



No act of kindness
no matter how small is ever wasted

Cromdale Way Pre-School

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Parent Prospectus

Cromdale Way Pre-School Mission Statement

Our Teachers Say;

*“Here I am; to teach, to learn, to serve, to love, to encourage
And challenge each child with a vision of dignity, potential and purpose.”*

Our Children Say;

*“Here I am; to learn, to enjoy and not to be daunted by the challenge to grow and
develop, so that I may become all that I am created to be.”*

Cromdale Way Parent Prospectus

Our Aims and Objectives

Cromdale Way Pre-School is a body in membership of the Pre-School Learning Alliance, and has adopted their pre-school constitution 2011 (Copy of which can be seen on request). We are registered with the **DfES** (Department for Education and Skills) and are providers for the **EYDCP** (Early Years Development and Childcare Partnership) and are regulated by **Ofsted**. Our Registration Certificate is displayed on the main notice board.

Our setting aims to:

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

Parents

Parents 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 community based, voluntary managed setting, we also depend on the good will of parents and their involvement to keep going. Membership of the setting carries expectations on parents for their support and commitment. We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of qualified staff to children
- has the chance to join with other children and adults to live, play, work and learn together;
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- has a personal key person who makes sure each child makes satisfying progress;
- is in a setting that sees parents as partners in helping each child to learn and develop; and
- Is in a setting in which parents help to shape the service it offers.

PROTECT/PREVENT

Staff have undertaken basic training so they can recognise and respond to Radicalisation and they know where to report this. This information is clearly visible to all on the Safeguarding Notice Board by the staff table. Staff also positively promote BritishValues and help and support children to do the same,

British Values

As part of the Early Years foundation stage it is a statutory requirement that we as a pre-school promote British Values. This is split into 4 categories:

1. Democracy: making decisions together
2. Rule of law: understanding rules matter
3. Individual liberty: freedom of speech
4. Mutual respect and tolerance of those with different faiths and beliefs (treat others as you would like to be treated).

Here are some examples of activities and ways that we promote British values.

Democracy: Group activities making a model/story board etc., sharing games, cosy areas to chat with friends, discussing our likes and dislikes, voting for a story/snack, feelings and emotion books/puppets.

Rule of law: Our golden rules and golden rules stories, Circle time, emotion books and puppets, supporting children to follow our routines, quiet and active areas.

Individual liberty: circle time group discussions sharing our thoughts and feelings, sharing our learning journals, the world, people and communities talking about our home life and events that we take part in, taking turn games.

Mutual respect and tolerance of those with different faiths and beliefs: celebrating different festivals and celebrations Christmas, Ramadan, Easter, Diwali, Queens Birthday and Jubilee etc., golden rules, dressing up, music and dance, trying different foods, emotion puppets and stories, people and communities sharing our home life and experiences and the events that take place.

Children's development and learning

The provision for children's development and learning is guided by The Early Years Foundation Stage Outcomes September 2014. This brings together Birth to Three Matters and the Curriculum Guidance for the Foundation Stage.

<p>Unique Child</p> <ul style="list-style-type: none"> * Child Development: Skillful communicator, competent learner. • Inclusive Practice: Equality and diversity, children's entitlements, early support. • Keeping Safe: Being safe and protected, discovering boundaries, making choices. • Health and Well-being: Growth and developing, physical and emotional well-being.
<p>Positive Relationships</p> <ul style="list-style-type: none"> • Respecting Each Other: Understanding feelings, friendship, professional relationships. • Parents as Partners: Respecting diversity, communication, learning together. • Supporting Learning: Positive interactions, listening to children, effective teaching. • Key Person: Secure attachment, shared care, independence.
<p>Enabling Environments</p> <ul style="list-style-type: none"> • Observation, Assessment and Planning: Starting with the child, planning, and assessment. • Supporting Every Child: Children's needs, the learning journey, working together. • The Learning Environment: The emotional environment, the outdoor environment, the indoor environment. • The Wider Context: Transitions and continuity, multi-agency working, the community.
<p>Learning and Development</p> <ul style="list-style-type: none"> • Play and Exploration: Learning through experience, adult involvement, and contexts for learning. • Active Learning: Mental and physical involvement, decision making, personalised learning. • Creativity and Physical Thinking: Making connections, transforming and understanding, sustained shared thinking. • Areas of Development and Learning.

How we provide for development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

<p>The Areas of Development and Learning comprise:</p> <ul style="list-style-type: none"> • Communication and Language • Physical Development • Personal, social and emotional development • Literacy • Mathematics • Understanding the World • Expressive Arts and Design.
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For each area, the practice guidance sets out the Early Learning Goals. These goals state what it is expected that children will know and be able to do by the end of the reception year of their education.

