



Policies and Procedures for the setting

Contents:

Policy or Procedure	Page Number
Administration of Medicine / Accident Book	3
Admissions	5
Bad Debts	6
Behaviour	7
Camera & Computer	12
Child Protection-appendix 1 Safeguarding Child	13
CRB Portability	18
CRB Secure Storage	19
Collection / Drop off Procedure	21
Complaints	22
Confidentiality-appendix 2 Privacy Notice	25
Disciplinary	27
Dignity at Work	29
Equal Opportunities	31
Equipment & Resources	34
Fees	35
Fire Evacuation	36
Forest Schools-appendix 4	37
Food and Drink	39
Grievance	41
Health and Safety	43
Maternity, Paternity and Adoption	50
Missing Child	61
Nappy Changing – appendix 3 Contenance Policy for EYFS	63
Non Collection of Children	64
Occasional Use	66
Over 8's Club	67
Outings	68
Parental Involvement	70
Reserves Policy	72
Settling	73
Sick Child	74
Special Educational Needs	76
Staff Absence	78
Staffing & Employment	80
Student Policy	82
Social Network and Mobile Phones	83
Transition	84
Toys Policy	86
Whistle Blowing Policy	87

All parents have completed a Child Record form with consent to administer first aid and emergency first aid (including calling for and ambulance and accompanying the child to hospital where necessary).



POLICY NAME: ADMISSIONS

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

Admission Policy for places with a start date over three months away

Parents who approach us and request a start date for their child more than three months in advance will be asked to complete a Child Record form with the required start date on the front page.

Once returned to us your details will be placed on our booking sheet waiting list.

Parents will then be contacted three months prior to the start date by the Business or Operations Manager to confirm that the place is available and is still required. If not all the requested sessions are available we will try and match as many as possible.

A deposit of £25.00 per month until the start date will then be required. This is refundable when your child starts and is taken off your first bill.

Admission Policy for places with a start date less than three months away

Parents requesting availability for a start date of less than three months for sessional daycare or out of school daycare will discuss places with the manager.

Where places are available they will be asked to complete and sign a child record form and attach a £25.00 refundable deposit.

Where places are not currently available the child name will be placed on the booking sheet waiting list.

When the place becomes available they will be notified by the manager and asked to complete a Child Record form and I am Special sheet.

Places will be offered on a first come basis.

After Child Record forms and I am Special sheets are received, "drop in" sessions to introduce your child to the sessions can be arranged. It is our intention to make our setting inclusive to children and families from all sections of the local community

We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated policies. In order to achieve this aim, we operate the following admissions policy:

We ensure that information about our nursery is accessible - in written and spoken form.

We arrange our waiting list in order of receiving an enquiry. In addition our policy may take into account the following: Children already in attendance changing sessions. The siblings of children attending both past and present. The age of the child.

We monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination is taking place and we make our equal opportunities policy widely known.

Children can attend morning session, afternoon session or full day subject to subscription. Full & part time schedules are fixed at the beginning of each term subject to availability as places are limited.



POLICY NAME: Bad Debts

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

At Jigsaws we agree to establish a method of payment that is flexible with the parent and carer, so that we do not discriminate against any child who wishes to attend Jigsaws. In most cases this payment will be made monthly, however, after prior arrangement with the Business Manager it may be daily or weekly. We will accept cash, bank payments, cheques or vouchers. However we do require that all payments for childcare should be made in advance. You have to pay by the 8th of the month for that month.

At the start of every month a bill will be given to the parent/carer stating the amount the childcare will cost for that month and a date at which it should be paid by. If payment is not made in advance by this date it will be classed as a bad debt and the following procedure applies.

1. If the payment is not received by the date specified on the bill, a late payment penalty will be added of BOE Base Rate plus 4% per day for a maximum of five days plus an additional £10 administration charge.
2. During this period of five days every attempt will be made by the Jigsaws Managers to contact the parents/carers and discuss reasons for late payments and negotiate an acceptable payment date.
3. Parents/Carers will also be notified in this period that a late payment penalty is being added to their bill. All penalty payments are added to the next months bill and will be highlighted as so.
4. It is at the discretion of the Managers not to add a late payment penalty..
5. Should the end period of five days be reached and no payment has been received Jigsaws reserves the right to remove the child/children from their register. This will be done by formal letter handed to the parent/carer or posted if this is not possible.
6. Should a parent/carer have consistently paid late and been subjected to late payment penalties, Jigsaws reserves the right to remove the child/children from their register. This will be done by formal letter handed to the parent/carer or posted if this is not possible.
7. The letter handed to the parent/carer will state the date on which the child/children will be removed from the register, this will normally be a period of 2 working days. If necessary school or nursery will be informed that Jigsaws is no longer responsible for drop off or collection.
8. The letter handed to the parent /carer will also identify the outstanding payment with penalty added. It will ask for payment within seven days or legal action will be pursued.
9. If no payment is made within seven days, formal legal action will be sought through our debt Collection agency Daniels Silverman who will take over the debt.

POLICY NAME: Behaviour Management

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

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

Aim

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

Methods

Nicole Newiss and Helen Smith have overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

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

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development.

Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.

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

Children under three years

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

Rough and tumble play and fantasy aggression

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

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

- We recognise that fantasy play also contains many violently dramatic strategies - blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour

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

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. 'Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? It made you feel angry, didn't it, and you hit him'.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. 'When you hit Adam, it hurt him and he didn't like that and it made him cry'.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. 'I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one.'
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.

- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - they do not feel securely attached to someone who can interpret and meet their needs - this may be in the home and it may also be in the setting;
 - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
 - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse; and
 - the child has a developmental condition that affects how they behave.
 - Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

Bullying

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

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

Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

If a child bullies another child or children:

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



POLICY NAME: Camera & Computer

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

We encourage children of all ages to use ICT equipment this can be using cameras and computer equipment. Using the tv or visiting sites on-line. We lay out basic guidelines for children using this equipment.

We allow children to only spend up to 15 minutes at the computer table.

All games are checked for content and age appropriate skills and learning

Two children only are allowed to sit at the computer table, so that there is plenty of space to work.

We ensure that children share and take turns of the camera and computer.

We ensure that all children treat the equipment with care and ask one of the staff if they have any problems

Children are asked not to pull or bang on the equipment if they are seen doing this they are asked to leave the area.

Older children are asked to use a rota to use the computer or camera.

Children must not put information on the computer or take pictures which are unsuitable.

Children accessing the internet for games and information will be continually monitored

POLICY NAME: Child Protection

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

Statement of Intent

Jigsaws Childcare Ltd will work with children, parents and the community to ensure the safety of children and to give them the very best start in life.

Key Commitment's One

- We are committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.
- We are committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you are worried a child is being abused' (DoH 2004). A poster is hung in the office area.
- We are committed to promoting awareness of child abuse issues throughout our training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and listened to.

Aims we aim are to carry out this policy by:

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

The legal framework for this work is:

Primary legislation

The Children Act 1989 - s 47

The Children Act 2004 (Every Child Matters)

The Protection of Children Act 1999

The Children (NI) Order

Data Protection Act 1998

The Children (Scotland) Order

Guidance

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

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

Working Together to Safeguard Children (revised 1999)

The Common Assessment Framework 2005

Secondary Legislation

Sexual Offences Act (2003)

Race Relations (Amendment) Act (1976) Regulations

Criminal Justice and Court Services Act (2000)

Rehabilitation of Offenders Act 1974

Human Rights Act (1999) Race Relations (Amendment) Act (2000)

Liaison with other bodies

We work within the Area Safeguarding Children Committee guidelines.

