). We report to the Health and Safety Executive:

- any accident to a member of staff requiring treatment by a general practitioner or hospital; and
- any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident but could have done, such as a gas leak.

- Any dangerous occurrence is recorded in our Incident Book. See below.

Information for reporting the incident to Health and Safety Officer is detailed in the Pre-school Learning Alliance's publication, Accident Record.

Our Incident Book

- We keep an incident book for recording incidents including those that are reportable to the Health and Safety Executive as above.
- These incidents include:
 - break in, burglary, theft of personal or the setting's property;
 - fire, flood, gas leak or electrical failure;
 - attack on member of staff or parent on the premises or near by;
 - any racist incident involving a staff or family on the centre's premises;
 - death of a child, and
 - a terrorist attack, or threat of one.
- In the incident book we record the date and time of the incident, nature of the event, who was affected, what was done about it - or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, should also be recorded.
- In the unlikely even of a terrorist attack we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety Policy will be followed and staff will take charge of their key children. The incident is recorded when the threat is averted.
- In the unlikely even of a child dying on the premises, the emergency services are called, and the advice of these services are followed.
- The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file.

Administration of medication

- Prescribed medication may be administered. It must be in-date and prescribed for the current condition.
- Non-prescription medication e.g. pain and fever relief or teething gel may be administered, but only with prior written consent of the parent and only when there is a health reason to do so. Children under 16 should never be given medicines containing aspirin unless it has been prescribed for that child by a doctor.
- Children taking medication must be well enough to attend the setting.
- Children's medication are stored in their original containers, are clearly labelled, inaccessible to the children and stored strictly in accordance with the product instructions including the prescriber's instructions for administration.
- Parents give prior written permission for the administration of medication. This states the name of the child, name/s of parent(s), date the medication starts, the name of the medication and prescribing doctor, the dose and times, or how and when the medication is to be administered.

- The administration is recorded accurately each time it is given and is signed by staff. Parents sign the record book to acknowledge the administration of a medicine.
- If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.

Sickness

Our policy for the exclusion of ill or infectious children is discussed with parents. This includes procedures for contacting parents - or other authorised adults - if a child becomes ill while in the setting.

- We do not provide care for children who are unwell, have a temperature, or sickness and diarrhoea, or who have an infectious disease.
- Staff and children should be absent from the setting until they have been symptom free for 48 hours.
- Children with headlice are not excluded, but must be treated to remedy the condition.
- Parents are notified if there is a case of headlice in the setting.
- Parents are notified if there is an infectious disease, such as chicken pox.
- HIV (Human Immunodeficiency Virus) may affect children or families attending the setting. Staff may or may not be informed about it.
- Children or families are not excluded because of HIV.
- Good hygiene practice concerning the clearing of any spilled bodily fluids is carried out at all times.
- Ofsted is notified of any infectious diseases that a qualified medical person considers notifiable.

Safety of adults

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store equipment or to change light bulbs they are provided with safe equipment to do so.
- All warning signs are clear and in appropriate languages.
- The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues that need to be addressed.

Records

In accordance with the EYFS, we keep records of:

Adults

- names and addresses of all staff on the premises, including temporary staff who work with the children or who have substantial access to them;
- names and addresses of the owners or of all members of the management committee;
- all records relating to the staff's employment with the setting, including application forms, references, results of checks undertaken etc.

Children

- names, addresses and telephone numbers of parents and adults authorised to collect children from setting;
- details of persons having legal access or parental responsibility of the child
- the names, addresses and telephone numbers of emergency contacts in case of children's illness or accident;
- the allergies, dietary requirements and illnesses of individual children;
- the times of attendance of children, staff, volunteers and visitors;
- accidents and medicine administration records;
- consents for outings, administration of medication, emergency treatment; and
- accidents; and
- incidents.

In addition, the following procedures and documentation in relation to health and safety are in place:

- Risk assessment.
- Record of visitors.
- Fire safety procedures.
- Fire safety records and certificates.
- Operational procedures for outings.
- Administration of medication.
- Prior parental consent to administer medicine.
- Record of the administration of medicines.
- Prior parental consent for emergency treatment.
- Accident record.
- Sick children.
- No smoking.

This policy was adopted/reviewed at a meeting of

Sunnydays@ALPS

Held on (date)

07-01-12

Signed on behalf of the Management Committee/Proprietor



Role of signatory (e.g. chairperson etc.)

Chairperson

Equipment and resources policy

Statement of intent

We believe that high quality early years care and education are promoted by providing children with safe, clean, attractive, developmentally appropriate resources, toys and equipment.

Aim

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

Methods

In order to achieve this aim we:

- provide play equipment and resources that are safe and - where applicable - conform to the BSEN safety standards or Toys (Safety) Regulation (1995);
- provide a sufficient quantity of equipment and resources for the number of children;
- provide resources that promote all areas of children's learning and development, which may be child or adult led;
- select books, equipment and resources that promote positive images of people of all colours, cultures and abilities, are non-discriminatory and avoid racial and gender stereotyping;
- provide play equipment and resources that promote continuity and progression, provide sufficient challenge and meet the needs and interests of all children;
- provide made, natural and recycled materials that are clean, in good condition and safe for the children to use;
- provide furniture that is suitable for children and furniture that is suitable for adults;
- store and display resources and equipment where children can independently choose and select them;
- regularly check all resources and equipment that are available at each session and ensure they are put away at the end of each session. We repair and clean, or replace, any unsafe, worn out, dirty or damaged equipment;
- use the local library and toy library to introduce new books and a variety of resources to support children's interests; and
- plan the provision of activities and appropriate resources so that a balance of familiar equipment and resources and new exciting challenges is offered.