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

Communication and Language -Our programme supports children to develop:

- conversational skills with one other person, in small groups and in large groups to talk with and listen to others;
- their vocabulary by learning the meaning of - and being able to use - new words;
- their ability to use words to describe their experiences;
- their knowledge of the sounds and letters that make up the words we use;

Physical development - Our programme supports children to develop:

- increasing control over the large movements that they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;
- increasing control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials; and
- Their understanding about the importance of, and how to look after, their bodies.

Personal, social and emotional development - Our programme supports children to develop:

- positive approaches to learning and finding out about the world around them;
- confidence in themselves and their ability to do things, and valuing their own achievements;
- their ability to get on, work and make friendships with other people, both children and adults;
- their awareness of, and being able to keep to, the rules which we all need to help us to look after ourselves, other people and our environment;
- their ability to dress and undress themselves, and look after their personal hygiene needs;
- And their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things.

Literacy - Our programme supports children to develop:

- their ability to listen to, and talk about, stories;
- knowledge of how to handle books and that they can be a source of stories and information;
- knowledge of the purposes for which we use writing; and
Making their own attempts at writing.

Mathematics - Our programme supports children to develop:

- understanding and ideas about how many, how much, how far and how big:
- understanding and ideas about patterns, the shape of objects and parts of objects and the amount of space taken up by objects:
- understanding that numbers help us to answer questions about how many, how much, how far and how big:
- understanding and ideas about how to use counting to find out how many and early ideas about the result of adding more or taking away from the amount we already have:

Understanding the World - Our programme supports children to develop:

- knowledge about the natural world and how it works;
- knowledge about the world and how it works;
- their learning about how to choose, and use, the right tool for a task;
- their learning about computers, how to use them and what they can help us to do;
- their skills on how to put together ideas about past and present and the links between them;
- their learning about their locality and its special features; and
- Their learning about their own and other cultures.

Expressive Arts and Design - Our programme supports children to develop:

- the use of paint, materials, music, dance, words, stories and role-play to express their ideas and feelings;
- their interest in the way that paint, materials, music, dance, words, stories and role-play can be used to express ideas and feelings.

Our Vision

We want all our children to have a great time with us, be happy, to feel valued and to achieve their full potential.

Our approach to learning and development and assessment

Learning through play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the Statutory Framework for the Early Years Outcomes September 2013 to plan and provide a range of play activities that help children to make progress in each of the areas of learning and development.

In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

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 Early Years Foundation Stage as:

- playing and exploring - engagement;
- active learning - motivation; and
- creating and thinking critically - thinking.

We aim to provide for the characteristics 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.

Key Person

Your child will be assigned a Key Person and their role is to help and ensure your child's care is tailored to meet their individual needs. They will also help and support your child to become familiar with the setting, offer a settled relationship for your child and build a relationship with yourself.

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. 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. 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. Children's progress is tracked every term and the information is shared with Warrington Borough Council Education Department.

Records of achievement

The setting keeps a record of achievement for each child. Staff and parents working together on their children's records of achievement is one of the ways in which the key person and parents work in partnership. Your child's record of achievement helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress. Every child is allocated their own Learning Journey and in this the key person will chart what progress your child is making through observations, Individual learning plans, photographs and some relevant works of art that your child has achieved. We would like all parents to frequently look at their child's journey and add some of the goals, achievements or festivals they have celebrated. We find sharing information such as this helps a child to feel unique but a big part of the

group setting. Your child's key person will work with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. You and the key person will then decide on how to help your child to move on to the next stage.

Working together for your children

In our setting we maintain the ratio of adults to children in the setting that is set through the Welfare Requirements.

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

Learning opportunities for adults

As well as gaining qualifications in early years care and education, the setting staff take part in further training to help them to keep up-to-date with thinking about early years care and education. The setting also keeps itself up-to-date with best practice in early years care and education, as a member of the Pre-school Learning Alliance, through the Under 5 magazine and publications produced by the Alliance.