- We have a copy of 'What to do if you are worried a child is being abused' for parents and staff and all staff are familiar with what to do if they have concerns.
- We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and social services to work well together.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the wellbeing of children.
- Details of the local National Society for the Prevention of Cruelty to Children (NSPCC) contacts are also kept.
- If a referral is to be made to the local authority social services department, we act within the Area Safeguarding Children and Child Protection guidance in deciding whether we must inform the child's parents at the same time.

Methods

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

Staffing and volunteering

- Our designated person (a member of staff) who co-ordinates child protection issues is Nicole Newiss.
- Our designated officer (a committee member) who oversees this work is Jenny Jones
- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. A member of staff has undergone accredited CWDC Safer Recruitment Training.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Criminal Records Bureau before posts can be confirmed.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect of references and Criminal Record Bureau checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Volunteers do not work unsupervised.
- We abide by the Protection of Children Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.

- We have procedures for recording the details of visitors to the setting found in our reception area.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.

Key Commitment Two

Jigsaws Childcare Ltd is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you are worried a child is being abused' (DoH 2004.)

Method

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual as well as neglect.
- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.
- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the Operations Manager who is acting as the 'designated person'. The information is stored on the child's personal file.
- Staff in the setting take care not to influence the outcome either through the way they speak to children or by asking questions of children.

Allegations against staff

We ensure that all parents know how to complain about staff or volunteers actions within the setting, which may include an allegation of abuse.

We follow the guidance of the Area Safeguarding Children Committee when responding to any complaint that a member of staff, student or volunteer has abused a child and take advice from our LADO.

We respond to any disclosure by children or staff that abuse by a member of staff may have taken, or is taking place, by first recording the details of any such alleged incident.

We refer any such complaint immediately to the local authority's social service department and ofsted to investigate.

We co-operate entirely with any investigation carried out by social services in conjunction with the police.

Following guidance from the LADO appropriate steps will be taken to ensure the adult is supported for the duration of the investigation. The child's security is paramount and will duly effect how the staff member is supported (whether they can continue to work on the premises or need to be suspended).

Disciplinary action

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

Key Commitment Three

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

Training

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

We ensure that all staff know the procedures for reporting and recording their concerns in the setting.

Planning

The layout of the rooms allow for constant supervision. No child is left alone with staff or volunteers in a one to one situation without being visible to others. This also covers changing and toileting routines.

Curriculum

- We introduce key elements of child protection into our programme to promote the personal, social and emotional development of all children, so that they may grow to be 'strong, resilient and listened to' and so that they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

Disclosures

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

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

The member of staff does not question the child

Recording suspicions of abuse and disclosures

Staff make a record of:

1. the child's name;
2. the child's address;
3. the age of the child;
4. the date and time of the observation or the disclosure;
5. an objective record of the observation or disclosure;
6. the exact words spoken by the child as far as possible;
7. the name of the person to whom the concern was reported, with date and time; and
8. the names of any other person present at the time.
9. these records are signed and dated and kept in the child's personal file. All members of staff know the procedures for recording and reporting.

Informing parents - Parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the local Area Safeguarding Children Committee does not allow this. This will usually be the case where the parent is the likely abuser. In these cases the investigating officers will inform parents.

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

Support to families- Jigsaws Childcare believes in building trusting and supportive relationships with families, staff and volunteers in the group.

- We make clear to parents, our role and responsibilities in relation to Child Protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local social services department.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the social services department in relation to our designated role and tasks in supporting the child and the family, subsequent to any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the procedure and only if appropriate under the guidance of the Area Safeguarding Children Committee.



POLICY NAME: CRB Portability

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

In some circumstances Jigsaws Childcare Limited will accept a CRB Disclosure that has been carried out on a member of staff for a previous role within another organisation. The decision to allow this to take place will be taken by the Chair of Directors and a member of staff who has received Disclosure training.

Examples when this will occur:

1. A student is on placement at the setting
2. When a new member of staff or volunteer are to start with us and the starting period is before a CRB could be completed. In this case we would carry out our own CRB within the first few weeks of them starting with us.

When making this decision the following points will be taken into account:

- The length of time that has elapsed since that Disclosure was issued
- The level of Disclosure
- The nature of the position for which the Disclosure was issued
- The nature of the position that person is applying for within Jigsaws
- When employing a member of staff that a full reference has been attained from a previous employer or tutor.

Ultimately if those responsible feel that any of these points are compromised portability will not be considered and a new Disclosure form for the position will need to be completed.

While using a CRB check under the portability policy the individual will not be left unsupervised with the children.



POLICY NAME: CRB Secure Storage

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

Policy statement on the Secure Storage, Handling, Use, Retention and Disposal of Disclosures and Disclosure information

1. Background

All individuals or organisations using the Criminal Records Bureau (CRB) Disclosure service to help assess the suitability of applicants for positions of trust and who are recipients of Disclosure information must comply fully with the CRB Code of Practice. Amongst other things, this obliges them to have a written policy on the correct handling and safekeeping of Disclosure information. It also obliges them to ensure that a body or individual, on whose behalf they are countersigning Disclosure applications, has such a written policy and, if necessary, to provide a model for that body or individual to use or adapt for this purpose.

2. Jigsaws Childcare Limited Policy Statement

General principles

As an organisation using the Criminal Records Bureau (CRB) Disclosure service to help assess the suitability of applicants for positions of trust, Jigsaws Childcare Limited complies fully with the CRB Code of Practice regarding the correct handling, use, storage, retention and disposal of Disclosures and Disclosure information. It also complies fully with its obligations under the Data Protection Act and other relevant legislation pertaining to the safe handling, use, storage, retention and disposal of Disclosure information and has a written policy on these matters, which is available to those who wish to see it on request.

Storage & Access

Disclosure information is kept in a lockable storage area with only Managers able to access it

Handling

In accordance with section 124 of the Police Act 1997, Disclosure information is only passed to those who are authorised to receive it in the course of their duties. We maintain a record of all those to whom Disclosures or Disclosure information has been revealed and we recognise that it is a criminal offence to pass this information to anyone who is not entitled to receive it.

Usage

Disclosure information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

Retention

Once a recruitment (or other relevant) decision has been made, we do not keep Disclosure information for any longer than is absolutely necessary. This is generally for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints. If, in very exceptional circumstances, it is considered necessary to keep Disclosure information for longer than six-months, we will consult the CRB about this and will give full consideration to the Data Protection and Human Rights individual subject before doing so. Throughout this time, the usual conditions regarding safe storage and strictly controlled access will prevail.

Disposal

Once the retention period has elapsed, we will ensure that any Disclosure information is immediately suitably destroyed by secure means, by shredding. While awaiting destruction, Disclosure information will not be kept in any insecure receptacle (e.g. waste bin or confidential waste sack). We will not keep any photocopy or other image of the Disclosure or any copy or representation of the contents of a Disclosure. However, notwithstanding the above, we may keep a record of the date of issue of a Disclosure, the name of the subject, the type of Disclosure requested, the position for which the Disclosure was requested, the unique reference number of the Disclosure and the details of the recruitment decision taken.