This policy was adopted/reviewed at a meeting of

Sunnydays@ALPS

Held on (date)

07-01-12

Signed on behalf of the Management Committee/Proprietor



Role of signatory (e.g. chairperson etc.)

Chairperson

Whistle Blowing Policy

Definition:

Whistleblowing is raising a concern about malpractice within an organisation.

Our aim and Method

This group is an organisation committed to delivering a high quality pre-school service, promoting organisational accountability and maintaining public confidence.

This policy provides individuals in the workplace with protection from victimisation or punishment where they raise a genuine concern about misconduct or malpractice in the organisation. The policy is underpinned by the Public Interest Disclosure Act 1998, which encourages people to raise concerns about misconduct or malpractice in the workplace, in order to promote good governance and accountability in the public interest. The Act covers behaviour, which amounts to:

- A criminal offence
- Failure to comply with any legal obligation
- A miscarriage of justice
- Danger to health and safety of an individual and/or environment
- Deliberate concealment of information about any of the above.

It is not intended that this policy be a substitute for, or an alternative to the group's formal Grievance Procedure, but is designed to nurture a culture of openness and transparency within the organisation, which makes it safe and acceptable for employees and volunteers to raise, in good faith, a concern they may have about misconduct or malpractice.

An employee or volunteer who, acting in good faith, wishes to raise such a concern should normally report the matter to the manager who will advise the employee or volunteer of the action that will be taken in response to the concerns expressed. Concerns should be investigated and resolved as quickly as possible.

If an employee or volunteer feels the matter cannot be discussed with the manager (Scott Lloyd), he or she should contact our Chair (Adrian Guest on 01527 456856) or OFSTED on 0300 123 1231 for advice on what steps to follow.

A disclosure in good faith to the manager will be protected. Confidentiality will be maintained wherever possible and the employee or volunteer will not suffer any personal detriment as a result of raising any genuine concern about misconduct or malpractice within the organisation.

Misuse of this procedure if proven to be purely malicious, that is, deliberately providing false information, with the intention to harm a person's or the setting's reputation, may result in disciplinary action.

This policy was adopted/reviewed at a meeting of

Sunnydays@ALPS

Held on (date)

07-01-12

Signed on behalf of the Management Committee/Proprietor



Role of signatory (e.g. chairperson etc.)

Chairperson

*Both parents/carers to complete please, persons named on this form must be over 18 and permitted to collect the child. Details of all persons having legal contact/ parental responsibility are required

Sunny Days Day Care –Child Record Form

Name Of Child:

Date of Birth:

Address:
.....

Post Code Home Tel No:

Names of Parents/Carers:

Persons with Partental Responsibility:

Older or younger brothers or sisters:

Home language: Email:

Tel no. of Mother/Carer (during session):..... Mobile

Tel no. of Father/Carer (during session): Mobile

Name and address of Parent not living at child's home and or person's with Legal Contact (if applicable):
.....
.....

Other Emergency Contact Name:

OEC Address:
.....

OEC Tel No. Relationship to Child.....

Doctors name & address:
.....
..... Post Code

Dr's Tel No.

Allergies and any other relevant health information
(use another piece of paper if necessary):
.....
.....

General Permissions

We the parent/carer of hereby give consent/permission for Sunny Day’s staff to:

- Change my son/daughters nappy.
- To apply nappy cream.
- To use wet wipes.
- And on nice hot days to apply sun cream to arms, legs and face.

Note: Any nappy creams or sun creams must be provided and clearly marked with the child’s name by the parent/carer in order to prevent your child suffering from any allergic reactions.

Parent signature Date

Medical Permission slip

We the parent/carer of hereby give consent/ permission for any necessary emergency medical treatment to be administered by a qualified First Aider / Medical Practitioner

Parent signature Date

Photographic Consent

We the parent/carer of hereby give consent/permission to Sunny Day’s Pre School staff to take photographs of my child and display the pictures so that the children can see them.

Parent signature Date

Mediation

In the unlikely event of a disagreement between parent/ preschool I am happy to have a mediator from Early Years and Child Care Service team contact me.

Parent signature Date

Walks

We the parent/carer of hereby give consent/permission to Sunny Day’s Pre School staff to take our childas part of a small group around the block for a ‘looking and listening walk’. (We have a risk assessment in place for ‘walks’

Parent signature Date

Sessions (tick sessions required)

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-1:00					
10:45-2:45					

Declaration

I have read and understand fully the rules and policies of the group. I understand the system of attendance and agree to abide by the rules written down in the policy.

Signed: (Mother/Carer) Date:
(Father/Carer) Date: