WELCOME TO



Charity No: 1044128

Ofsted No: EY395963

Early years provision and

Afterschool /Holiday club care

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Welcome to Little Pippins Pre-school

Thank you for choosing Little Pippins for your child’s education. We are sure you will find the Pre-School a safe and comforting place and it will provide an excellent and fun start to your child’s education.

This booklet has been put together to give you information about our routines and our approach to supporting your child’s learning and development and how we aim to work together with you to best meet your child’s individual needs. This should be read alongside our terms and conditions.

We hope this booklet answers any questions that you may have. Please keep it safe for future reference.

By the end of their time with us, we aim that all our children will;

• be resilient, tenacious and able to tolerate difficulties and set-backs

• be curious, life-long learners

• be independent

• be creative thinkers

• be imaginative

• understand that other people have feelings, and how to take other people’s feelings into account

• have a positive self-image and high self-esteem

• be able to express themselves, their wishes and opinions, confidently

• be able to focus on a chosen task

• be interested in other people’s lives and understand that everyone is different

• be able to share and take turns and respect everyone and the resources.

• love the feeling of achievement when they achieve what they have set out to do

.to have good manners

**Parents**

You are regarded as members of our setting 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 committee runs setting, we also depend on the good will of parents and their involvement to keep going. Membership of the setting carries expectation on you for your support and commitment.

**Ethos and Vision**

Our ethos and vision in the setting is for Little Pippins Preschool to be a fun, friendly and inclusive place for all children to develop, learn and flourish.

Our Pedagogy to achieve this :

• Every minute we are with the children is an opportunity for the children to learn, either from the environment we’ve created, or from the children’s interactions with the adults.

• Warm, kind, relaxed and respectful adults help children to settle quickly. Children feel secure and supported, and from this foundation, are able to access the curriculum to its full advantage.

• Children learn best through play.

• Free flow play allows children to become absorbed in their learning, which helps them to make mental connections upon which further learning is built. Free flow play helps children to be independent, curious and creative. It promotes a calm atmosphere within the setting.

• Access to the outdoors throughout the sessions means that children are able to indulge their need to move, to use gross motor movements, to build their muscles, and to experience all weathers. Some children learn best outdoors, and their need to be outdoors is respected at all times.

• In the Moment Planning means that we can move our children’s learning on in a natural, child-led way. It gives us an in-depth overview of where they are developmentally, and provides a strong line of communication between us and the children’s parents.

• Reflective practice means that teachers are constantly questioning their assumptions and thinking about what is best for the children.

Every child should be given a chance at an education, and we are fully supportive to any child with Sen. We offer all children the same opportunities as each other and make reasonable adjustments to meet every child’s needs.

# Useful Contact Numbers

|  |  |  |
| --- | --- | --- |
| Little Pippins Mobile and landline | Stephanie Penny(Pre-School Manager) | 07879 62350701793495680Littlepippins-preschool@hotmail.com |
| Chairperson | Harri Thompson | Till Oct 2023 |
| Administrator | Rachel Cleary(Deputy Manager) | 07879623507 |
| OFSTED |  | 0300 123 1231 |

# What is the Early Years Foundation Stage?

Welcome to the Early Years Foundation Stage (EYFS), which is how the Government and early years’ professionals describe the time in your child’s life between birth and age 5.

This is a very important stage as it helps your child get ready for school as well as preparing them for their future learning and successes. From when your child is born up until the age of 5, their early years’ experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs.

Nurseries, pre-schools, reception classes and childminders registered to deliver the EYFS must follow a legal document called the Early Years Foundation Stage Framework.

The Early Years Foundation Stage (EYFS) has been reformed is a new EYFS framework that all

schools and settings will follow has been in place since Sept 2021. These national changes have been made to

better support all young children’s learning and development. It is also the aim that the new framework will

better prepare children for the transition into key stage 1.

There are some elements of the EYFS that have not significantly changed and some that have. Below are some

of the key points from the new EYFS reforms that include relevant changes which parents, carers and children

may notice or experience.

• Staff will be spending less time on large amounts of written observations and assessments for evidence

collection. This means they can spend more time supporting and engaging with the children and them

learning and development needs.

• Children will no longer be assessed against statements from an age band category. Instead, staff will

use their experience and knowledge to monitor if a child’s learning and development is on track for

their age.

• The early learning goals at the end of reception have been changed to become more clear and easier to

understand. Staff will use their judgements to assess if the children have met these goals at the end of

the EYFS and inform parents and carers.

• There is an emphasis on improving children’s language and vocabulary through increasing opportunities

for conversations, reading of a wide range of books and holding discussions around activities in other

areas of learning.

• Literacy and numeracy skills focused on in the EYFS have been adapted to better match up with the

national curriculum that starts in year 1.

• There is no longer an exceeding judgement at the end of reception. Children will instead be challenged

to have a greater depth and understanding of ideas.

• Safeguarding and welfare of children is still a priority, with the added mention of teaching children about

the importance of good oral health and how to keep teeth clean and healthy.

How could you help learning and development at home to support the new EYFS?

• Read stories daily to your child and use them as an opportunity to talk about the characters and events

in the story. You could also discuss some of the details children have spotted in the pictures, such as the

character’s facial expressions.

• Have lots of conversations with your child throughout the day. Try and increase their vocabulary by using

a wide range of vocabulary.

• Practice counting with your child and looking at small groups of items. Explore what happens

to numbers when you put these small groups of items together, or split a larger group into two

smaller groups.

• Support your child’s early reading by practicing phonic skills, such as recognising letter sounds and

blending them together to read words. Also, support your child with their writing by checking they are

forming their letters in the correct way and holding a pencil properly.

• Encourage your child to make healthy food and drink choices, especially related to sugar content

and how this can affect teeth. Also, support your child to properly brush their teeth at least twice a

day at home.

• Plan activities that allow your child to be active and develop their strength through large body

movements as well as smaller, more precise movements.

***Our Approach to learning and development and assessment.***

**Learning through play**

Being active and playing supports young children’s learning and development through doing and talking. This is how children learn and think about and understand the world around them. We use the EYFS statutory guidance on education programs to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves and activities planned and led by practitioner.

**Characteristics of Effective learning**

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the EYFS as:

* Playing and Exploring- Engagement
* Active Learning- Motivation; and
* Creating and thinking critically- thinking.

We aim to provide for the characteristic of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

**In the Moment Planning**

From this September 2019 we have changed our planning techniques and recording to ‘In the moment planning’.

This we feel will ensure the setting is more child-led. We have completely re-structured our way of storing our equipment in order to ensure the children are given more free choice during play.

This we hope will give a more enabling environment and will allow the children to explore and investigate through their play.
This system will also bring you as parents in to our planning structure and allow them a more in-depth sight into their child’s preschool life.
We ask you as parents and carers to please support us in this change.
It has been very much trial and error over the last couple of months, but , as we mould the system to working in the environment we have, however we feel the outcome will be well worth it.

The cycle of observation, assessment, planning, observation is carried out on a moment-by-moment basis.
We aim to have approximately 6/8 ‘named focus children’ each week.
We are still keeping to the Key Person system.

The parents/carer’s role in our new system If your child is due to be a ‘focus child’ we will give you a parent consultation sheet to fill in the week before. We value the knowledge and understanding you have of your child and would really appreciate it if you would share anything significant happening in your child’s life at that moment with us. Together we can plan activities to meet your child’s needs. This will help us to plan for their future learning and development.

Activities that occur are recorded when the cycle is complete. These records are on the learning journeys for the focus children for activities in which children have become involved.

**Progress and Development**

When children show high levels of involvement, that is when there is progress and development occurring – when the brain is at its most active. High level involvement occurs most often when children are able to pursue their own interests in an enabling environment supported by skilled staff. Planning in the moment helps to make this possible.

**The Role of the Adult**

The adults are there to facilitate learning. They do this through observations and interactions.
Our adults know the children very well and have a sound understanding of child development. This ensures that the adults enhance and extend the learning at the appropriate level.

# Assessment

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. This is now limited with the changes from the EYFS, as we are spending more time with your children engaging and playing with them, rather than being stuck behind a tablet. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development through our blossom app.

We make periodic assessment summaries of children’s achievement based on our ongoing development records. These form part of children’s records of achievement. We undertake these assessment summaries at regular intervals as well as times of transition, such as when a child moves into a different group or when they go on to school. We will also send home observations and projects for your children to do at home with you. We ask for parents comments and observations from home to go in the children learning journey to see if the children as the same or different interest and next steps in a different environment.

***Working Together for your children***

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. 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
* All ow the children to explore and be adventurous in safety.

# Little Pippins Committee

A Parent management committee—whose members are elected by the parents of the children who attend the Pre-School— manages the Pre-School. The elections take place at the Pre-School’s Annual General Meeting. The Committee is responsible for:-

1. Managing the Pre-School’s finances
2. Employing and managing the staff
3. Making sure that the Pre-School has and works to polices which help it to provide a high quality of service.
4. Making sure that the Pre-School works in partnership with parents.
5. Raise funds for the setting.

The AGM is open to the parents of all children who attend the Pre-School. It is our shared forum for looking back over the previous year’s activities and shaping the coming year’s plans. This is normally held in September/October. We ask all parents to attend as the Pre-School would have to close if the recommended number does not attend.

Without the committee Little Pippins Pre-School cannot exist. Parents can make a real contribution by attending the AGM and/or becoming a committee member.

The committee responsible for Little Pippins Pre-School for the year 2022/2023 are:

Officers

|  |  |  |
| --- | --- | --- |
| Chairperson: | Harri Thompson |  |
| Vice Chair: |  |  |
| Secretary:Treasurer:Committee:Fundraising | Zoey Edington Julie Jeans |  |
| Committee Member: | Madison BondTarryn Huyser Jo LovellSophie WaggottClaire Wright |  |
| Administrator:(Committee Advisor)Staff Representative | Rachel Cleary Stephanie Penny |  |

# Staff

The staff who work at Little Pippins Pre-School are:

|  |  |  |
| --- | --- | --- |
| Pre-School Manager: | Stephanie Penny | Level 6/7Early Years Professional Status |
| Deputy (management) /Administrator /Assistant  | Rachel Cleary  | BA Hons |
| Room lead | Kimberley Watkins  | Level 3 (Going on maternity leave August 2023) |
| Deputy Room Lead  | Hayley McKeown  | Level 3  |
|  | Grace Hedge | Level 2 Training Level 3  |
|  | Hannah Gladwell  | Level 3 |
|  | Vicki Kershaw  | Training Level 2  |
|  | Annie Sharp | Training Level 2  |
|  | Shannon Sewell | Level 2  |
| Pippins Room 2-3 years /Afterschool Staff: |  |  |
| Room Lead | Marie Birch | Level 3 |
| Deputy Room lead  | Tamsin Strange  | Unqualified Training Level 3 |
|  | Ellie Gale  | Level 2 |
|  | Angela Collier | Level 2 |
|  | Laura Smith  | Training Level 2 |
|  | Sharna Midwinter  | Training Level 2  |
|  | Sue Munro | Level 3  |
|  | Jennie Bowling  | Level 3 |
|  | Selina Collier | Training Level 2  |
|  |
| Blossom room 0-2 Years  | Staff due to start from August 2023 |  |

All staff at Little Pippins Pre-School are governed by OFSTED. Little Pippins Pre-School makes full use of the training courses and facilities provided by the EYA/SBC and run an incentive scheme for staff to train for recognised relevant qualifications. All staff have DBS checks before commencing employment.

As well as recognition by outside agencies, the personal attributes and skills of the staff combine to make the children feel secure and happy in the setting.

In our setting we maintain the ratio of adults to children in the setting that is set through the Welfare Requirements. We also have volunteer parent helpers where possible to complement these rations. Staff in the setting work on a maximum ratio of 1:8 for our 3-4 year olds; and ratios for our 2 year olds are 1:4, under 2’s 1:3 this remains the same for outside activities. 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.

Bank staff and volunteers are also DBS checked if they are helping out on a regular basis.

Staff training As well as gaining qualifications in Early Years Care and Education, Our Setting staff take part in further training to help them to keep up to date with new developments and changes in practice. Currently all staff hold certificates in First Aid, Food Hygiene and Safeguarding. Our setting also keeps itself up to date in Early Years Care and Education through regular Government and Local authorities’ publications and training.

# Parental Support/Involvement

As a member of the Early Years Alliance, Little Pippins Pre-School recognises parents as the first and most important educators of their children. All of the staff see themselves as co-workers with you in providing care and education for your child. There are many ways in which parents take part in making the Pre-School a welcoming and stimulating place for the children and themselves, such as:

1. Exchanging knowledge about their children’s needs activities, interests and progress with the staff.
2. Helping at sessions of the rooms- Stay and play.
3. Sharing their own special interests with the children
4. Helping to provide, make and look after the equipment and materials used in the children’s play activities.
5. Being part of the management of the Little Pippins
6. Taking part in events and informal discussions about the activities and curriculum provided by the Pre-School.
7. Joining in community activities in which the Pre-School takes part; and
8. Building friendships with other parents in the Pre-School.

The Pre-School has a parent/Grandparent Rota which you can add you name to if you would like to help at a particular session or sessions when your child attends Pre-School. Helping at sessions enables you to see what the day-to-day life of the Pre-School is like. Parents are encouraged to volunteer at least once a term. Parents who volunteer have access to a step-by-step guide on what is required of them and must follow all of our policies and procedures- including child protection information.

If you have an interest or job, which you think, may benefit the children, feel free to speak to the staff who will be happy to discuss this further and subsequently arrange this for you.

# Fund Raising

As Little Pippins Pre-School is a charity, we organise various fund raising events and activities. These events enable us to continue to provide good quality equipment, activities and outings for the children.

# Session Times

The Pre-School is open Monday to Friday 48 weeks a year.. Enclosed you should find details of your allocated hours. But will be made up as follows:

|  |
| --- |
| **Blossom 0-2 year /Pippins 2-3 years and Apple room 3-4years**  |
| Early morning | 8.00am -9am (Early Morning) |
| Am sessions | 9.00-12.00 |
| Pm session | 12.00-3.00 |
| Late pm session | 3.00-6.00 |
| School day | 9.00-3.00 (school day) |
| Full day care | 8am-6pm (full day care ) |
| Extended days 1 | 8am-4pm |
| Extended days 2 | 9am- 5pm |
| Extended days 3 | 9am-6pm |
| Extended days 4 | 9am-4pm |
| **Afterschool club up to 11 years**  |
| Afterschool club  | 3.15pm-6pm (2 ¾ hours) |
| **Orchard Holiday Club children aged 4-9 years11mths**  |
| Early morning | 8.00am -9am (Early Morning) |
| Am sessions | 9.00-12.00 |
| Pm session | 12.00-3.00 |
| Late pm session | 3.00-6.00 |
| School day | 9.00-3.00 (school day) |
| Full day care | 8am-6pm (full day care ) |

Please make sure children arrive at the Pre-School on time. If you arrive 5 minutes late to drop off or pick up your child, you will be changed a late fee.

We are open for 48 weeks each year. We provide care and education for young children between the ages of 3mths and 11 years. Sessions can be increased at the start of new terms, i.e. September, January and April. You will receive session request forms in the half term prior to enable you to do this if spaces are available.

Additionally a Session Increase Form will be available on the main notice board, which you can fill in to notify the Pre-School Manager of your wish to increase sessions if you have not received the Session Request Form. If spaces become available you will be then be notified by the Pre-School Manager.

# Starting/Settling in at Little Pippins

We aim to arrange a New Starters Programme for your child during the first week of term which may mean that they do not initially attend all sessions they have been allocated. This enables us to ensure we only have a few new starters in each day so that they can all be given the same level of attention to help settle them into their new surroundings. Details of your New Starter Programme will be included within your welcome pack.

We offer 3 stay and play sessions for each new starter 2 –sessions which are 30 mins and 1 session of 45mins-1hr , but this is dependent on if a child needs more.

We will be planning a welcome meeting in the June, November and March for all new parents to attend, of which their children will be starting that academic year. These meeting give you a chance to ask any questions you may have, but more importantly we will tell you what the preschool has to offer. What is expected of all parents at the preschool? Information around the EYFS, about the important or partnership working with the preschool and finally you would be able to meet your child’s key person.

Parents are welcome to stay at the setting to settle their children but should speak to the Pre-School Manager who will then arrange for them to sign themselves in on the visitor’s log and read through step by step of helping out guide.

A child who is tense or unhappy will not be able to play or learn properly, so it is important for parents and Pre-School staff to work together to help the child to feel confident and secure in the group. This takes longer for some children than for others and parents should not feel worried if their child takes a while to settle.

# The Session

The Pre-School setting is set up as a workshop style environment, and with this in mind, bare the times we have lunch or the snack bar opens and the time where we have a letters and sound activity at the end of a session, or sessions are completely free flow and we follow the children lead around their interest and support their learning. So every day can be completely different to the day before.

The children have free flow access to the garden as soon as they arrive this contribute to children’s health, their physical development and their knowledge of the world around them.

# Session Routine

***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.

On arrival at the Pre-School the children will leave parents on our main door and come in with a member of staff. On their first day we ask for a bag of spare clothes additional charge items if you decide not to pay and nappies etc. to be brought in and left on your peg.

The book bag needs to be brought in on their first day and will be sent home at the end of the week.

A staff member will take your child down to the room and they will hang up their own coats and bags on named pegs, before entering the room and then self-register, this is done by placing their name accompanied by their picture on to a wall chart.  For children who are about to leave to attend school the name tag will not be accompanied by a picture to help them with recognition.

Once all the children have arrived they can go and choose what they would like to play with either in doors or outside, they can play with whatever toys they wish, but once they have finished playing with something they need to put it back where they found it to keep all toys from getting lost of broken. Staff will set the children challenges throughput activities that they are engaging with so the staff can support and extend their children knowledge and skills.

At the end of the session all the children will be gathered back together, this is when the whole group take part in singing, story time or circle games.  Once the main doors are open the children will be called one at a time to meet the parent/carer at the door.  The children’s book bags are handed to the children at the very end of the session, and singing a goodbye to end the session using sign., some children may go for lunch, or go out to play in the garden for the other children to go home safely.

To enable us to provide the best care for your child we require your support and involvement. To do this we expect you:

* To drop your children of on time and pick them on time
* To advise of any absences
* To pay any monies due punctually
* To read notices that are sent home, check our website, blossom & Facebook page for updates.
* To support fundraising events
* To clearly label clothing
* . (Other drinks can be provided for their lunch but only water can be drunk during session time.)
* To advise the Pre-School Manager of any issues at home that may be affecting the child
* To advise of any change in details; address, phone numbers, etc.
* To attend the Key person parent clinics.
* To advise us of other collecting children and informing them of passwords.

# Photographs/Video

# As an early years setting we are required to gather evidence of the children doing different activities and early years’ goals. As we don’t always have activities out we have been asked by OFSTED to take pictures of the children doing these activities, to go into a file for only OFSTED to see. These pictures will never leave the setting, but you are more than welcome to have a look at them.

# In addition, and as part of our on-going recording for the children’s individual development records, Staff regularly take photographs of the children during their play. These photographs are used for displays, photo albums, for gifts from your child (Mother’s day). Sometimes these photographs may be individual (only of your child) and sometimes they may be of a group of children, depending on what area of development the staff member is observing.

# Photos/videos are stored on the manager’s/deputy manager’s computers only, which are password protected. Images are only stored for the period of time your child attends the setting. If we would like to use an image of your child for training, publication or marketing, we will seek your written permission separately.

# We do however recognise that with the increase use of technologies, particularly digitally and online, the potential for misuse has become greater and we understand that this can give rise to concern. We will therefore endeavour to put effective safeguards in place to protect children and young people by minimising risk. We will seek to protect children’s identity and to limit opportunities for the taking, making and distribution of inappropriate images.

# We have a Camera and Image Policy in place, which you are welcome to view or take a copy of at any time. We are mindful of the fact that for some families, there may be reasons why protecting a child’s identity is a matter of particular anxiety, and if you have special circumstances either now, or at any time in the future which would affect or change you position regarding consent, please let us know immediately, preferably in writing.

# Starting Documents

Before joining Little Pippins you will need to have completed and sent back;

* The Registration and Consent form
* A photo of your child.
* Uniform order form for any uniform and Book bags.
* Calendar
* Guidance to lunchboxes
* Key person information
* Birth Certificate, Red Book
* Additional Service charge agreement and form
* Funding Declaration

All forms will be included in this welcome pack along with an envelope for their return. Please ensure they are returned for processing by the date as specified in the accompanying letter.

# Birth Certificates

During your first week at Little Pippins, it is essential that you show the Pre-School Manager the original of your child’s birth certificate (copies are not acceptable). This is a statutory requirement; we are required to maintain information about the children in our care and, who holds parental responsibility of that child. These are also audited annually to ensure compliance. *If a home visit has been agreed then this should be shown to the Pre-School Manager at this visit.*

# Government Funding

Currently nursery education funding applies from the term after a child becomes three. The starts of funding terms are set as 1st January, 1st April and 1st September. The funding covers 38 weeks of the year which the pre-school is open for.

Each child is entitled to funding of 15/ 30 hours per week. The lunch club is covered by the government funding.

**It is possible to split your funding across more than one setting. Here at Little Pippins though we would request you have a minimum of 2 sessions.**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Prices**  | **Early morning****8am-9am** | **AM session****9am-****12pm** | **Pm Session****12pm-3pm** | **Late Afternoon****3pm-6pm** | **Full day** **8am-6pm** | **School day****9am-3pm** | **Afterschool club****3pm-6pm** | **Additional services- Breakfast, Hot Lunch****Tea**  | **Lunch only** | **Hourly rate**  |
| **Blossom room 3mths to 2 years**  | **£6.75** | **£20.25** | **£20.25** | **£20.25** | **£67.50** | **£40.50** |  | **£4.50** | **£2.00** | **£6.75** |
|  **Pippins 2-3 yrs.** | **£6.15** | **£18.45** | **£18.45** | **£18.45** | **£61.50** | **£36.90** |  | **£4.50** | **£2.00** | **£6.15** |
| **Apple 3-4 years**  | **£5.80** | **£17.40** | **£17.40** | **£17.40** | **£58** | **£34.80** |  | **£4.50** | **£2.00** | **£5.65**  |
| **Afterschool****Club**  **4 years-11 years** |  |  |  |  |  |  |  **G ONLY 4pm- £4.60****5pm- £8.90 (£9.40)****6pm- £13.10 (£13.60)****50p added for walking from HW, HL, RC schools**  | **Hot Tea only £1.50**  |  |  |
| **Holiday club 4-9 years 11mths**  | **Hourly rate for all is £4.50 this includes meals breakfast, lunch and tea with a cold or hot option** |  |  |  |  |

# Fees from September 2023

# What’s included?

Our prices include snacks. Personal care items such as wipes are included. Nappies and Formula milk are not provided by the setting.

**What if the times I am looking at do not appear on the price list?**

If the hours you want are not in the table above for example 9-5 please contact the setting and we will accommodate if possible.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Additional charge /Service | Am session | Pm session  | School day  | Full day  |
| Pippins 2-3 years | £1.50 | £1.50 | £3.00 | £4.00 |
| Apple 3-4 years  | £1.50 | £1.50 | £3.00 | £4.00 |

**What are additional services?**

Funding provided by the department of education is used to provide education and childcare, but does not cover the cost of consumables such as meals and additional resources –such as wipes, waterproofs, high vis jackets, spare clothes, supplies-arts and crafts, PPE etc., Cooking activates, Outside visitors such as forest schools, Jonathon’s jungle roadshow to name a few. These are referred to as additional services that make our setting what it is, a fun, friendly and inclusive place for children to learn and play. The charge is only applicable when funded hours are being used.

***Afterschool club***

Afterschool we provide a fruit snack between 3.15-4pm for free. We offer children a warm or bigger snack for example. Toast, pizza, pasta, wraps soups and beans on toast at an additional cost of £1.50 a day.

We provide a wider range of equipment and toys for all children aged 4-11 years. These include arts and crafts, TV and DVD, Wii games, outdoor activities, cooking activities plus many more.

We provide planned activities daily. We ask the children for ideas on things they would like to do, as well as gathering information from interest sheets which the children fill in at home.

Routine for the day

|  |  |
| --- | --- |
| 3.15-4pm | Children arriving from schools  |
| 3.45-4.15 | Outdoor games |
| 4.15 | Snack time/tea |
| 4.30 | Indoor activities and games- free choice |
| 5.15 | Homework/ quiet time |
| 6pm  | Home time |

For our Under 8's we have separate activities and use the other end of the room to provide activities for them. They also have access to the outdoor area through the session.
Some of the toys we have on offer are: dinosaurs, book corner, and knex, stickle bricks, ball games, board games, farm yard, garage and cars, home corner, Lego, Barbie’s plus much more.

For our Over 8's we have additional activities and resources for the children to access such as: Wii games, just dance, arts and crafts, football, ball games, group outdoor board games, dvd's, movies nights, bracelet making plus much more.

Collection- your child will only be handed over to you or a carer, who knows the child’s password. You must advise us if a friend or relative is collecting your child, which must know the password.

***Transporting all Children***

At Little Pippins Preschool Afterschool Clubs, we collect from 4 local Primary schools. Rodbourne Cheney, Haydon Wick, Haydonleigh and Greenmeadow Primary.

Apart from Greenmeadow Primary, all children are collected from their schools and walked back to preschool, in our walking buses.

A walking bus is a form of transporting students from one site to another. This may be from a

Breakfast club to a school or a school to an after school club. Children and young people are

Chaperoned by a member of Little Pippins Staff.

The aim of a walking bus is to:

 Encourage physical activity by helping children to learn skills to walk safely, how to identify

safe routes to school and the benefits of walking

 Raise awareness of how walk able a community is and where improvements can be made

 Raise concern for the environment

 Reduce crime and take back neighborhoods for people on foot

 Reduce traffic congestion, pollution and speed near schools

 Share valuable time with local community leaders, parents and children.

Our ratios for walking back is 1 adult to every 5 children.

All routes are planned and safe by completing a risk assessment.

When a route is changed or are unable to be shown on a map, staff must hand draw a map and the manger must then have attached a risk assessment for the procedure.

Use Pedestrian crossing where necessary. In the event of crossing at a side road, a staff member must stand in the middle of the road to stop traffic and usher the children across if two members of staff are present. Otherwise they will walk, holding hands and following the stop listen and look rule.

On arrival back at the preschool please make sure all children are signed in. This procedure must be used when transporting children to and from the club.

Maps on routes attached.

When collecting from all schools a register is taken to sign off who has been collected. A bag is also taken which includes HI Vis jackets, for the children to wear, a mobile phone and contact numbers, first aid bag, wet wipes and a pen.

All parents of children walking back to Afterschool club will be asked to sign a permission slip for our walking bus.

Haydonleigh School 3.20- 1.30(Friday)

When collecting the children from Haydonleigh School we collect from their classrooms and we walk around the school and all children are required to wear high vis jackets back to the preschool.

Haydon wick 3.25- 1pm (Friday)

All children at Haydon wick are collected from the playground near the bike shelter and wear high vis jackets back to preschool.

Rodbourne Cheney 3.20- 1.30 (Friday)

When collecting from Rodbourne Cheney, we wait in the playground for the children to meet us to walk back and wear high vis jackets back to preschool.

All school collections have their own registers to sign the children on.

Greenmeadow collection 3.25 -1.10(Friday)

All children are collected from their classrooms as we walk around the school.

Before the children arrive back from school the room is set up for afterschool club providing the children with an activity planned and providing free choice toys and activities to choice from or chill watching tv.

**Rules, Regulations and Procedure**

**Waiting list-**

Once a place becomes available it goes to the next child on the waiting list. A parent may:

* Accept the place
* Not accept the place, but have the child remain in their current position on the list whilst the child beneath takes their place. However, should a place become available and again offered once more, if it is again refused, the child will have to go to the bottom of the list.
* Go to the back of the list
* Refuse the place

A parent has a period of seven days to choose one of the above points starting from the date the place was offered.

b) If one place becomes available to siblings placed next to each other on the waiting list, the parent may decline the place without their position on the waiting list being affected. If two or more places become available to the same number of siblings placed next to each other on the waiting list, the rules above apply.

c) Parents that have children at Little Pippins Afterschool club who also have siblings on the waiting list for that club, will have priority to claim a place or places should it become available for that sibling / siblings. Priority is only given to siblings for any day or days that their brother/s or sister/s currently has at club.

d) If there are two families with siblings at club and on the waiting list, the child / children highest on the waiting list will be offered the place / places first.

Fees

a) The fee is whatever is prescribed from time to time whether or not your child attends.

b) No fees are payable when club is closed or when the school that your child attends is closed for an Inset Day.

c) You can pay by cash or cheque directly to the Manager of the club but we request that you obtain a receipt (please bring in your invoice to be stamped and signed. You can also pay via bank transfer and our bank details are below. Please add your child’s name as the reference or we may not be able to identify your payment.

Cooperative Bank

Account name: Little Pippins Preschool

Sort Code: 08-92-99

Account number: 65246498

We also accept Childcare Vouchers – here are just a few companies we are registered with:

Eden red

Computershare

Sodexho

Kidd vouchers

Care 4

Apple

If you do not see your Childcare Company here, please let us know and we’ll be happy to help you get us registered with them.

**Holidays / Absence**

Fees are payable even if your child is absent (i.e., illness, school trips, holidays etc.) this covers the cost of staff and to keep your space available.

You will not be changed for t d days the preschool is closed, or your school, only if you inform us at the end of the previous term, or our trip days when our provision is closed. Which are indicated on our school calendar which you will receive when you start. School calendars can be found in reception.

If a child is absent from club and/or misses a booked session for a period of four consecutive weeks’ club reserve the right to cancel the place and offer it to another child (whether or not the payment has been made).

 **Leaving Notice**

For any child leaving club and or reducing the number of sessions, four weeks’ term time notice is required or payment in lieu thereof. The first day will begin the day after the notice was given. Only term time weeks will be considered for the notice period.

 **Arrears**

Fees are to be paid in advance. Arrears could result in the loss of a place and court proceedings being brought against you to recover the arrears.

**Yearly Registration**

All parents with children registered with club will be given an opportunity to secure their child’s/children's current places at club and on the waiting list (if applicable), in May or June, for the new school year beginning in September. We will review our contracts annually either in September or December to see if you still require a space.

***Mobile Phones***

We have a strict mobile phone policy and personal phones are not permitted under any circumstances. If your child has a mobile phone with them this will be removed and placed in a safe place until you come to collect them. If you need to contact your child while they are at the club, please call the Little Pippins Landline or Preschool mobile.

# Absences

You are expected to inform the Pre-School if your child will not be attending a session for whatever reason. If your child is unwell contact should be made before the end of the session. If your child is going on holiday the Pre-School Manager should be made aware of this in advance in writing (a child absence form is available in the cloakroom for this purpose). If you do not inform the Pre-School of an absence the child will be marked as Unauthorised Absence in the register.

If a child is absent for a period of 2 weeks we will endeavour to contact you to understand the reason for their absence. If, in the event, no contact is made you will lose your child’s space at the Pre-School.

We have a duty to record all absences whether notified (authorised) or unauthorised and report to local authority if necessary.

***Illness***

# Please let us know if your child is going to be absent.

#  • We can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease. We will refuse admittance to a child who has been given Calpol.

#  • Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to the setting.

#  • After sickness and/or diarrhoea, parents are asked to keep children home for 48 clear hours after their last bout of illness.

# Please let our team know if your child has any condition which may be contagious, (i.e. chickenpox) as soon as possible and please do not bring your child into the setting until they have been treated.

#

# Key Person System

When your child joins Little Pippins Pre-School they will be allocated a key person and parents will be notified in writing of the key person name. You will be notified of your child’s key person when your child starts the setting.

A key person is a designated member of staff who will be responsible for monitoring your child’s development and progress during their time with us. The key person is responsible for keeping up to date records of your child’s progress/achievements and will liaise directly with the Pre-School Manager, and in turn you the parents, regarding any concerns they might have about your child. They are also there to help your child settle in at the beginning of the session and are the immediate contact with parents.

Key person meetings are planned for three times a year. Progress records will also be completed 3 times a year and parents are given a chance to access their child/children’s work if you so wish. You will be given advance notice of the dates of such meetings. Ad-hoc meetings with your child’s key person are welcomed but must be arranged in advance to ensure the correct child/staff ratio can be maintained. We have an open door policy at the preschool, which means at any time you could speak to your child’s key person about their progress, and if you have any concerns.

A diary system on blossom is in place to keep good communication and partnership with parents. This is where we can write down what the child is doing at Pre-School, how they are getting on, if they have tried new foods, etc. These will be filled in at least once a week by a staff member. This gives you a chance to write down what your children has done at home and any new things achieved. These can also be shared with other settings your children attend, or their child-minder, so they can write links in too. We are unable to write in the diaries everyday on what every child has done as this is too time consuming and with our priority being spending time with children this isn’t feasible.

***Facebook and Preschool Website***

Website and Face book

Little Pippins Pre-school has both a website (https://www.littlepippinspreschool.com) and a private Face book page.

The website is intended to provide information to current, previous and future families of the pre-school, whereas the Face book page is for the use of current families only.

The type of information provided on the website includes contact details, opening hours, session costs, routines, forms, newsletters, current policies and procedures, committee info and photo gallery.

The photo gallery is an area where the setting can upload photographs of events which have taken place both inside and outside of the Pre-school. This provides current parents with the opportunity to share experiences with their child and also for the prospective parents to get a feel for the setting and what we can provide for their children.

Whilst the Face book page is for current families and staff only, it is important to make you aware that the website is available for anyone to view and use. We can assure you that the manager and deputy are the only people who are able to upload and or change information on the website and any photographs used will be appropriate and mindful of Safeguarding/Child Protection Policies and Procedures.

It is important that you are also aware that as both the website and Face book page are internet linked there is always a threat of hacking, in these circumstances the Pre-school cannot be held responsible for any such act unknown to Little Pippins Pre-school. The management team can assure you however, that immediate action will be taken if there is evidence of hacking of either the Face book page or website.

**PLEASE DO NOT ADD STAFF AS YOUR FRIENDS AS THIS IS TO PROTECT THE STAFF AND THEIR PERSONAL LIFE.**

# Non-Collection of Children

In the event that a child is not collected by an authorised adult at the end of a Pre-School session, Little Pippins Pre-School will put into practice agreed procedures. These procedures ensure that the child is cared for safely by an experienced and qualified practitioner who is known to the child. Details of the policy can be found in the Policies and Procedures folder kept on the reception table in the setting.

**Parental Responsibility**

Please be aware that the preschool is unable to stop a parent from collecting a child whom they have ‘Parental Responsibility’ for. All parents married or otherwise, of children born after December 2003, have Parental Responsibility of their children if they are named of the Birth Certificate. If a parent with Parental Responsibility wishes to restrict access to another parent with Parental Responsibility, a court order must be sought from a court of law.

If you have any concerns regarding the above, please speak to the preschool manager, who will go over procedures in place to help in these situations.

**Collection of children:**

Little Pippins Pre-school operates a password collection system for occasions where a child’s main carer is not able to collect their child.

In this event, the child’s main carer should ensure Little Pippins Pre-school is provided with the following information (at the earliest possible opportunity);

1. The name of the person collecting their child.
2. The date and time this named person will be collecting their child.

The child’s main carer must ensure that the person collecting is over 16 years of age, has the current password and has photographic ID. They must also ensure that the person collecting is informed the correct time to collect the child.

When a named person arrives at Little Pippins Pre-school to collect a child, they will be asked to complete a collection form, stating their name, the child’s name and the password. A member of staff will then check the password against the one on record before allowing your child to be collected.

Should the situation arise where the pre-school has not been advised of the above information, they will not be able to release your child, until they have been able to contact you by telephone to verify the collection. If the setting staff are unable to contact you, they will not allow your child to be collected. This can result in your child becoming upset and will result in a late charge.

If you give your child’s password to someone whom you later decide is NOT allowed to collect your child, it is imperative you inform the pre-school the pre-school and consequently change the password held on file.

# Confidentiality

It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access Pre-School education. We ensure that all parents can share information in confidence that it will only be used to enhance the welfare of their children. This is why all personal information is kept secure and that parents only have access to their child’s info. Our staff will not discuss personal info except when they affect the children’s needs. Students do not have access to any personal info and our required to respect our policy.

All parent volunteers and Bank Staff are expected to comply with the Pre-School’s Confidentiality Policy.  They will also be expected to sign a confidentiality declaration.

# Code of conduct for Staff, Visitors and Volunteers at preschool

Our setting aims to:

• Work in partnership with parents and careers to help children to provide high quality, safe and stimulating care, and learning and play opportunities for children.

Our setting recognise that parents/carers play the fundamental role in a child’s development and this should be acknowledged as the basis for a partnership between the setting and parents and carers.

All parents and carers 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.

The staff team is committed to working in partnership with parents/carers and aim to achieve this by:

• Encourage parents/carers to take part in the life of the setting and to contribute fully.

• We welcome the diversity of family lifestyles and work with all families

• We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, sexual orientation, religion or social background, such as being a member of a travelling community or an asylum seeker.

Our setting recognise parents as the first and most important educators of their children. All of the staff sees themselves as working in partnership with parents in providing care and education of their child. There are many ways in which parents are encouraged to participate in making the setting a welcoming and stimulating place for children and other parents and carers, such as:

• 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

We also value parents/carers who:

• Take time to share their own special interests with the children

• Help during sessions; either directly with the children or with other staff members and parents/carers.

To enable Pre-School to continue operate according to its high standards of valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families, we expect an all visitors and volunteers, including parents to adhere to a code of conduct.

Code of Conduct:

This code of conduct is for staff, volunteers, parents and carers equally.

The Pre-school staff, committee, volunteers, parents and carers can expect to be treated and treat others with respectful manner and with patience.

**Unacceptable behaviour:**

**• Raised voices, swearing and threatening behaviour will not be tolerated**

**• Displays of openly racist insignia, distribution of racist material, or name calling are unacceptable**

**• Speaking rudely about another child or family who attend the setting.**

**• Speaking rudely to staff who are caring for the children.**

**• Shouting at, smacking or physically punishing your child (ren) or any other children whilst in the nursery. This is a criminal offence**

**• Using inappropriate language or displaying aggressive or threatening behaviour towards the staff, children or other parents/carers either in person, on the phone or in writing.**

**• Collecting your child (ren) from nursery if you have consumed alcohol, medication or other substances that have affected your judgement or responses.**

**• Discussing sensitive issues within earshot of your child or other children.**

**• Taking photos or videos within the setting.**

Procedure:

Anyone displaying any of the above behaviours will be asked to leave the premises immediately; failure to do so will result in the police being called.

In any of the above cases the most senior member of staff will record the incident and inform the chairperson at the earliest convenience.

If a member of staff has demonstrated unacceptable behaviour the disciplinary procedures will apply.

In the event of the behaviour being that of a parent/carer or volunteer the following action may be taken:

The Management Committee with the Preschool manager will, if appropriate, arrange a meeting with the offender to discuss their behaviour and any further action to be taken. This meeting will take place within 14 days of the behaviour.

The offending person will be invited to attend an informal meeting and may bring a representative with them. The aim of the meeting will be to decide on moving forward in a positive and appropriate manner and may if needed involve a third and independent party as requested by the management committee.

The outcome of the meeting will be given in writing to the offending person. This response will be given within 14 days of the informal meeting. Should the offending person wish they may respond in writing, however, the decision of the management committee will reflect what is best for all parties, focusing on the welfare of the children attending the Pre-school and the decision of the management committee will be final.

All parties should be aware that unacceptable behaviour might result in the offender being excluded from the premises and in cases of volunteers the withdrawal of the placement.

# Safeguarding Children

Our setting has a duty under the law to help safeguard children against suspected or “actual significant harm”. Our employment practices ensure children against the likelihood of abuse in our setting and we have a procedure for managing complaints or allegations against a member of staff.

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

**Little Pippins Preschool aims to create an environment which promotes and safeguards the welfare of children. We have a duty of care to refer any allegation, complaint or concern received relating to a child to Social Services or the police. A copy of our Safeguarding Children Policy and Procedures can be found in our policies and procedures folder, of which a copy is available to** [loan](http://www.lockingpreschool.co.uk/safeguarding-children) **or on our Website.**

If you are at all worried about a child, please take a look at the government guidelines - attached file 'What to do if you are worried about a child is being abused'. On loan at preschool, or link on website

**We aim to provide a good, safe and secure environment for the child, and conform to the Pre-school Learning Alliance guidelines for health, hygiene and safety. We have at least two trained first aiders on duty at any time and all staff and parents are made aware of the accident book.**

**Before the start of each session Little Pippins preschool carries out a detailed** [risk assessment](http://www.lockingpreschool.co.uk/safeguarding-children) **of both the indoor and outdoor areas and equipment. We also ensure that all food preparation areas are thoroughly cleaned and that all children and adults wash their hands before handling food.**

**A member of staff is allocated to door duty at the beginning and end of each session. After parents have left at the start of the session, the inner door is secured so the children cannot gain access to the car park. Similarly the outside place area is securely enclosed by fencing and, when the outdoor area is in use there are always two members of staff supervising.**

**Little Pippins preschool also carries out fire drill practices on a regular basis.**

**All staff (and all members of the committee) is DBS checked at enhanced level.**

The safeguarding officer is Stephanie Penny, Deputy- Rachel Cleary and Julie Jeans (COMMITTEE), Photos of the staff members can be seen on the board, if you have any safeguarding, child protection concerns please come and speak to the designated staff members who will support you.

# Government Initiative Safeguarding

We have a duty to follow the guidelines set by Ousted and the governing authorities and as such have undertaken a Safeguarding with the Safeguarding Childcare Development Coordinator. Procedures have now been put in place to record accidents and injuries which have occurred outside of the setting.

Our setting has a duty under the law to help safeguard children against suspected or actual ‘significant harm’.

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

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

The Pre-School staff will now record injuries which are pre-existing as well as those which may occur whilst your child/children are in the setting. It is your responsibility to advise Pre-School staff of any pre-existing injuries, the staff will record these and you will be asked to sign the record confirming that you have made staff aware of the injury.

If a member of staff notices an injury to your child at the beginning or during session they will record the injury. If you are still on the premises they will ask you to sign the record before you leave. If you have already left the premises the staff member will contact you during session and you will then be asked to sign the record at the end of the session.

# Accidents/Injuries at Pre-School

The Pre-School staff are all first-aid trained. If an accident or incident occurs then the staff will deal with, as they see fit. A record of the accident/incident will be made. At the end of the session when your child is picked up, whoever is responsible for that pickup will be shown the record of the accident/incident and asked to sign the form to confirm they have been notified.

# Intimate Care

All staff are aware of the necessity to maintain a child's sense of privacy and dignity at all times and they carry out any care necessary without causing any fuss or undue attention to the child.

It is not a requirement that children must be out of nappies before attending Little Pippins. Nappy Changing will take place in the toilets where equipment is available. The room will be set up with all the necessary equipment on a daily basis. Staff will follow the settings hygiene measures at all times. It is our policy that only one member of staff is required to complete a Nappy Change. Spare nappies must be provided; any dirty nappies will be disposed of in the setting.

If your child is potty training it is encourage that parents provide enough spare changes of clothed. As soon as it is noticed that a child is wet (etc.), a member of staff will take them somewhere private to change them. All soiled clothing will be sent home. To assist your child with the transition from nappies to pants, it may be an option to put your child in Pull-ups.

If your child is required to take any medicine, it must be in date and appropriate, a form must be completed advising when and how the medicine should be given. Only medicine prescribed by a doctor can be administered by the staff, this does not include Calpol or over the counter medicines. You are required to sign the form to give staff authorisation to administer the medicine. Administration of Medication will take place in the quiet area and staff will follow the settings procedure for the administration of medication. If we feel the child is too ill to be at the Pre-School we will contact parents and ask them to make arrangements to collect the child. The child’s temperature will be taken when applicable.

**IF YOUR CHILD NEEDS TO BE GIVEN MEDICINE (CALPOL, NUROFEN) TO FEEL BETTER OR TO KEEP THEIR TEMPERTURE DOWN THEN THEY SHOULD NOT BE AT PRESCHOOL. IT’S NOT OUR POLICY TO CARE FOR SICK CHILDREN.**

**Any sickness, diarrhoea, must be followed by 48 hrs absence after the first normal stool or last time the child was sick.**

**Any absence requires a note or telephone call explaining why.**

**Head lice are common! Please check regularly and treat as recommended. Children will be sent home if live lice are seen. This includes re treating 7 days later and removing the eggs from your children hair.**

If a child is to be absent from nursery due to illness, parents are requested to contact the nursery as soon as possible. Any child receiving medication prescribed by a doctor (i.e. Penicillin, Antibiotics) cannot return to nursery until the 2nd day after administration begins. For example: Administration begins on a Monday, child can return on a Wednesday

Intimate Care Plans will be set up for children who have a medical condition which requires them to receive individual medical care, after consultation with parents and outside agencies involved in the care of the child. Parents will be asked to sign their child's ICP.

# Special Educational Needs

At Little Pippins Preschool we welcome children with special educational needs as a part of our community and we aim to ensure that all children have an equal opportunity to access and engage in the Early Years Foundation stage.

Little Pippins recognises that some children may have additional needs that may require particular help, interventions and support. These needs may be short term lived for a particular time in the child’s life or may require longer term or lifelong support. At all times we will work alongside each child’s parents, key worker and any relevant professionals to share information, to identify need and help the child and their family access the support they need.

 We believe that all children have the right to experience and develop long side their peers no matter what their individual needs. Each child’s needs are unique, therefore any attempt to categorise children is inappropriate.

At Little Pippins we ensure that:

• All children are treated fairly,

• We have a Special educational needs coordinator who has knowledge of the Special educational needs and disability code of practice 0-25years and Special educational needs and Disability regulations 2014.

• Ensures that’s practitioners, parents/carers are aware of the policy and procedures

• Ensure confidentiality at all times.

 All information is shared with parents.

The relevant legislation underpinning this policy includes:

 Early Years Foundation Stage Statutory Framework (Dfe 2017)

 Working Together to Safeguard Children (Dfe 2015)

 Special Educational Needs and Disability Code of Practice (Dfe & DoH 2015)

 The Equality Act 2010

 Special educational needs and Disabilities Regulations 2014

 Unicef 1991

We use the definition set out in law to describe SEN and disabilities.

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A disability is defined in the Equality Act 2-1- as ‘a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities. Long term is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial.’ The definition included sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, Epilsey and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child required special educational provision they are also be covered by the SEN definition.

Aims and Values

We recognise that we will need to consider the individual needs of children when planning our curriculum. We aim to provide a curriculum, which is accessible to the individual needs of all our children.

•We recognise that some children will need additional support to access the whole curriculum. We will ensure that the developmental needs of children are identified early and where needed the appropriate support is sought. We aim to provide appropriate support and strategies to achieve this.

• We recognise the importance of early identification and assessment of children with special educational needs. This is particularly important in the area of early years care and education.

• We have a statutory duty to complete a progress check for two year olds. This is always shared with parents and a written summary is competed. The progress check will be carried out by a key person that knows your child well. If there are any areas where progress is less than expected in partnership with parents, we would agree further action. We would also share information with the local health visiting team.

• We believe in the involvement of the child and the importance of taking their views into account. We will make every effort to involve the child in a manner appropriate to their stage of development, understanding and communication style e.g. Signalong /symbols/pictures/ Objects of reference when making choices, participating and interests.

• We are committed to effective collaboration using a multi-disciplinary approach to meet the needs of children with SEND. We will actively support the children and families and maintain close links with all agencies working with the child.

• We will make reasonable adjustments to our provision and practice to meet the needs of individual children with SEND in line with the SEND code of practice and the Equality Act (2010). For example; providing a standing frame for a child with cerebral palsy, or a raised board for a child with a vision impairment.

• We will make sure our planning and our environment is differentiated to meet the individual needs of children which enables them to participate fully within the early year’s foundation stage. We also take part in additional training to support children.

We regularly update our risk assessment which we share with the team, management and the parents.

• We aim to consider and will always seek the child’s voice. We will do this by using differentiated methods such as observation, child interests, level of attention and engagement and one page profiles for example.

The united convention on the rights of the child state; ‘Children who are capable of forming views have a right to receive and make known information, to express an opinion, and to have that opinion taken into

account in any matter affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child’

• Children who are capable of forming views have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matter affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.

• The child’s views, feelings and wishes will be sought whenever possible, by asking, listening, observing, and in a variety of ways through play and through collaboration with parents, carers, key person and Early Help Record.

The Name of our Special educational needs coordinator (SENCO) is Marie Birch and our Deputies are Stephanie Penny and Kimberley Watkins.

Marie will hold a strategic role in co-ordinating the provision of education for children with SEND alongside the management team. Marie Photo along with Stephanie and Kim are on the noticeboard and website for parents to see. Marie and Stephanie Both hold a Level 3 qualification in Special educational needs and have undertaken training in relation to specific needs, Speech and Language, Autism, Early Bird programme, Elkan, and regularly keep their knowledge up to date by attending the local authority Network meetings and access refresher course online.

We recognise that parents are the prime educators of their children and parents’ early observations of their child are crucial. We are therefore keen to establish strong links to ensure successful transition and continued working in partnership. Parents will be invited to share information and discuss their child’s progress regularly, both formally and informally. We will aim to work in harmony and to keep parents informed/consulted throughout. In this way we aim to promote continuity of care and support between the child, their key person, the SENCO, parents and room staff. Support and advice will be offered when necessary.

If you have more questions around SEN needs, please speak to Steph or Marie on your visits.

# Water Bottles

In statutory guidance in the Early Years Foundation Stage we are required to ensure your child has access to fresh water at all times.

We ask that you provide your child with a suitable plastic drinks bottle, clearly labelled with your child’s name. It is your responsibility to ensure the bottle is clean at all times. This drinks bottle is in addition to the regular drink your child will receive at snack time. We will fill the bottle with water for the children to access.

If your child will not, or is unable to drink water, please inform the Pre-School Manager who will discuss alternatives such as flavoured water, with you which can be noted to inform all staff. Drinks other than water are not acceptable unless approved by the Pre-School Manager.

# Snacks and Lunch club

The Pre-School makes meal times a social time at which children and adults eat together.  We plan the menus for 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. We run a rolling snack bar over an hour, which means a few children sit down to have snack at a time whilst the other children continue to play outdoors or indoors and then they rotate. We have a **NO NUTS/NO SWEETS/ NO CHOCOLATE SPREAD/ NO MILKSHAKES policy** at the preschool so please reframe from bring in nut or shellfish products.

# Lunch Club

A healthy small lunch should be provided for your child in a named lunch box. Staffs sit with the children and encourage them to eat items in the correct order, i.e. savoury before sweet. After they have finished eaten they will have time to play indoors or outdoors. The children are encouraged to recycle and put their litter back in their lunch box to take home.

We now provide hot dinners which we do a monthly menu . These are at an additional cost of £2.00 for a hot donner and pudding. Our menu is displayed in the window and sent home when booked. If you would like to book your child on for hot dinner, please let us know.

We charge £1.50 for a tea, and £1.00 for breakfast which you can pay for if you wish.

**An example lunch would be:**

**A small Sandwich with healthy filling**

**Cheese cubes Cucumber**

**Bananas yoghurt Crisps**

**Grapes Crackers**

To promote your child’s independence and to support their learning at home, getting them to help you prepare their snack each day will give you a great opportunity to develop their cutting skills; knowledge of healthy eating and name recognition.

# Clothing and Footwear

The Pre-School provides protective clothing for the children when they play with ‘messy’ activities. The Pre-School encourages children to gain skills, which help them to be independent and to look after themselves. These include taking themselves to the toilet and taking off and putting on outdoor clothes. It is good for children to practice the skills which will make them independent. Simple clothing which they can handle themselves will enable them to go to the toilet when they want to and to put on and take off their outdoor clothes without being too dependent on other people’s help.

We do have a uniform which you can purchase from us; we have purple or blue t-shirts, sweatshirts, cardigans and book bags with our logo on. This looks very smart and saves the children ruining their own clothes. Order forms are in your welcome pack or available from the cloakroom.

The children will be going outside every day, therefore make sure you bring along the correct clothing for the weather this can be put in a named bag and hung on their peg.

Please ensure;

* All clothing is clearly marked with the child’s name.
* That they are wearing appropriate clothing which you are prepared to get messy this includes appropriate shoes too, NO HEELS or SANDALS/Flip Flop
* That they have the appropriate clothing for going outside such as coats, wellies when it is raining or caps for when it is hot. (Spare clothes children will get wet as they join in and play with activities.
* Bring book bag or folder to each session with home diary.

# Unacceptable Behaviour

Many parents ask how we deal with unacceptable behaviour, if a child is showing unacceptable behaviour and is seen to be aggressive towards other children or adults, the children will be required to have time out. This gives the child/children time to think about what they have done and why they have been told to sit out. This is only for a short period of time until the child/children has calmed down. Only 1 member of staff will deal with those child/children. They will also be asked about how the other person is feeling and how they feel by using our feeling tree.

The setting follows a number of Golden rules, which are explained to the children regularly. The children are expected to follow these rules, and positive behaviour will be praised. We have support from the behaviour team and other professional to help with strategies with children’s behaviour, we show praise to all children and children can we rewarded in many ways stickers, picking something to play with etc.

# Visits

An outing for the children is arranged every summer and Mums and Dads are encouraged to attend. In recent years the outings have included visits to The Cotswold Wildlife Park, Roves Farm, Bristol Zoo, Paultons Park and LEGOLAND.

Visitors to the Pre-School during the year include Police Officers, a Road Safety officer, a photographer, Woodland Way, music steps programme and the fire brigade. At times we may have other visitors such as Jonathan’s Jungle Road show.

We also take the children on regular walks to local parks, library, church, shops and fields for the children to explore different Environment’s. As well as going to the school for stay and play visits and going to watch their plays and assemblies.

# Insurance

All staff and children are adequately covered under a standard policy used by the EYA, issued through Royal Sun Alliance.

A copy of the certificate is on display at all times.

# Policies

The Pre-School’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.

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All the policies are available to view in the cloakroom at the pre-school or you can download these from our website. These are updated annually and a list of all our policies is on our website.

# Complaints Policy

As a member of the Pre School Learning Alliance we aim to provide the highest quality education and care for all our children. We aim to offer a welcome to each individual child and family and to provide a warm and caring environment within which all children can learn and develop as they play. We believe children and parents are entitled to expect courtesy and prompt attention to their needs and wishes.

Making Concerns Known

A parent who is uneasy about any aspect of the Pre-School’s provision should first discuss any concerns with the Pre-School Manager.

If this does not have a satisfactory outcome within a couple of weeks, or if the problem recurs, the parent should put the concerns or complaint in writing and request a meeting with the Pre-School Manager and the Chair of the Committee. Both parents and leader should have a friend or partner present if required and an agreed written record of the discussion should be made. Most complaints should be resolved informally.

If the matter is still not resolved to the parent’s satisfaction, the parent should again contact the Chair of the Committee.

If the parents and Little Pippins cannot reach agreement, it might be helpful to invite a mutually agreed external mediator to listen to both sides and offer advice. A mediator has no legal powers but can help to clarify the situation.

Staff or volunteers within the Pre-School Learning Alliance will be available to act as a mediator if both parties wish it.

The mediator will help define the problem, review the action so far and suggest further ways in which it might be resolved. The mediator will keep all discussions confidential. They will meet with the group if requested and will keep an agreed written record of any meetings that are held and any advice they have given.

Settling in procedure

After time off children will feel different about returning, some children will be really excited and may not need any settling in, whereas other children will have separation anxiety and be quite upset/distressed on their return. Preschool need to try and find a suitable balance that ensures social distancing from adults but meets children’s individual emotional needs and ensure they feel settled once again at preschool. The following information has just been provided as a guide and it is important that preschool reflect on their own practice, building layouts, rooms and develop their policy and procedure from that.

We will work with all families that have not attended the setting during the lockdown period to arrange suitable settling times. These may include video calls to begin with, to minimise the time spent in the setting. Setting visits may be planned based on individual needs, taking in to account the age/stage of development and how the child feels about returning.

Where settling visits are required, different options will be considered such as:

• Whilst the preschool is still closed, so there are no other children/adults around

• Having a settling in period over a couple of weeks just for visits to take place

• Settling visits outdoors

• Shorter sessions to begin with building up to the full session

The settling in policy for new children will be adapted during the pandemic based on the individual needs of the children and staff at nursery. We may have to suspend these or, where possible, we will encourage virtual show rounds and online video calls prior to children starting. Most of the information will be gathered over the telephone to limit the time spent in the setting.

Any new families will be asked to sign a health declaration to confirm the child or no one in the family has any symptoms of coronavirus.

Once children are settled parents will be asked to follow the same drop off/collection procedures as the other children, maintaining safe distancing between them and others (see arrival and departure policy.)

For many children, starting Pre-school is their first step towards independence and there are important lessons to be learned:

* It is possible to feel safe and happy while the parents are not present for a while
* Other adults can be a source of authority, help and friendship
* New play and learning experiences can be enjoyed in a group and shared with parents afterwards.

Give your child a chance to learn these positive lessons by working with our Pre-school staff to make the settling in period as easy as possible. Here are some tips to help you:

* Attend the Stay and Play visit to the Pre-school before your child starts, allowing the setting and people feel more familiar.
* Talk to your child cheerfully and positively about the good things which will happen at the setting.
* Be prepared to stay with your child at the Pre-school until he or she is ready to be left alone. All children are different and this might take anything from a few minutes to a few weeks for them to settle in fully. It is a good idea in any case to stay for the first session for a short period of time. It gives you an idea of what goes on and enables you to talk about it afterwards with your child. Please speak to management if you have any concern about your child starting.
* Arrange to arrive a little later than the others on the first day as the beginning and end of each session are our busiest times. By arriving 15/30 minutes after your child’s normal start time, your child will come into a quiet and settled group in which the children are already busy and the staff are free to introduce themselves, children and activities.
* Once you have decided that your child is ready to be left on their own, say goodbye. Do not be tempted to creep away whilst the child is occupied. This might seem easier at the time but it can cause the child to feel let down and mistrustful.
* Give a clear explanation of what is going to happen. “I am going to the shops and I will be back after lunch time” – this can help the child to envisage where you will be and what timescale will be involved.
* For children who find parting particularly hard, it might help to have a very brief separation at first – just to post a letter or to go to the shop. The separation time can then be extended gradually.
* Be punctual. If a parent is not on time to collect, the child may feel let down or any newly built confidence could be upset.
* Don’t worry. Children develop very quickly at this age and a child who seems unable to manage alone for even a second can have a very different attitude in only a week or two. Just be calm and practical about it, reassuring the child that he or she will be able to manage soon and helping him or her to make friends and get used to activities.

We do very much hope that you and your child will enjoy being part of our Pre-school. If you have any questions or difficulties, please let us know. Speak to staff about questions concerning your child or the administrator about fees and administration.

Information sharing procedure

‘Sharing information is an intrinsic part of any frontline practitioners’ job when working with children and young people. The decisions about how much information to share, with whom and when, can have a profound impact on individuals’ lives. It could ensure that an individual receives the right services at the right time and prevent a need from becoming more acute and difficult to meet. At the other end of the spectrum it could be the difference between life and death.’

Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)

 Policy statement

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

We record and share information about children and their families (data subjects) in line with the six principles of the General Data Protection Regulations (GDPR) (2018) which are further explained in our Privacy Notice that is given to parents at the point of registration the six principles state that personal data must be:

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject.

2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.

3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.

4. Accurate and where necessary, kept up to date.

5. Kept in a form that permits identification of data subjects for no longer than is necessary for the purposes for which the data is processed.

6. Processed in a way that ensures appropriate security of the persona data including protection against accidental loss, destruction or damage, using appropriate technical or organisational measures

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

 It is to prevent a crime from being committed or to intervene where one may have been, or to prevent harm to a child or adult; or

 not sharing it could be worse than the outcome of having shared it.

The responsibility for decision-making should not rely solely on an individual, but should have the back-up of the management team. The management team provide clear guidance, policy and procedures to ensure all staff and volunteers understand their information sharing responsibilities and are able to respond in a timely, appropriate way to any safeguarding concerns.

The three critical criteria are:

 where there is evidence that the child is suffering, or is at risk of suffering, significant harm.

 Where there is reasonable cause to believe that a child may be suffering, or is at risk of suffering, significant harm.

 To prevent significant harm arising to children and young people or adults, including the prevention, detection and prosecution of serious crime.

Procedures

Our procedure is based on the GDPR principles as listed above and the seven golden rules for sharing information in the Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers. We also follow the guidance on information sharing from the Local Safeguarding Children Board.

1. Remember that the General Data Protection Regulations 2018 and human rights law are not barriers to justified information sharing as per the Children Act 1989, but provide a framework to ensure that personal information about living individuals is shared appropriately.

 our policy and procedures on Information Sharing provide guidance to appropriate sharing of information both within the setting, as well as with external agencies.

2. be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their consent, unless it is unsafe or if I have a legal obligation to do so. A Privacy Notice is given to parents at the point of registration to explain this further.

In our setting we ensure parents:

 Receive a copy of our Privacy Notice and information about our Information Sharing Policy when starting their child in the setting and that they sign our Registration Form to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult;

 have information about our Safeguarding Children and Child Protection Policy; and

 have information about the other circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.

3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

 Our staff discuss concerns about a child routinely in supervision and any actions are recorded in the child’s file.

 Our manager routinely seeks advice and support from their line manager about possible significant harm]

 Our Safeguarding Children and Child Protection Policy sets out the duty of all members of our staff to refer concerns to our manager or deputy, as designated person, who will contact children’s social care for advice where they have doubts or are unsure.

 Our managers seek advice if they need to share information without consent to disclose.

4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.

 We base decisions to share information without consent on judgements about the facts of the case and whether there is a legal obligation.

 Our guidelines for consent are part of this procedure.

 Our manager is conversant with this and she is able to advise staff accordingly.

5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

In our setting we:

 record concerns and discuss these with our designated person and/or designated officer from the management team for child protection matters;

 record decisions made and the reasons why information will be shared and to whom; and

 follow the procedures for reporting concerns and record keeping as set out in our Safeguarding Children and Child Protection Policy.

6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.

 Our Safeguarding Children and Child Protection Policy and Children's Records Policy set out how and where information should be recorded and what information should be shared with another agency when making a referral.

7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

 Where information is shared, we record the reasons for doing so in the child's file; where it is decided that information is not to be shared that is recorded too.

Consent

When parents choose our setting for their child, they will share information about themselves and their families. This information is regarded as confidential. Parents have a right to be informed that we will seek their consent to share information in most cases, as well as the kinds of circumstances we may not seek their consent, or may override their refusal to give consent. We inform them as follows:

 Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.

 We may cover this verbally when the child starts or include this in our prospectus.

 Parents sign [our/my] Registration Form at registration to confirm that they understand this.

 We ask parents to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider/school.

 We give parents copies of the forms they sign.

 We consider the following questions when we assess the need to share:

– Is there a legitimate purpose to us sharing the information?

– Does the information enable the person to be identified?

– Is the information confidential?

– If the information is confidential, do we have consent to share?

– Is there a statutory duty or court order requiring us to share the information?

– If consent is refused, or there are good reasons for us not to seek consent, is there sufficient public interest for us to share information?

– If the decision is to share, are we sharing the right information in the right way?

– Have we properly recorded our decision?

 Consent must be freely given and informed - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information as detailed in the Privacy Notice.

 Consent may be explicit, verbally but preferably in writing, or implicit, implied if the context is such that sharing information is an intrinsic part of our service or it has been explained and agreed at the outset.

 Consent can be withdrawn at any time.

 We explain our Information Sharing Policy to parents.

Separated parents

 Consent to share need only be sought from one parent. Where parents are separated, this would normally be the parent with whom the child resides. Where there is a dispute, we will consider this carefully.

 Where the child is looked after, we may also need to consult the Local Authority, as ‘corporate parent’ before information is shared.

All the undertakings above are subject to our paramount commitment, which is to the safety and well-being of

the child. Please also see our Safeguarding Children and Child Protection Policy.

The Role of the Registering Authority

In some circumstances it will be necessary to bring in the inspection unit OFSTED who have a duty to ensure laid down requirements are adhered to. Parents may approach OFSTED directly at any stage of this complaints procedure. In addition where there seems to be a possible breach of our registration requirements, it is essential to involve OFSTED as the registering and inspection body with a duty to adhere to the National EYFS Framework.

The address and telephone number of our OFSTED centre are: OFSTED Early Years, Freshford House, Redcliffe Way, Bristol BS1 6NL. Telephone Number 0300 123 1231

Little Pippins believes that most complaints are made constructively and can be resolved at an early stage. We also believe that it is in the best interest of the Pre-School and parents that complaints should be taken seriously and dealt with fairly and in a way that respects confidentiality.

**Data Protection Privacy Notice**

The management at Little Pippins Preschool collect and process data in accordance with our Data Privacy Statement, which is displayed on our website and can be found in the reception area.

With the change to Data Protection legislation, we now have a duty to ask for your consent to continue to hold information previously collected in accordance with the Data Privacy Statement.

What is General Data Protection Regulation?

GDPR stands for General Data Protection Regulation and replaces the previous Data Protection Directives that were in place. It was approved by the EU Parliament in 2016 and comes into effect on 25th May 2018. GDPR states that personal data should be ‘processed fairly & lawfully’ and ‘collected for specified, explicit and legitimate purposes’ and that individual’s data is not processed without their knowledge and are only processed with their ‘explicit’ consent. GDPR covers personal data relating to individuals. Little Pippins Preschool is committed to protecting the rights and freedoms of individuals with respect to the processing of children's, parents, visitors and staff personal data. The Data Protection Act gives individuals the right to know what information is held about them. It provides a framework to ensure that personal information is handled properly.

Little Pippins Preschool is registered with the ICO (Information Commissioners Office) under registration reference: ZA250186 and has been registered since 8th May 2017. Certificates are on display in the Office.

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GDPR includes rights for individuals

1)The right to be informed

Little Pippins Preschool is a registered Childcare provider with Ofsted and as so, is required to collect and manage certain data. We need to know parent’s names, addresses, telephone numbers, email addresses, date of birth and National Insurance numbers. We need to know children’s’ full names, addresses, date of birth and Birth Certificate number. For parents claiming the free nursery entitlement we are requested to provide this data to Swindon Borough Council; this information is sent to the Local Authority via a secure electronic file transfer system.

We are required to collect certain details of visitors to our pre-schools. We need to know visitor’s names, appropriate company name and date/time of visit. This is in respect of our Health and Safety and Safeguarding Policies. As an employer Little Pippins Preschool is required to hold data on its employees; names, addresses, email addresses, telephone numbers, date of birth, National Insurance numbers, photographic ID such as passport and driver’s license, bank details. This information is also required for Disclosure and Barring Service checks (DBS) and proof of eligibility to work in the UK. This information is sent via a secure file transfer system to CAPITA for the processing of DBS checks and via password protected transfer to Co=operative Bank.

Little Pippins Preschool website does not use cookies to collect information.

2) The right of access

Little Pippins Preschool is a charity registered in England & Wales. Registration No: 1044128. Registered Office: Pen Close, Greenmeadow, Swindon, Wiltshire, SN25 3LW.

At any point an individual can make a request relating to their data and Little Pippins Preschool will need to provide a response (within 1 month). Little Pippins Preschool can refuse a request, if we have a lawful obligation to retain data i.e. from Ofsted in relation to the EYFS, but we will inform the individual of the reasons for the rejection. The individual will have the right to complain to the ICO if they are not happy with the decision. There will not be any charge for one-off requests, however Little Pippins Preschool has the right to charge for excessive requests.

3) The right to rectification

Individuals are entitled to have personal data rectified if it is inaccurate or incomplete. Little Pippins Preschool must respond to any request to rectify data within one month from the request.

4) The right to erasure

You have the right to request the deletion of your data where there is no compelling reason for its continued use. However Little Pippins Preschool has a legal duty to keep children’s and their parent’s details for a reasonable time\*, Little Pippins Preschool return the child’s Starter pack to parents when they leave the setting, however, details remain on the database (password protected) for 3 years after leaving pre-school. Children's accident and injury records for 19 years (or until the child reaches 21 years), and 22 years (or until the child reaches 24 years) for Child Protection records. Staff records must be kept for 6 years after the member of leaves employment, before they can be erased. This data is archived securely onsite and shredded after the legal retention period.

5) The right to restrict processing

Parents, visitors and staff can object to Little Pippins Preschool processing their data. This means that records can be stored but must not be used in any way, for example reports or for communications.

6) The right to data portability

Little Pippins Preschool requires data to be transferred from one IT system to another; such as from Little Pippins Preschool to the Local Authority, Parent mail’ online communication system and to Learning book' Online Learning Journal. These recipients use secure file transfer systems and have their own policies and procedures in place in relation to GDPR.

7) The right to object

Parents, visitors and staff can object to their data being used for certain activities like marketing or research.

8) The right not to be subject to automated decision-making including profiling.

Little Pippins Preschool does not use personal data for marketing based organisations, which automated decisions and profiling are used for

Storage and use of personal information

All paper copies of children's and staff records are kept in a locked office in Little Pippins Preschool. Members of staff can have access to these files but information taken from the files about individual children is confidential and apart from archiving, these records remain on site at all times. These records are shredded after the retention period.

Information about individual children is used in certain documents, such as, a weekly register, medication forms, referrals to external agencies and disclosure forms. These documents include data such as children's names, date of birth and sometimes address. These records are shredded after the relevant retention period.

Little Pippins Preschool collects a large amount of personal data every year including; names and addresses of those on the waiting list. These records are shredded if the child does not attend or added to the child’s file and stored appropriately.

Information regarding families’ involvement with other agencies is stored both electronically on an external hard drive and in paper format, this information is kept in a locked office Little Pippins Preschool. These records are shredded after the relevant retention period.

Upon a child leaving Little Pippins Preschool and moving on to school or moving settings, data held on the child may be shared with the receiving school. Such information will be hand delivered to the school/setting. For children attending school outside Swindon Borough Council the parent/carer will be given the data to deliver to the receiving school.

Little Pippins Preschool stores personal data held visually in photographs or video clips or as sound recordings. No names are stored with images in photo albums, displays, on the website or on Little Pippins preschool Facebook page. Photographs, video clips and sound recordings are uploaded to Learning book online Learning Journal.

Access to all Office Laptops and Learning book online Learning Journal is password protected. When a member of staff leaves Little Pippins they no longer have access to the Tablets or Laptops in line with this policy and our Safeguarding policy. Any portable data storage used to store personal data, e.g. USB memory stick, are password protected and/or stored in a locked filing cabinet.

Any Personal Data breaches by Little Pippins Preschool will be investigated and reported to the supervisory authority within 72 hours. The Individual will also be informed if a breach of personal data occurs. Little Pippins Preschool will log any breaches on an internal breach register.

Consent

Where consent is required for a child at Little Pippins Preschool, parental consent will be sought for all children under the age of 16 years.

Little Pippins Preschool will be specific and ‘granular’ when requesting consent, so parents may be required to complete separate consent for separate requirements. Little Pippins Preschool will always ensure it has a legitimate reason for processing any personal data. Where consent is required for processing data, Little Pippins Preschool will demonstrate that the consent was freely given. Pre-ticked boxes or inactivity is not suffice.

GDPR means that Little Pippins Preschool must; \* Manage and process personal data properly \* Protect the individual’s rights to privacy \* Provide an individual with access to all personal information held on them

Please indicate your consent below for Little Pippins Preschool to continue to hold your information previously collected and processed data by signing and dating below.

We will retain this form as evidence of your agreement to the processing of the data until such a time as the data is destroyed.

You may withdraw your consent at any time by writing to the Data Protection Officer (Rachel Cleary).