Acting as an Umbrella Body

Before acting as an Umbrella Body (one which countersigns applications and receives Disclosure information on behalf of other employers or recruiting organisations), we will take all reasonable steps to ensure that they can comply fully with the CRB Code of Practice. We will also take all reasonable steps to satisfy ourselves that they will handle, use, store, retain and dispose of Disclosure information in full compliance with the CRB Code and in full accordance with this policy. We will also ensure that any body or individual, at whose request applications for Disclosure are countersigned, has such a written policy and, if necessary, will provide a model policy for that body or individual to use or adapt for this purpose.



POLICY NAME: Collection/ Drop off Procedure

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

Part of our daily routine is the drop off and collection of children from local schools and nurseries. In particular, that of Kirk Fenton primary School.

BREAKFAST CLUB

Jigsaws staff leave for drop off between 8.40 and 8.50am. Our staff stay with the children in the main playground and accept full responsibility until the bell rings. Children attending foundation stage, reception and class 1 are escorted to their classrooms by staff.

NURSERY

Two members of staff collect from nursery. Children are signed onto the register and escorted through the school out the main entrance and to Jigsaws. Staff sign in and out at the school reception.

AFTER SCHOOL

1. Two Members of Jigsaws Staff will go over to School to collect the children. The remaining staff stay in Jigsaws supervising the remaining children.
2. One of these staff members will take the Hall register into the Hall where all of the Jigsaws children from classes 3, 4, 5 and 6 will be sent by their class teacher. This member of staff completes the Hall register. If any children are missing this member of staff informs the manager or supervisor in charge. (Skip to point 4)
3. The other member of staff goes to Nursery, then class 1, then class 2 collecting these children, checking them on the register and taking them to the hall. If any children are missing the manager or supervisor is informed and step 4 and 5 are taken.
4. The manager /supervisor then informs the child's teacher and a search is begun of School and the bus queue. If the child is located and no message has been received by School or teacher of a change in arrangement than the child MUST come to Jigsaws.
5. If the child is not located then Jigsaws continually rings the child's parents until they are reached if the parents are not reached within 15 mins then the police are contacted. SEE MISSING CHILD POLICY
6. The incident is logged in the incident tracker.



POLICY NAME: Complaints

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

Statement of Intent

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

Aim

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

Methods

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

Making a complaint

Stage 1

- Any parent who has a concern about an aspect of the setting's provision talks over, first of all, his/her worries and anxieties with the setting leader.

Most complaints should be resolved amicably and informally at this stage.

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to Stage 2 of the procedure by putting the concerns or complaint in writing to the Operations or Business Manager and the chair of the Directors.
- The setting stores written complaints from parents in a file secure cabinet within the office.
- When the investigation into the complaint is completed, the manager meets with the parent to discuss the outcome.
- When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the Manager and the chair of the management committee. The parent should have a friend or partner present if required and the Setting manager should have the support of the Chair of Directors.
- An agreed written record of the discussion is made as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

Stage 4

- If at the Stage 3 meeting the parent and setting cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.
- Staff or volunteers within the Pre-school Learning Alliance or NYFVO are appropriate persons to be invited to act as mediators.
- The mediator keeps all discussion confidential. S/he can hold separate meetings with the setting personnel (Manager and chair of the Directors) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent, the setting leader and the chair of the management committee is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
- A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

The role of the Office for Standards in Education, Early Years Directorate (Ofsted) and the Area Safeguarding Children Committee.

Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the National Standards for Day Care are adhered to. An ofsted parents poster is on our reception board contact 0300123123

- If a child appears to be at risk, our setting follows the procedures of the Area Safeguarding Children Committee in our local authority.
- In these cases, both the parent and setting are informed and the setting leader works with Ofsted or the Area Safeguarding Children Committee to ensure a proper investigation of the complaint, followed by appropriate action.

Records

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

POLICY NAME: Confidentiality

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

Statement of Intent

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

Aims

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

Methods

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

1. Developmental records

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

2. Personal records

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

Other records

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

Access to personal records

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

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

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

Once a year a Privacy notice – Data Protection information sheet is sent out to all our parents informing them that we are a data controller and how data is used. See appendix 2



POLICY NAME: Disciplinary

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

Statement of Intent

The organisation's aim is to encourage improvement in individual conduct or performance. This procedure sets out the action that will be taken when disciplinary rules are breached.

Principles

The procedure is designed to establish the facts quickly and to deal with disciplinary issues consistently. No disciplinary action will be taken until the matter has been fully investigated. The employee will be advised in writing of the nature of the complaint against him or her and the arrangements for the hearing.

Workers will have the opportunity to state their case at every stage at a disciplinary hearing and be represented or accompanied, if they wish, by a trade union representative or a work colleague.

A worker has the right to appeal against any disciplinary penalty. An appeal meeting will be arranged as soon as possible and will be conducted by a more senior manager if possible.

Informal warnings

It will usually be appropriate for an employee to receive an informal warning prior to formal disciplinary action being taken. This will be for the purpose of allowing the employee a chance to address the issue without formal proceedings. An informal warning is not recorded in writing.

The procedure

At the conclusion of the disciplinary hearing, any of the following actions may be deemed to be appropriate.

Stage 1 – first warning

If conduct or performance is unsatisfactory, the employee will be given a formal disciplinary warning. Such warnings will be recorded, but disregarded after six months of satisfactory service.

Stage 2 – final written warning

If the offence is serious, or there is no improvement in standards, or if a further offence of a similar kind occurs, a final written warning will be given. This will include the reason for the warning and a note that if no improvement results within three months action at Stage 3 will be taken.

Stage 3 – dismissal or action short of dismissal

If the conduct or performance has failed to improve, the employee may suffer demotion, disciplinary transfer, loss of seniority or dismissal.

Gross misconduct

If an employee has committed an offence of the following nature (this list is not exhaustive), the normal consequence will be dismissal without notice or payment in lieu of notice:

- theft,
- bribery, including the giving, receiving or facilitating of bribes
- damage to property,
- fraud,
- incapacity for work due to being under the influence of alcohol or illegal drugs,
- physical assault and
- gross insubordination.

The employee may be suspended while the alleged gross misconduct is being investigated. During this time he or she will be paid their normal pay rate. Any decision to dismiss will be taken by the employer after full investigation. When this investigation has been completed the employee will be invited to attend a disciplinary meeting (at which s/he will be entitled to representation) to respond to the allegations.

In cases of misconduct (situations less serious than gross misconduct) it might also be appropriate to suspend the employee if this assists with the investigation.

Appeals

An employee who wishes to appeal against any disciplinary decision must do so within five working days. The employer will hear the appeal and decide the case as impartially as possible. Any disciplinary penalty imposed will be reviewed at the appeal and the result will be confirmed in writing.

Source: adapted from ACAS Advisory Handbook: Discipline and Grievances at Work. 2007. Appendix 4.



POLICY NAME: Dignity at Work

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

Statement of Intent

Jigsaws is committed to a positive work environment where work is done in an atmosphere of respect, collaboration, openness and equality.

Aim

Adult bullying and harassment in the workplace are phenomena which we will seek to prevent and will not tolerate. All employees have the right to be treated with dignity and respect. Management is committed to intervening in an appropriate manner to investigate and deal with allegations of bullying or harassment.

What is Workplace Bullying and Harassment?

The Board of Directors adopts the definition of adult bullying as set out by the Task Force (2001):

"Workplace Bullying is repeated inappropriate behaviour, direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, at the place of work and/or in the course of employment, which could reasonably be regarded as undermining the individual's right to dignity at work. An isolated incident of the behaviour described in this definition may be an affront to dignity at work but, as a once off incident, is not considered to be bullying".