The staff that work at our setting are:

Name	Job Title	Qualifications and Experience
Dawn Mullin	Setting Manager Ofsted Nominated Individual Admissions Officer Accounts Manager Early Language lead practitioner Behavior Co-coordinator First Aid Equal Opportunities/Inclusion Officer Food & Hygiene Co-coordinator FEYE Officer/Fee Collector Designated Child Protection Lead Officer	NVQ level 3 in Childcare and Education. First Aid. Manager Safeguarding Awareness Food Safety in Catering 17 years' experience at this setting
Joanne Flint	Acting Deputy Manager Special Educational Needs Co-coordinator and Key Person Behaviour Management Officer Health & Safety Officer First Aid Planning Officer Child Protection Second Officer	8 years' experience at this setting as Chair of Management Committee NVQ 3 in Childcare & First Aid Food Safety in Catering
Stephanie Howarth	Assistant Supervisor and Key Person First Aid	NVQ levels 2 and 3 in Childcare & Education Basic Safeguarding Awareness First Aid 1years Experience at this setting
Megan Isherwood	Pre-school Assistant Apprentice	Training to be an Early Years Educator

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

- exchanging knowledge about their children's needs, activities, interests and progress with the staff;
- helping at sessions of the setting;
- sharing their own special interests with the children;
- helping to provide, make and look after the equipment and materials used in the children's play activities;
- being part of the management of the setting;
- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- joining in community activities in which the setting takes part; and
- Building friendships with other parents in the setting.

A voluntary Committee of parents employs five members of staff and they are deployed to designated areas of the setting to ensure safety of children at all times.

Deployment of Staff

During each session the staff are deployed to specific areas which is performed on a rota basis, however, all staff members are responsible for keeping a general eye on the whole of the setting.

- One staff member responsible for Indoor Play
- One staff member responsible for Outdoor Play
- One staff member responsible for Key Person Observations

Accommodation

Consists of a large room, 2 toilet areas, a kitchen (for preparing snacks) and a stock room to store equipment and an enclosed outside play area. We provide play equipment and activities to promote: -

Physical skills -	in the form of dancing, climbing, riding, and co-ordination Of body control.
Creative and music skills -	a chance for free expression with a variety of different Materials, textures, music and sound games.
Imaginative skills -	through such activities as role-play, fantasy, dressing-up Home corner and small world play.
Manipulative skills -	hand/eye co-ordination through a variety of toys e.g. Threading, construction, scissors, jigsaws.
Language and books -	encourage listening, thinking, language, concentration, Self-expression and imaginative skills with the use of stories, Group discussions and activity work books
Cognitive skills -	with the use of various problem-solving activities, mathematical, scientific and technical.
Investigative skills -	through activities such as natural world, growth and simple Scientific experiments.

Outdoor Play

We aim to ensure all children have freedom and their own choice to participate in outdoor play at every session regardless of the weather. Could you please ensure your child comes dressed appropriately for the weather, i.e., warm coat, umbrella or **sun hat and sun protection**. We provide water proof trousers and jackets for wet play and a selection of different sized **Wellingtons**.

Admissions

We operate a waiting list system and offer places for children from 2 years (limited vacancies for 2 yrs.). When a child becomes eligible for entry our Admissions Co-ordinator **Dawn Mullin** will contact Parent to arrange a visit to come in and see how the group is run. She will provide a prospectus and explain about our Policies and Practices. You will be asked to come in for an Induction Visit prior to your Childs' start date and at this meeting you will be given a registration form to record your child's personal details and contact numbers in

case of emergencies. You will meet your child's KEY Person and will complete some information sharing forms which will make up part of your child's Learning Journal and Initial Starting point Assessment. Your first half Term fees will be required in advance to secure your child's place. This is non-refundable.

Please note that we may have to consider giving your child's place to another if he/she is absent for two consecutive weeks, without notifying either the Staff or committee. Payment for missed sessions is still required, so it is in your own interest to inform the Staff as soon as possible.

Induction Visit

You will be invited to an induction visit to meet your child's key person and the other members of staff. At this meeting you will be asked to share as much information on your child's development and needs in order that your key person can get to know your child and plan their learning around their interests and their personal needs. This will become their starting point and it will be used to track your child's progress and help their key worker to plan for their next steps.

English as an Additional Language (EAL)

We support children and their families who have English as an additional language by sharing KEY words in their home language (we ask parent to translate key words into their own language) and by using visual timetables and pictures depicting the child's wellbeing and development and we also use basic Makaton Signs to support their basic understanding of English. We have some dual language books and are constantly purchasing more as and when required. We also have lots of diverse toys and role-play, dressing up outfits etc. to depict different cultures and beliefs.

Fees

Fees are **£2.70** per hour for non-funded 2 year old children sessional care, £3.50 per hour for non-funded 2 year old children all day care and **£3.50** per hour for non-funded 3 and 4 year olds and for funded children who wish to attend more than their 15 free hours per week and are calculated for the full half term and these are required in advance. You will receive a bill including the amount owed and the due dates for each half term and these are collected by Dawn Mullin (**Setting Manager**).

Fees can be paid in cash, but cheques are preferred, and should be made payable to **Cromdale Way Pre-School** (post-dated cheques will not be accepted) they can also be paid directly into the pre-schools bank account and the details will be listed on your invoice. If you experience any difficulties in payment of fees please do not hesitate to speak to **Dawn Mullin**. Fees are non-refundable for absences due to illness or holidays. From June 2017 we are introducing a late payment fee of **£5.00** to cover the administrative costs of collecting late fees. The date for fees to be paid by are clearly stated on the invoice you will receive each half term.

We are providers for the Free Early Years Education Funding and offer (**limited 2 year olds funding**) and 3 year olds and 4 year olds 15 hours per week for the Autumn, Spring and Summer terms. From September 2017 we will also be offering the free 30 hour funding for working parents of 3 and 4 year olds, please speak to Dawn Mullin for more information and how to claim and your eligibility. Children become eligible for grant the term after their 3rd or 4th birthday. A parent claim form will be provided by the pre-school as your child becomes eligible. Should your child leave pre-school mid term or before your child starts primary school we require 4 weeks notice in writing and for you to complete the Notification of leaving form. If we do not receive this you will not be able to claim the funding at another setting for the 4 weeks of the notice period and the new setting will not receive the funding for that 4 week period.

Opening Hours: -

Monday	8.30 am to 11.30 am	and/or	12.00 pm to 3.00 pm
Tuesday	8.30 am to 11.30 am	and/or	12.00 pm to 3.00 pm
Wednesday	8.30 am to 11.30 am	and/or	12.00 pm to 3.00 pm
Thursday	8.30 am to 11.30 am	and/or	12.00 pm to 3.00 pm
Friday	8.30 am to 11.30 am	and/or	12.00 pm to 3.00 pm

Committee

The Pre-school is run as a charitable organisation, and is non-profit making, a voluntary committee of Parents, which consists of,

Chairperson	-	Sees to the day to day running of the group.
Secretary	-	Deals with correspondence and takes minutes of meetings.
Treasurer	-	Deals with the receiving and payment of monies and keeps a record in
Accounts		the Settings Accounts Book.

And up to a further 9 members to share the responsibilities of running the group. If you feel you could contribute by joining the committee please speak to a committee member or member of staff, who would be only to please to discuss what joining the committee can mean. You get a say as to how the group runs and the best way to raise funds to purchase toys and equipment and special activities for the children to enjoy.

Annual General Meeting

This meeting is held in May, and is the one meeting we ask YOU ALL to attend. We cannot stress enough just how IMPORTANT this is. It is a very informal affair and an enjoyable evening and lasts approximately HALF AN HOUR. We suspect that in the past parents have kept away for fear of being roped on to the committee, however this is definitely not the case willing parents offer their services before the meeting. The meeting is to formally nominate and elect them on to the committee. To hold any meeting there must be a percentage of parents present and on this occasion if not enough turn up then the existing committee will have no other choice but to **CLOSE PRE-SCHOOL DOWN WITH IMMEDIATE EFFECT**.

Please remember that everything the committee does is for the benefit of the children. They represent you and we hope we can count on your support.

Cromdale Way Policies and Practices

Attendance and Welfare Policy

We are committed to offering a safe and secure environment and recognize the importance of monitoring attendance and encouraging families or participate in early education. As part of our policy we require parents to ensure their child attends on a regular basis and if they will not be attending on the day/s they should **please telephone the pre-school on 01925 726357 or 07927 797531 to inform them of the reason**. Staff will record the information given in the attendance book. We work closely with Warrington Borough Council and have to inform them of regular non-attendance. Staff are aware that if they have any concerns about a child's regular non-attendance that they are duly bound to contact the Multi-Agency Safeguarding Board (MASH) for advice and guidance if they feel a child or their parent/carer may be at **RISK**.

A full policies and practices book is kept on the premises at all times and can be seen by request. However here is a brief outline of each:

Staffing

A high adult ratio is provided to ensure safety at all times. Each member of staff has undergone the appropriate training and has completed a Criminal Records Check/ DBS to ensure their suitability to work with young children. They attend regular training courses to keep up to date with changing legislation.

Equal Opportunities

Children are offered a place from 2 years regardless of their gender, racial origin, religion, culture or disability. Inclusion of all is encouraged and welcomed and all children are positively encouraged to participate in all planned activities and learning opportunities. **Dawn Mullin is the Equal Opportunities Officer**, she ensures this policy is enforced.

Parental Involvement

Is positively encouraged and welcomed as you are your child's primary educator and your views and the information that you can provide are vital in your child's development. The staff are friendly and are always willing to share information about your child, please do not hesitate in speaking to them if you have any worries or concerns.

Our main objective at Pre-School is communication between staff, parents and the committee. This can be the most difficult aspect in the smooth running of any large group. We do this by informal discussions before and after sessions, at committee meetings, by displaying notices on the main **NOTICE BOARD** and by regular newsletters informing parents of the events coming up.

Every child is given a Learning and Development Profile, which is passed between us and parent/s, sharing information both at home and in the setting. This will help us celebrate every child's learning journey.

Learning objectives are planned each half term to ensure that the Early Learning Goals are met and achieved, and that we incorporate the Birth to Three Framework. **Joanne Flint** is our **Curriculum Planning**

Officer and she ensures that all plans are implemented and evaluated as required in the Early Years Foundation Stage Curriculum Guidance.

Settling In

We want your child to feel safe and secure in your absence and the staff will do all they can to ensure that your child feels safe and has a sense of belonging to the group. Pre-School is here to help your child to develop their basic skills, especially social and emotional development, and they positively encourage participation in activities to promote caring and sharing and forming good relationships with both adults and other children. You will be given a Transition Policy, Toilet training Policy and an Initial Child Profile to complete at your Induction Visit.

Selection of Play Equipment and Toys

The toys and equipment are chosen to suit all ages and stages of children's development levels. They positively promote all areas of learning and enjoyment for the children. Equipment, indoors and outdoors, is rotated on a daily basis to provide a variety of choice and stimulation to the children. Equipment is checked on a daily basis to ensure that they meet Health and Safety requirements. Faulty or damaged toys are removed immediately and provision is made to either repair or replace it.

Drinking Water

Fresh drinking water is available for your child to access at all times.

Snacks and Dietary Needs

At every session the children are offered a drink of milk/water and a healthy snack charge of **30 pence** per session is required to help towards purchasing snacks for funded 3 and 4 year olds.

Cracker and cheese/Fruit

Wholemeal Sandwiches/ Toast

Cereal and milk/Yoghurt

We try to ensure a good variety of wholesome food to encourage children to eat a healthy diet in line with Government recommendations. If your child has any special dietary requirements please inform a member of staff and they will note it in your child's personal records and will ensure that alternative snacks are available.

Packed Lunches during Lunch Club

Unfortunately we do not have the facilities to provide the children staying all day a cooked meal therefore your child will need to bring a packed lunch. Could you please ensure this is a healthy lunch and you include a freezer pack to keep the food cool and fresh. For healthy option packed lunches please check out the **Foods Standards Agency at www.eatwell.gov.uk/lunchboxsect** **we also ask that you do not put grapes or sausages in your child's lunch box to avoid the choking risk.**

Health and Safety

Safety is monitored on a daily basis Joanne Flint is our **Health and Safety Officer** and she ensures that all procedures are in place and adhered to. Before each session the environment and equipment is checked to ensure they meet Health and Safety Requirements, and all safety procedures are in place: -

- A well-equipped first aid box and accident book are kept in the kitchen away from children.
- Regular risk assessments are carried out.
- Regular fire drills are performed to ensure staff and children are aware of procedure to evacuate.
- Self- registration is provided at the main entrance for you to note the time your child arrives, a set time is pre-recorded for departure but if you collect your child earlier please note the actual time.
- All large equipment is surrounded by safety mats and is well supervised.
- We operate a No smoking policy
- Children supervised whilst near or playing with water.
- Children not allowed in the kitchen or near the stockroom.
- Systems are in place to ensure that no child can leave the building unattended; however once you are on the premises your child becomes your responsibility.
- No hot drinks are to be consumed near children.
- Building regularly checked by Parish Council to ensure good working order, including doors, windows, gas and electric supplies and fire safety equipment.

We ensure good use of the space available i.e., making sure equipment is placed on solid surfaces, surrounded by safety mats, and that they have good space around them for easy access by the children. The same is said for the enclosed outdoor area, this is checked to ensure there are no dangers before the children are allowed to go out and play.

Safeguarding Children – Use of Mobile Phones

At our setting the use of personal mobile phones of staff, Parents, visitors and volunteers is prohibited. Personal mobile phones are not allowed out in view in the setting.

Safeguarding Children – Taking of Photographs

The setting has 2 digital cameras and 2 Ipads and these are limited to staff only to take photographs of the children to use as evidence in their personal profiles, they are not to be used for their own personal use. The taking of photographs is restricted to in the main hall or in the outdoor area and is not to be used in the toilet areas. Parents are allowed to take their children's learning Journeys home so they can see what their child has participated in during session and to add their own evidence/celebrations, photos etc. The children also have free use of the cameras for taking photos of each other and these may be used for their learning Journeys or display boards. Written permission for the taking of photos is required and forms part of your Child's Registration form. All photos are printed on site

We politely request that parents do not take photos of their own children during session times, Pre-school staff will take photos on their behalf and they will be added into their Learning Journals.

Children's Safety whilst in Parked Cars

Due to recent concerns from the Local Authority, could we please ask Parents not to leave small children unattended in their cars? It has become a serious issue in some areas and we have been asked to pass this information on to all our parents. **No parking** is allowed in front of the building this is for staff caretaker and disabled drivers only. Please use the car parks provided.

Social Networking Sites

We have been advised by Warrington Borough Council that staff, volunteers and Committee members involved in the group should not friend children or their parents of their pre-school on any social networking sites.

Arrivals and Collection of Children from Pre-School

Staff record the time your child arrives in the self-register located on the table by the main entrance. Once you are on the premises you are responsible for your child. Staff will then support your child to find their name and sign their name and mark make for the self-registration board.

Pre-School is responsible, and insured for, children to be on the premises from **8.30 am to 3.00 pm ONLY**. Please note we cannot take responsibility and are not insured for children before or after the times stated. It is vital that you collect your child on time, if you cannot; please make arrangements for a family member or friend to collect them.

Please tell a member of staff if someone other than yourself is collecting your child so they are aware of who is coming in and out of the setting. Please make sure you complete the **Security Password** section on your child's Registration form and inform the person you have authorised to collect your child so that staff are aware and can check to ensure that person has been authorised by you. Please also ensure you authorise any unknown person collecting your child by signing the Authorisation Book and please inform your designated carer to do the same. If your child is still on the premises and no contact can be made, with either yourself or your emergency contact number/s after 1 hour, we would contact Social Services for advice.

Behaviour Management

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. In order to achieve this: -

Mary Hoey is our Behaviour Management Co-ordinator and she ensures all adults provide a positive role model for the children with regard to friendliness, care and courtesy. Rules governing the conduct of the

group are discussed and agreed within the pre-school and all adults ensure the rules are applied. We have adopted the Golden Rules guidance system as requested by our local Primary School.

Listed below are the Golden rules that we practice in our setting. These help to promote self-esteem, positive behavior and the notion of equality (we all deserve to be heard and be treated the same). They also help to develop key learning skills of listening and speaking. These have been devised in co-operation of our local primary schools. Please could you practice these at home so we can provide better links between homes? Pre-school and mainstream school.

Our Golden Rules	Rules of Circle time
<ul style="list-style-type: none"> ▪ Do be gentle, try not to hurt anybody. ▪ Do be honest, try not to tell lies. ▪ Do walk, no running indoors. ▪ Do listen when someone’s talking. ▪ Do play nice, and not spoil others games. ▪ Do be kind and helpful. ▪ Do say please and thank you. ▪ Democracy: making decisions together ▪ Rule of law: understanding rules matter ▪ Individual liberty: freedom of speech ▪ Mutual respect and tolerance of those with different faiths and beliefs (treat others as you would like to be treated). 	<ul style="list-style-type: none"> ▪ Sit. ▪ Look. ▪ Listen. ▪ Think. ▪ Concentrate.

Adults in the group will praise and endorse desirable behaviour such as kindness and willingness to share. We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour such as unkindly words, bad language, hitting, pushing or biting.

No physical punishment is used and no child will be singled out i.e., taken from the room or sat by themselves. Unacceptable behaviour will be discussed with the child during session to explain why it’s unacceptable, and the parents will be informed on collection. In certain circumstances we may contact the parent to come and collect their child, if for instance, regular occurrence of unacceptable behaviour. We have found that by co-operation from both staff and parents and a short period away from the group has worked well.

Missing Child Policy - If a child was to go missing from Pre-School:

At Cromdale Way Pre-School, our main objective is to ensure that all the children in our care are safe and protected at all times. Listed below is Our Action Plan in the event of such an incident happening:

- Check premises thoroughly.
- Check immediate external property.
- Contact Police and Parent/ Carer.
- Record time of last sighting and description of child’s appearance.
- Co-Operate with Police and Parent/Carer.
- A full report of the incident to be recorded in the Accident/Incident Book and witnessed.
- Co-Ordinate with Manager/Deputy.

To ensure that this does not occur the external doors are locked at all times and all visitors to the Pre-School are monitored by staff to ensure that the doors are re-locked after access has been gained. Two members of staff also monitor the external door on arrival and departure.

Influence of Alcohol or Drugs Procedure

If a Parent/ Carer was to arrive to collect their child under the influence of alcohol or drugs and we deemed them unfit to care for their child:

We would endeavor to contact other parent or designated emergency contact / other member of family to come and collect the child.

- If this was the first occurrence the Pre-School Manager/Deputy may at their discretion allow the Child home, informing Parent/guardian that they take the child at their own risk. We would then arrange a meeting with Parent /guardian at their earliest convenience to discuss the matter further.
- We would monitor the situation and if it became a regular occurrence, we would have no alternative but to contact Social services for advice as to what action to take to ensure the safety of the child.
- All facts would be recorded in the Accident/ Incident Book and witnessed.

Separated or Divorced Parents

At Cromdale Way, our main objective is to care for the children in our care until the session ends and the children are handed over to their Parent/Carer's. **If Parents are Separated or Divorced.**

- We would request to know, and record which parent has legal custody.
- We cannot, **under any circumstances**, prohibit either parent access to their own child unless we have received a copy of a Court Order/Injunction.
- This would be held on file with the child's registration form.
- All Supervisors would be informed of this information.
- We cannot be held responsible if no documentation has been received and the estranged parent comes to collect the child, without their ex-partners permission.
- If no documentation has been received Cromdale Way Pre-School cannot be held responsible if an estranged parent collects their child unbeknown to the spouse, despite requests to the contrary.
- We would, however, endeavor to contact the other party to inform them of the occurrence.
- We will stress to the main Carer to be prompt at all times to collect their child from pre-school thus minimising the risk and the distress to the child.

Health and Hygiene

- Children are encouraged to wash their hands after going to the toilet and before snack time.
- All staff has undertaken Health and Hygiene training and is aware of the dangers in preparing foods for snacks.
- All equipment is regularly checked for cleanliness and all cleaning materials are kept out of reach of children. These are kept locked in the stockroom which is out of bounds to the children.
- Any spills of blood, vomit or excrement are wiped up and flushed away and rubber gloves are worn. Soiled items of clothing are wrapped in layers of plastic bags to avoid cross contamination.

We are reluctant to administer medication except for the administration of asthma inhalers, but if your child does need a follow up dose of medication could you please speak to **Dawn Mullin (Setting Manager)** **OR Joanne Flint (Acting Deputy Manager)** and they will discuss the matter further. We will require a letter giving your permission and a description on how to use the inhaler/and or medicine and we would also appreciate a demonstration, as there are so many different types these days. Any medication administered will be recorded in the "Care Plan and Managing Medicines Book". We will not be responsible for giving first time dosage of any medication in case your child has an allergic reaction to it. We will need to know the last dose your child received and any reactions they may have had.

Minor Injuries/Injuries received outside of Pre-school

We have 4 members of staff who hold a current First Aid Certificate. The supervisor who has witnessed the accident will usually deal with any injuries incurred and these are usually treated with a cold compress. You will be informed of the incident and will be requested to read and sign the accident report form. You will also receive a small report form as not all parents collect their child and it's a way of us keeping you informed. We recommend that you always monitor a head injury for 48 hours after the injury as in this time a major head trauma can become evident and your child can fall seriously ill. You can purchase online a card that will offer advice and after care for a head injury. Search online **NICE**, National Institute for Health & Care Excellence, there is a whole range of things on there to support you. Staff also record on a form external injuries/accidents that happen when the child is not in pre-school and log on a body map the location of the injury. These will be shared with the child's parent/carer upon collection if they did not inform staff when they dropped their child off.

Major Injuries

Thankfully we have never had a major incident, but if we did, a first aider would deal with it. All our regular members of staff are fully trained Pediatric First Aiders. If your child needed to go to hospital a member of staff would accompany them and we would contact you immediately to meet them at the hospital if you could not get to the pre-school before the emergency services arrived.

The incident would be recorded in the accident book. Our Mobile phone is kept on the premises and is checked daily to ensure battery level and credit is sufficient.

You will be requested, on your first visit, to fill out a registration form stating your child's personal details including any allergies, medical problems and emergency contact numbers if for some reason you cannot

be contacted. You will be asked to sign several permission slips to include contacting emergency services and taking your child to hospital, taking your child on outings and administering sun cream and Piriton for any allergic reactions

Infectious Diseases and their Incubation Periods

Please note the following **minimum** periods for exclusion from playgroup. A child should not return to Pre-School until completely well: - Fees are non-refundable for absence due to illness. If your child becomes ill during a session you will be contacted and requested to take your child home. You will be asked to fill in a registration form stating an emergency contact number in case your child falls ill and we are unable to contact yourself.