Harassment is covered by Employment Equality legislation and is based on a person's standing within one of the nine categories (or grounds) specified in that legislation (gender, marital status, religion, sexual orientation etc.) Harassment is defined in law as *"unwanted conduct"* related to one or more of the discriminatory grounds which *"has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person."*

It is recognised that bullying and harassment complaints may arise among work colleagues but may also arise in relation to visitors to the setting. In either case, the commitment to a positive workplace, where dignity at work is respected, prevails.

Method

It is agreed that we will all work to make this setting a good place to work. A good place to work has a positive work environment characterised by

- A supportive atmosphere
- Good and open communication (e.g. through opportunities at regular staff meetings)
- Appropriate interpersonal behaviour
- Collaboration
- Open discussion and resolution of conflict
- Recognition, feedback and affirmation as appropriate
- Fair treatment of all staff (including fair systems of selection and promotion in line with agreed procedures)

Every person has a responsibility to play his/her part in contributing to a positive work environment. In this regard, a person who is a witness or bystander has a clear responsibility to raise concerns about dignity at work and threats to this, in an appropriate and timely manner.

The Safety Statement - as mandated under the Safety, Health and Welfare at Work Act 2005 – will also include a commitment to a positive work environment, in light of the Employer's obligations as outlined at Section 8 of that Act, including the duty to manage work activities in such a way as to prevent "*improper conduct or behaviour*" likely to put health and safety at risk.

It is agreed that the adoption of this policy in our setting will be accompanied by a number of steps to examine our work environment and, as necessary, to agree changes which reflect a commitment to dignity at work. These steps will be initiated by Management, and be repeated by way of review at appropriate intervals. The actions to be undertaken may generally be described as Identification, Assessment, Implementing Strategies and Monitoring.

Adult Bullying as a Problem

Our setting recognises that Adult Bullying and Harassment are problems where they occur in any workplace. Bullying behaviour generally amounts to psychological abuse which causes serious pain and suffering. Studies have shown that any person may become a target, irrespective of their personality or ability. In addition to its unacceptable effects on persons who are its targets, workplace bullying and harassment is extremely detrimental to organisational effectiveness.

Bullying may include behaviours such as:

- Verbal abuse/insults, undermining remarks
- Excessive monitoring of work
- Withholding work-related information
- Exclusion with negative consequences.

This policy aims to ensure that a positive environment prevents such behaviours from occurring. Where bullying or harassment does occur or is alleged to have occurred, there are means of tackling it through the agreed procedure.

What Happens if there is an Allegation of Bullying or Harassment?

Without prejudice to an individual's right to take such advice or steps as they themselves may decide, the Management will take seriously any allegations or workplace bullying or harassment.

Supportive and effective procedures, in accordance with nationally-agreed practice, are in the place in this setting. These procedures to address and investigate allegations will focus on the earliest possible resolution, will proceed as necessary from informal to formal stages and will have a stress on confidentiality. Advice will be sought from North Yorkshires Early years team.

Jigsaws Management team has a duty of care towards employees. Similarly, employees have a duty of care towards one another. This policy seeks to set out principles and practices to support the exercise of that duty in our setting.

Just as inappropriate and undermining behaviour among work colleagues is taken seriously, so is such behaviour when perpetrated against an employee of this Nursery by any other person. Together we are committed to building and maintaining a work environment where respectful, open and equal relationships are the norm. In summary, we are committed to having a good place to work.

POLICY NAME: Equal Opportunities

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

Statement of Intent

Jigsaws Childcare Ltd is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children, staff and families.

We aim to:

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

The legal framework for this policy is:

1. Race Relations Act 1976;
2. Race Relations Amendment Act 2000;
3. Sex Discrimination Act 1986;
4. Children Act 1989; and
5. Special Educational Needs and Disability Act 2001.

Method

Jigsaws Childcare Ltd is open to all members of the community. We ensure equal access with the following methods:

- We advertise our service widely.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible.
- We base our admissions policy on a fair system. (see admissions policy)
- We ensure that all parents are made aware of our equal opportunities policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background, such as being a member of a travelling community or an asylum seeker.
- We do not discriminate against a child with a disability or refuse a child entry to our setting because of any disability.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly racist insignia, distribution of racist material, name calling, or threatening behaviour are unacceptable on or around the

premises and will be dealt with in the strongest manner.

Employment (please see staffing and Employment Policy)

Posts are advertised and all applicants are judged against explicit and fair criteria.

1. Applicants are welcome from all backgrounds and posts are open to all.
2. We may use the exemption clauses of the Race Relations Act and the Sex Discrimination Act where this is necessary to enable the service to best meet the needs of the community.
3. The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This ensures fairness in the selection process.

All job descriptions include a commitment to equality and diversity as part of their specifications.

- We monitor our application process to ensure that it is fair and accessible.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for equality, diversity and inclusion.

Curriculum

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- recognising the different learning styles of girls and boys, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities;
- positively reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

Valuing diversity in families

1. We welcome the diversity of family lifestyles and work with all families.
2. We encourage children to contribute stories of their everyday life to the setting.

3. We encourage parents/carers to take part in the life of the setting and to contribute fully.
4. For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
5. We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met. Our kitchen Supervisor works to develop menus to support and include Children's needs.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all parents have information about and access to the meetings.

POLICY NAME: Equipment & Resources

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

Statement of intent

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

Aim

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

Methods

In order to achieve this aim we:

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



POLICY NAME: Fees Resources

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

Statement of Intent

Jigsaws Childcare Limited is a not for profit company, we are eligible for funding from outside sources. Any profits are put back into the group after paying wages and bills. Some monies are allocated to reserves, please see policy.

Aims

Our aim is to make Jigsaws a self-sufficient business that will not rely on additional funding for its day to day running.

Method

- Sessional Care Fees and out of school fees are set and details are available in our prospectus.
- Those using out of school club term times only are charged a 15% retainer fee during holiday times. This is discarded if the child attends Holiday Club and pays the Holiday Club fees.
- Our daycare sessions from 9am until 3.00pm run for 51 weeks of the year. Parents will be charged accordingly but those on a full time contract are entitled to a two weeks payment holiday during the year.
- During daycare sessions, if you feel that you will never require holiday cover and that you are happy for us to use your sessional place during holiday time for other children, then Jigsaws will only charge a 15% retainer fee over the holiday periods. This retainer fee will guarantee your child's sessional place is available during term time only. Please ask for additional letter to sign.
- Parents who have two children attending the same session receive a 10% reduction for the second child.
- For regular bookings fees are paid at the start of the month in advance. Parents receive a bill stating amount due, this is due for payment by the 8th of the month.
- Fees are based on a sessional charge and determined by the number of sessions to be attended.
- Fees are payable by Cash/ vouchers or Cheques to be made payable to **Jigsaws Childcare Ltd.**
- For occasional bookings, fees are paid on the day of use. In this case, fees are to be given to any member of staff in an envelope clearly marked with your child's name on the 1st day of attendance each day/week as appropriate. A receipt will be given as proof of payment.
- Fees are not subject to adjustment because of absences, variations, illness. etc. (as stated in the Contract)
- Four weeks notice must be given to cancel a regular place.
- There will be a charge for the four week notice period.

Please remember, if you have any difficulties or problems please feel free to discuss them with the Business or Operations Managers.

POLICY NAME: Fire Evacuation

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

Fire Evacuation Procedure

- In the event of a fire or fire test the fire alarms in both rooms will be started.
- On discovering a fire, ascertain whether the fire can be tackled safely by staff using extinguishers located in each room.
- While the fire is being tackled members of staff will still evacuate. Senior Managers will help the baby area staff to evacuate children under two years, using pushchairs.
- Staff will evacuate the children from the room they are working in.
- We will use the nearest available exit using either fire exit or the main entrance.
- If evacuating from the Crawlers and Explorers room through the fire door, children should exit through the baby area gate following the path in front of school into the playground.
- If evacuating through the main door children should exit this way also.
- If evacuating through the over 8's fire door the children should exit through the main road gate, into school through pedestrian path alongside the car park and follow path in front of School into playground.
- The assembly point is in the main school playground by the garden wall.
- The evacuation will start immediately and people should not try to collect bags and other personal possessions.
- The manager/ supervisor will collect the registers and keys and ensure the building is cleared.
- A member of staff will telephone the fire brigade on 999 and give appropriate details.
- Staff will sound the schools fire alarm to begin evacuation of the school.
- At the assembly point, the registers will be called and checked for any unaccounted adults or children, and fire brigade will be told of any missing people.
- Nobody will be permitted to return to the building until the all clear is given by the fire brigade.
- For fire drills, the above procedure will be followed except that the session supervisor will give the all clear and schools fire alarm will not be sounded.

If the school fire alarm is sounded we will evacuate the building as described above and continue with the same procedure until it is safe for us to return.



POLICY NAME: Forest Schools

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

Aim

We aim to give children and practitioners a shared understanding of the ethos of a Forest School experience. This powerful approach enables young children to be independent, self-motivated, courageous, and considerate and sets them up for life long learning. It particularly supports the development of self-esteem and self-confidence.

Method

Forest schools programmes usually take place over a period of weeks. A small group of between 6 and 12 children is accompanied to a local woodland site and are involved in activities designed to promote social skills and self confidence. At least one member of staff holds a Level 3 qualification in Forest School Leadership and the ratio of adults to children is 1:3. At least one member of staff will hold a full and relevant pediatric first aid certificate.

Environmental Considerations

The environment needs to be cared for and respected at all times.

- All materials used should be recyclable.
- All activities must be empathetic to the woodland
- No damage to fauna and flora is acceptable

Health and Safety Considerations

The Forest School programme will support young children to develop responsibility for themselves and others. It will encourage early risk management strategies that will ensure that young children start to consider the impact of their actions on themselves and on others.

The children will be supported to use real full sized tools in an appropriate manner and will be working around a campfire. The forest school leader has had training and assessments regarding safe use of tools and fire.

The Forest Schools Leader holds full and relevant liability insurance.

Risk assessments are carried out on arrival at the site and for all activities. Normal procedures will be followed for outings, accidents and missing children. (See these policies)

Travelling to the site will take place using the minibus with seatbelts and our insured drivers, or with older children walking along the roadside path. Florescent jackets and bands are made available to children and waterproof suits have florescent strips.

Everyone involved in Forest School is fully briefed on health and safety, risk assessment of sites and activities. Staff should be made aware of the relevant policies and ensure that they adhere to the guidance contained in them. All members of staff will have Child Protection training.

Cancellation Procedure

There may be times when Forest School sessions have to be cancelled due to unforeseen circumstances. These may be:-

- Staff illness – which prevents staff / child ratios being met.
- Severe weather conditions.
- Any situation that poses a health and safety risk.

We will endeavour to run Forest School sessions whenever possible, however reserve the right to cancel on the day, but will aim to inform the group as soon as possible.

Evaluation Procedure

In order to develop the Forest School programme and to ensure good practice is maintained an evaluation of activities will be undertaken.

1. Evaluation of session – looking at what dispositions and attitudes are being developed.
2. Evaluation from children.
3. Evaluation from all staff involved in Forest School.

POLICY NAME: Food and Drink

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

Statement of intent

We regard snack and meal times as an important part of the setting's session. Eating represents a social time for children and adults and helps children to learn about healthy eating. Jigsaws Childcare promotes healthy eating through offering healthy varieties of snacks and allowing children to make choices.

Aim

At snack and meal times, we aim to provide nutritious food, which meets the children's individual dietary needs. We aim to meet the full requirements of The National Standards for Day Care on Food and Drink (Standard 8).

Methods

- Before a child starts to attend the setting, we find out from parents their children's dietary needs and preferences, including any allergies.
- We record information about each child's dietary needs in her/his Contract and Child Record form and parents sign the record to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs - including any allergies - are up to date. Parents sign the up-dated record to signify that it is correct.
- We display current information about individual children's dietary needs in our daily record files so that all staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes.
- We display the menus of meals/snacks for the information of parents.
- We provide nutritious food at all meals and snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
- We include a variety of foods from two of the four main food groups:
 - dairy foods;
 - fruit and vegetables.
- We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.
- Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.
- We provide a vegetarian alternative on days when meat or fish are offered and make every effort to ensure Halal meat or Kosher food is available for children who require it.

- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
- We organise meal and snack times so that they are social occasions in which children and staff participate.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the session.
- We inform parents who provide food for their children about the storage facilities available in the setting.
- We give parents who provide food for their children information about suitable containers for food.
- In order to protect children with food allergies, we have rules about children sharing and swapping their food with one another.
- For children who drink milk, we provide semi pasteurised milk.
- For each child under two, we provide parents with daily written information about feeding routines, intake and preferences.

As we have food made in site our kitchen, staff follow their own Food Health, safety and hygiene policies and procedures. These are detailed in another folder.

POLICY NAME: Grievance

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

Policy

It is the organisation's policy to encourage employees with grievances relating to their employment to use the procedure below to seek satisfactory solutions. The organisation will try to resolve grievances as quickly as possible to the satisfaction of the individual(s) concerned. Where this is not possible, every effort will be made to explain the reasons for the decision.

If employees are not satisfied with the outcome, they have the right to pursue their grievance to the next stage. It is hoped that most grievances will be resolved during the informal discussion. Employees who have raised grievances will be treated fairly at all times before, during and after the grievance hearing(s).

Procedure

Informal stage

If you have a grievance about your employment you should discuss it informally with either Business/Operations manager. The manager will give a response within five working days. (See Notes 1–3 below for exceptions to this procedure.)

Stage 1

If you feel that the matter has not been resolved satisfactorily through informal discussions, you must put your grievance in writing to the business/operations manager. You will receive a reply within five working days and a meeting will be arranged. You, any relevant witnesses and the manager will attend the meeting. You may choose to be accompanied by a colleague, lay or trade union official. The manager will give a response within five working days of the meeting and will inform the employee of the appeals procedure.

Stage 2

If you are not satisfied with the manager's response, you may raise the matter, in writing, with the relevant senior manager. A meeting will be arranged, constituted as in Stage 1, except that the senior manager will replace the manager. The senior manager will give a response within five working days of the meeting and will inform the employee of the appeals procedure.

Stage 3

If the matter is not resolved to your satisfaction, you should put your grievance in writing to a director. You will receive a reply within seven working days and a meeting will be arranged. The constitution of the meeting will be as in Stage 2 except that the director or an authorised deputy will replace the senior manager. The director/deputy will give a decision within five working days of the meeting. This decision will be final.

Investigations

The organisation is committed to ensuring that all grievances are investigated fully. This may involve carrying out interviews with the employee concerned and third parties such as witnesses, colleagues and managers, as well as analysing written records and information. The investigation report will be made available to all the parties concerned. The identity of witnesses will be kept confidential where necessary.

Notes

1. You may raise a complaint directly with our Chair of Directors if:
 - a. concerns your immediate manager
 - b. is of too personal or sensitive a nature to raise with your immediate manager.
2. Complaints concerning discrimination, bullying or harassment by your immediate manager may be raised directly with a senior manager. This may be done informally or formally, ie at Stage 2 of the procedure.
3. If your complaint concerns an alleged wrongdoing or criminal offence by someone within the organisation, you should raise it immediately with a director, ie at Stage 3 of the procedure. See the Public Interest Disclosure Act 1998 (known as the Whistle-blowers' Act) for details of the additional protection available for protected disclosures.
4. The grievance procedure should not be used for appeals against disciplinary decisions, as that is the purpose of the disciplinary appeals procedure. If, however, you have a complaint against the behaviour of a manager during the course of a disciplinary case, you may raise it as a grievance with a senior manager. The disciplinary procedure may be suspended for a short period if necessary until the grievance can be considered.
5. Employees are encouraged to raise grievances and will not suffer any detriment from doing so. If your grievance is found to be malicious or to have been made in bad faith, however, you will be subject to the organisation's disciplinary procedure.
6. A second management representative from another function may be invited to attend formal grievance meetings to act as a witness and note-taker.
7. The timescales listed above will be adhered to wherever possible. Where there are good reasons, eg the need for further investigation or the lack of availability of witnesses or companions, each party can request that the other agrees to an extension of the permitted timescale.
8. The organisation reserves the right to seek assistance from external facilitators at any stage in the grievance procedure.
9. For senior managers/directors and employees during their first year of employment, the organisation reserves the right to speed up the decision making process and may choose to follow a shortened version of the above procedure.
10. This procedure is for guidance only and does not form part of employees' contractual rights.
11. The contents may be subject to revision from time to time.

POLICY NAME: Health & Safety

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

Statement of intent

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

Aim

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

Methods

The member of staff responsible for health and safety is Nicole Newiss, she is competent to carry out these responsibilities. She has undertaken health and safety training and regularly updates her knowledge and understanding. We display the necessary health and safety poster in the office area.

Risk assessment

Our risk assessment process includes:

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

We maintain a materials and equipment cleaning log, which is checked:

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

Insurance cover

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

Awareness raising

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.

- Health and safety issues are explained to the parents of new children so that they understand the part played by these issues in the daily life of the setting.
- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at staff meetings.
- We have a no smoking policy.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

Children's safety

- We ensure all staff employed have been checked for criminal records by an enhanced disclosure from the Criminal Records Bureau.
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults must be present.

Security

- Systems are in place for the safe arrival and departure of children. During sessional day care the times of the children's arrivals are recorded.
- The arrival and departure times of adults - staff, volunteers and visitors - are recorded. Either on the staff sign in sheet or in the visitor book.
- Our systems prevent unauthorised access in to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- The personal possessions of staff and volunteers are securely stored during sessions.

Windows

- Windows above the ground floor are secured so that children cannot climb through them.

Doors

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

Floors

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

Kitchen

- Children do not have unsupervised access to the kitchen.
- All external surfaces are clean and non-porous
- There are separate facilities for (1) hand-washing in toilet sinks or hand gel (2) washing up in kitchen sink (3) washing food items in side sink.
- Cleaning materials and other dangerous materials are stored out of children's reach and the cupboard is locked.
- When children take part in cooking activities, they:
 - are supervised at all times;
 - are kept away from hot surfaces and hot water; and
 - do not have unsupervised access to electrical equipment.

Electrical/gas equipment

- All electrical equipment conforms to safety requirements and is checked regularly.
- Our boiler cupboard is not accessible to the children.
- Fires, heaters, electric sockets, wires and leads are properly guarded and the children are taught not to touch them.
- Storage heaters are checked daily to make sure they are not covered.
- There are sufficient sockets to prevent overloading.
- The temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas including storage areas.

Storage

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

Outdoor area

- Our outdoor area is securely fenced.
- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- Where water can form a pool on equipment, it is emptied before children start playing outside.
- All outdoor activities are supervised at all times.

Hygiene

- We regularly seek information from the Environmental Health Department and the Health Authority to ensure that we keep up to date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the setting which includes main play room, kitchen, baby area/chill out area, toilets and nappy changing area.
- We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings. All cleaning is logged in a file in the office.
- The toilet area has a high standard of hygiene including hand washing and drying facilities. Nappies are bagged and in a sealed bin and disposed of at the end of each session.
- We implement good hygiene practices by:
 - cleaning tables between activities and using a wax cloth cover;
 - checking toilets regularly this is logged during the day;
 - wearing protective clothing - such as aprons and disposable gloves - as appropriate;
 - providing sets of clean clothes;
 - providing tissues and wipes; and
 - ensuring sole use of flannels and towels.

Activities

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.

- All materials - including paint and glue - are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children who are sleeping are checked regularly and kept in main building or outside while supervised.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.

Food and drink (see Food and Drink Policy)

- Staff who prepare and handle food receive appropriate training and understand - and comply with - food safety and hygiene regulations. Main leads are Becky Haines with Basic Food Hygiene Level 2 training, Lorna Taylor and Emma Hodgson. Certificates are displayed in the kitchen area.
- All food and drink is stored appropriately.
- Adults use thermal cups with lids to carry hot drinks through the play area(s) and do not place hot drinks within reach of children.
- Snack and meal times are appropriately supervised and children do not walk about with food and drinks.
- Fresh drinking water is available to the children at all times.
- We operate systems to ensure that children do not have access to food/drinks to which they are allergic. Information is on Child Record Forms and displayed on fridge door.

Outings and visits see policy

Animals

- Animals visiting the setting are free from disease and safe to be with children, and do not pose a health risk.
- Should we have pets at Jigsaws we would make sure that they are free from disease, safe to be with children, and do not pose a health risk.
- Children wash their hands after contact with animals.
- Outdoor footwear worn to visit farms are cleaned of mud and debris and should not be worn indoors.

Fire safety

- Fire doors are clearly marked, never obstructed and easily opened from inside.
- Smoke detectors/alarms and fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
 - clearly displayed in the premises;
 - explained to new members of staff, volunteers and parents; and
 - practised regularly at least once every six weeks.
- Records are kept of fire drills and the servicing of fire safety equipment.

First aid and medication

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

Our first aid kit:

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

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

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

Our accident book:

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

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

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

Dealing with incidents

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

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

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

Our Incident Book

- We keep an incident book for recording incidents including those that are reportable to the Health and Safety Executive as above.
- These incidents include:
 - break in, burglary, theft of personal or the setting's property;
 - fire, flood, gas leak or electrical failure;
 - attack on member of staff or parent on the premises or near by;
 - any racist incident involving a staff or family on the centre's premises;
 - death of a child, and
 - a terrorist attack, or threat of one.

- In the incident book we record the date and time of the incident, nature of the event, who was affected, what was done about it - or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, should also be recorded.
- In the unlikely even of a terrorist attack we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety Policy will be followed and staff will take charge of their key children. The incident is recorded when the threat is averted.
- In the unlikely event of a child dying on the premises, for example, through cot death in the case of a baby, or any other means involving an older child, the emergency services are called, and the advice of these services are followed.
- The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file.

Administration of medication

- Only prescribed medication may be administered. It must be in-date and prescribed for the current condition.
- Children taking prescribed medication must be well enough to attend the setting.
- Children's prescribed drugs are stored in their original containers, are clearly labelled and are inaccessible to the children.
- Parents give prior written permission for the administration of medication. This states the name of the child, name/s of parent(s), date the medication starts, the name of the medication and prescribing doctor, the dose and times, or how and when the medication is to be administered.
- The administration is recorded accurately each time it is given and is signed by staff. Parents sign the record book to acknowledge the administration of a medicine.
- If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.

Sickness

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

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

Safety of adults

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment. Manual Handling course is to be attended by staff.

- When adults need to reach up to store equipment or to change light bulbs they are provided with safe equipment to do so.
- All warning signs are clear and in appropriate languages.
- Adults do not remain in the building on their own or leave on their own after dark.
- The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues that need to be addressed.

Records

In accordance with the National Standards for Day Care, we keep records of:

Adults

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

Children

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

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

National Standard 6: Safety

- Risk assessment. H&S folder
- RIDDOR H&S folder
- Record of visitors in reception
- Fire safety procedures. In office
- Fire safety records and certificates. Files on shelf
- Operational procedures for outings. Policy Folder

National Standard 7: Health

- Administration of medication. Lockable cabinet
- Prior parental consent to administer medicine. Lockable cabinet
- Record of the administration of medicines. Lockable cabinet
- Prior parental consent for emergency treatment. Lockable cabinet
- Accident record. Lockable cabinet
- Sick children policy. Policy folder, No smoking signs displayed

POLICY NAME: Maternity Paternity

Authorisation Signature:

& Adoption leave and pay Policy

DATE ADOPTED:

DATE AMENDED:

1 Introduction

The purpose of this policy is to state the benefits and support that the organisation will provide to employees who become pregnant, adopt a child, or whose partner gives birth to a child or adopts a child. The organisation wishes to encourage employees who take maternity, paternity or adoption leave to return to work afterwards and to assist them to combine their work and family responsibilities effectively. This policy applies to all employees, including both full-time and part-time employees and those working on a temporary basis.

It is not the purpose of this policy to state the law in detail, for full details of rights, duties and entitlements, the employee should contact **Helen Smith**

Once a manager has been notified or has become aware that an employee is pregnant, or that he/she intends to take paternity leave or adoption leave, the employee should let the business manager know. The Business Manager will arrange to meet informally with the employee as soon as possible. The purpose of this meeting will be to ensure that the employee is made aware of his/her rights and responsibilities in relation to maternity, paternity or adoption leave and pay. In the case of pregnancy, issues of the employee's health and safety will also be considered.

2 Maternity

The organisation wishes to support employees who become pregnant and to encourage them to return to work after their period maternity leave.

When an employee receives medical confirmation that she is pregnant, she should notify Helen Smith, Business Manager of this immediately, stating the expected week of childbirth (EWC). This will enable the organisation to take any appropriate steps with regard to the employee's health and safety during pregnancy.

2.1 Summary of legal rights

Employees who are pregnant have the right to:

- paid time off work for antenatal care
- take up to 52 weeks' maternity leave (irrespective of length of service)

- continue working, if they wish, up to the time the baby is born, provided they are medically fit to do so and are not absent from work because of pregnancy after the start of the fourth week before the baby is due (in which case the organisation reserves the right to require the employee to start her maternity leave immediately)
- retain all their normal terms and conditions of employment throughout maternity leave, except pay
- continue to accrue holiday entitlement throughout maternity leave
- receive statutory maternity pay for up to 39 weeks, provided they:
 - have a minimum of six months' continuous service by the end of the 15th week before the week in which the baby is due
 - earn at least the equivalent of the lower level for payment of national insurance contributions
- return to work after maternity leave, either to the same job or to an alternative job on terms and conditions that are no less favourable than the terms that would have applied had they not been absent.

There are also duties and obligations on employees, such as to provide minimum periods of notice prior to taking maternity leave.

2.2 Health and safety

As soon as the organisation is made aware that you are pregnant, arrangements will be made for a personal risk assessment to be carried out. If any risks to your health or to that of your unborn child are identified, appropriate steps will be taken to eliminate or reduce such risks. This may involve altering your working conditions or transferring you to different job duties for the remainder of your pregnancy. In this eventuality, your normal pay and terms of employment will be maintained until you commence your maternity leave.

If you are unable, owing to health and safety concerns, to continue in your current role and if there is no suitable alternative work to which we can transfer you, the organisation reserves the right to suspend you on full pay until the start of your maternity leave.

If you have any concerns about your own health and safety at any time, you should contact Helen Smith immediately.

2.3 Time off for antenatal care

You are entitled during pregnancy to take time off during your normal working hours to receive antenatal care. This time off will be on full pay. You should try to arrange your appointments at the start or end of your working day, whenever possible.

Your manager has the right to ask you to produce appointment cards or some other document confirming your appointments (other than the first appointment). You should advise your manager that you will be absent for the purpose of antenatal care as far in advance of your appointments as possible.

2.4 Notification of maternity leave

Written notice of your intention to take maternity leave must be provided to the organisation no later than the end of the 15th week before the week in which your baby is due. The notice should be in writing and should state:

- that you are pregnant
- the week in which your baby is due
- whether you intend to take ordinary maternity leave (26 weeks) and/or additional maternity leave (a total of 52 weeks)
- when you want your maternity leave to start – this cannot be earlier than the 11th week before the week in which your baby is due.

A form for this purpose can be obtained from Helen Smith. You should also provide a Form MAT B1 signed by your GP or midwife.

You can change your mind about the date on which you start your maternity leave, provided you give **Helen Smith** written notice at least 28 days in advance of either the revised start date or the original start date, whichever is the earlier.

Upon receiving your notice of your intention to take maternity leave, the organisation will write to you within 28 days, setting out the date on which you will be expected to return to work if you take your full entitlement to maternity leave.

2.5 Statutory maternity pay

You may be entitled to receive statutory maternity pay (SMP) whilst on maternity leave, provided that:

- you have at least 26 weeks' continuous service as of the start of the 15th week before the week your child is due
- your average weekly earnings are equivalent to or greater than the lower earnings limit for National Insurance contributions.

Statutory maternity pay is payable irrespective of whether you intend to return to work after maternity leave.

Statutory maternity pay is payable for a maximum of 39 weeks. There are two rates: for the first six weeks of absence you will be paid at the higher rate, which is equivalent to 90% of your average earnings. After this, you will be paid at a lower, fixed weekly rate, stipulated by the Government.

Statutory maternity pay will be paid on your normal pay days and will be subject to the usual deductions for tax, National Insurance and pension contributions.

3 Adoption

An employee who has been newly matched with a child for adoption by an approved adoption agency may be eligible for adoption leave and pay. The child can be any age, up to age 18.

Where a couple adopts a child jointly, only one of them may take adoption leave, and the couple may choose which. The other partner may be eligible for paternity leave.

3.1 Summary of legal rights

Employees (whether male or female) who adopt a child have the right to:

- take up to 52 weeks' adoption leave – subject to the employee having a minimum of six months' continuous service by the 'relevant week' (which is the week in which the employee is notified of the match with the child for adoption)
- choose to begin adoption leave from the date of the child's placement (whether this is earlier or later than expected) or from a fixed date which can be up to 14 days before the expected date of placement
- retain all their normal terms and conditions of employment throughout adoption leave, except pay
- continue to accrue holiday entitlement throughout adoption leave
- receive statutory adoption pay for up to 39 weeks, provided they earn at least the equivalent of the lower level for payment of national insurance contributions
- return to work after adoption leave, either to the same job or to an alternative job on terms and conditions that are no less favourable than the terms that would have applied had they not been absent.