Chickenpox	-	10 days from onset of final spot
German measles	-	14 days from onset of rash
Measles	-	10 days from onset of rash
Mumps	-	Until swelling subsides completely
Whooping cough	-	21 days from onset of paroxysmal cough
Conjunctivitis	-	until discharge and inflammation has cleared
Impetigo	-	until skin has completely healed or lesions can be covered
Lice and nits	-	Regular detection should be carried out by parent and treated if live eggs/nits are found.
Sickness/Diarrhea	-	do not return until 48 hours after last bout.

Sweets or treats for the children

The majority of Parents bring sweets in for the children when it is their child's birthday. Due to recent safety issues we would advise you not to purchase lollipops, hard-boiled sweets or chewing gum for fear of choking. We have had some concerns expressed from parents who do not allow their children to eat lollipops or chewing gum. If you wish to bring sweets in could we please ask you to bring soft sweets or chocolates (not containing nuts)?

Special Educational Needs & Disabilities (SEND)

Our Special Educational Needs Co-Coordinator (**S.E.N.C.O**) is **Joanne Flint** and she is here to ensure, along with all staff, all children can achieve their full potential, through a broad, balanced and purposeful early years curriculum in line with the foundation stage learning goals. If you have any concerns about your child's development or progress please do not hesitate to speak to your child's Key person (a list is displayed on the main Notice Board) who will arrange a meeting for you. For Services available for guidance and support please use the following:

SEND - Warrington local offer **email: warrington.fsd.org.uk and / or [Parent Partnership Website](#)**

Child Protection/Safe Guarding Children

This is a major issue for any childcare facility and we have stringent procedures to ensure all our children are safe and secure at all times. **Dawn Mullin (Lead Child Protection Officer)/Joanne Flint (Second Child Protection Officer)** are our designated **Child Protection Officers** and they ensure that no adult has solitary care of a child or small group of children and that all staff undergoes a DBS Check and are enrolled in the DBS update service.

The layout of the room permits constant supervision at all times, and all children are encouraged to be independent and express their feelings and that they are supported in building their self-confidence.

Staff have undertaken training in the signs and symptoms of possible abuse and it is their responsibility to act on an accusation/ disclosure of child abuse.

They must report all concerns to **Dawn Mullin/Joanne Flint**. Their first point of reference will normally be the parents, but if they are not in a position to allay any legitimate anxieties, the matter will also be taken up with the Multi-Agency Safeguarding Hub (MASH) in exceptional circumstances, the Multi-Agency Safeguarding Hub (MASH) may be the first point of reference. We regard trusting, supportive relationships between families and staff as very important. Where abuse in the home is suspected, we will continue to welcome the child and family while investigations proceed. We will do all we can to support the family whilst

accepting that the care and safety of the child is paramount. Families can be assured of total confidentiality. Should there be an allegation made against a member of staff, our Child Protection Officers Dawn Mullin/Joanne Flint will follow the LADO referral process. If the allegations are about a child protection officer then the Chairperson of our management committee Rachel Colvil will be informed and she will then follow the LADO flowchart process.

This process is displayed on our Safeguarding Notice Board in the main hall. (Local Authority Designated Officer) LADO/Conference and review team 01925 442079.

Essential Telephone Numbers

Multi-Agency Safeguarding Hub (MASH) Tel: 01925 443400 (Children's duty and assessment Team)
 'Out of hours' service Tel: 01925 444400

Complaints Procedure

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 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, careful attention to their needs and wishes. Our intention is to work in partnership with parents and the community generally and we welcome suggestions on how to improve our group. Many concerns can be resolved quickly by an informal approach to the appropriate member of staff or committee member. If this does not achieve the desired result the following procedure will be used;

- Talk over any worries or concerns with the pre-school leader and /or member of the committee.
- Write to the pre-school leader or a member of the committee

If you are still concerned please contact **OFSTED**:

**EARLY YEARS OFSTED
 PICCADILLY GATE
 STORE STREET
 MANCHESTER M1 2WD**

General Enquiry Line Tel No **0300 123 1231** - www.ofsted.gov.uk
 Please ask for Complaints Department)

These policies were adopted at a meeting of the pre-school held on (date) 29/09/2012__Updated 04/07/2017

Signed on behalf of the pre-school __*Dawn Mullin* **Manager**