There are also duties and obligations on the employee's part, such as to provide notice prior to taking adoption leave.

3.2 Notification of adoption leave

You are required to inform **Helen Smith** in writing of your intention to take adoption leave, within seven days of being notified that you have been matched with a child for adoption. The notice should be in writing and should state:

- when the child is expected to be placed with you

- when you want your adoption leave to start.

You will also have to provide us with a 'matching certificate' from the adoption agency.

You can change your mind about the date on which you start your adoption leave, provided you give **Helen Smith** written notice at least 28 days in advance of either the revised start date or the original start date, whichever is the earlier.

Upon receiving your notice of your intention to take adoption leave, the organisation will write to you within 28 days, setting out the date on which you will be expected to return to work if you take your full entitlement to adoption leave.

3.3 Statutory adoption pay

You may be entitled to statutory adoption pay whilst on adoption leave, provided that:

- you have at least 26 weeks' continuous service as of the end of the week in which you were given notification of the match with the child
- your average weekly earnings are equivalent to or greater than the lower earnings limit for National Insurance contributions.

Statutory adoption pay is payable irrespective of whether you intend to return to work after adoption leave.

Statutory adoption pay is payable for a maximum of 39 weeks at a fixed weekly rate, stipulated by the Government. Statutory adoption pay will be paid on your normal pay days and will be subject to the usual deductions for tax, National Insurance and pension contributions.

4 Paternity

An employee may be eligible for paternity leave if he is the father of a newborn child, or the husband or partner (including same-sex partners) of someone who has given birth to a child or adopted a child. To qualify, the employee must have, or expect to have, responsibility for the child's upbringing.

Where a couple adopts a child jointly, one of them may be eligible for adoption leave (the couple may choose which) and the other partner may be eligible for paternity leave.

Paternity leave consists of two separate elements, known as ordinary paternity leave (2 weeks) and additional paternity leave (up to 26 weeks).

Paternity leave can sometimes be available to female employees as well as males, for example, where a couple adopts a child jointly, they may decide that the man will take adoption leave, in which case the woman may be eligible for paternity leave. For the purposes of this part of the policy, however, the masculine gender is used for simplicity.

4.1 Summary of legal rights

Eligible employees have the right to:

- take 2 weeks' ordinary paternity leave and up to 26 weeks' additional paternity leave – subject to the employee having a minimum of six months' continuous service by the end of the 'notification week' (which is the 15th week before the expected week of childbirth or, in the case of adoption, the week in which the adopter was formally notified of the match with the child)
- retain all their normal terms and conditions of employment throughout both ordinary and additional paternity leave, except pay
- continue to accrue holiday entitlement throughout paternity leave
- receive statutory paternity pay, provided:
 - they earn at least the equivalent of the lower level for payment of National Insurance contributions
 - (in respect of additional paternity leave) the child's mother or adopter had at least two weeks' statutory maternity pay or statutory adoption pay outstanding at the time of returning to work
- return to work after paternity leave, either to the same job or to an alternative job on terms and conditions that are no less favourable than the terms that would have applied had they not been absent.

There are also duties and obligations on the employee's part, such as to provide notice prior to taking paternity leave.

4.2 Ordinary paternity leave

You can choose to take either one week or two consecutive weeks' ordinary paternity leave. This must be taken within eight weeks of the date the child was due to be born (or within eight weeks of the actual date of birth, if it occurs earlier than expected). In the case of adoptions, ordinary paternity leave must be taken within eight weeks of the date of the child's placement.

4.3 Notification of ordinary paternity leave

Written notice of your intention to take ordinary paternity leave must be provided to the organisation no later than:

- (for births) the end of the 15th week before the week in which the baby is due

- (for adoptions) seven days after the date on which notification was received from an adoption agency of the match with the child.

The notice should be in writing, and should state:

- the week in which the child is expected to be born or placed for adoption
- whether you wish to take one or two weeks' ordinary paternity leave
- when you want the period of leave to start
- (in the case of an adopted child) the date on which notification of the match with the child was received.

A form for this purpose can be obtained from Helen Smith, Business Manager

You may be required to give Helen Smith a signed declaration that you wish to take ordinary paternity leave to care for a child or support the child's mother, and that you satisfy the eligibility criteria as set out above.

You can change your mind about the date on which you start your ordinary paternity leave, provided you give Helen Smith written notice at least 28 days in advance of either the revised start date or the original start date, whichever is the earlier.

4.4 Additional paternity leave

Additional paternity leave is a period of up to 26 weeks, which is separate from and additional to any period of ordinary paternity leave taken. Additional paternity leave is dependant on the employee's partner having returned to work before the expiry of her period of maternity or adoption leave.

The conditions for eligibility for additional paternity leave are the same as those for ordinary paternity leave, and so if you are eligible for ordinary paternity leave, you will automatically qualify for additional paternity leave as well, provided that:

- you are still employed by the organisation during the week before your additional paternity leave is due to begin
- the purpose of the leave is to care for the child
- your spouse or partner has returned to work before the end of her period of 52 weeks' maternity or adoption leave.

Additional paternity leave can be taken only between the times the child is 20 weeks and one year old. In the case of an adopted child, additional paternity leave can only be taken in the period beginning 20 weeks after the date of the adoption placement and ending one year after that date. The minimum period of additional paternity leave that you can take is 2 consecutive weeks and the maximum period is 26 weeks. The period of leave must be taken in multiples of complete weeks and can only be taken in one block.

Additional paternity leave does not need to begin on the same date that your partner returns to work, ie there can be a gap between this date and the start of your additional paternity leave, so long as your period of paternity leave ends within a year of the child's birth or adoption placement.

4.5 Notification of additional paternity leave

Written notice of your intention to take additional paternity leave must be provided to the organisation no later than eight weeks before the date on which you intend your period of additional paternity leave to begin. The notice must be in writing and must state:

- the start and end dates of the proposed period of additional paternity leave
- the date on which the child was born or placed for adoption.

You will also be required to provide a signed declaration confirming that you are eligible for additional paternity leave and stating that the period of leave is for the purpose of caring for the child. The organisation may also ask you to provide a signed declaration from the mother/adopter, including a statement of the date of her return to work.

You can change your mind about the date on which you start or end your period of additional paternity leave, provided you give Helen Smith written notice at least six weeks in advance of the revised start/finish date or the original start/finish date, whichever falls first.

Upon receiving your notice of your intention to take additional paternity leave, the organisation will write to you within 28 days, setting out the start and end dates of the period of additional paternity leave.

4.6 Statutory paternity pay

You may be entitled to statutory paternity pay whilst on paternity leave, provided that:

- you have at least 26 weeks' continuous service as of the start of the 15th week before the week your child is due be born or (in the case of an adopted child) the end of the week in which your spouse or partner was given formal notification of the match with the child
- your average weekly earnings are equivalent to or greater than the lower earnings limit for National Insurance contributions.

Payment of statutory paternity pay does not depend on whether you intend to return to work after paternity leave.

Statutory paternity pay is payable during the period of ordinary paternity leave and may be payable during all or part of additional paternity leave, in proportion to the amount of statutory maternity or adoption pay that your partner had remaining on her return to work. In effect, the outstanding statutory maternity pay or statutory adoption pay is transferred to you (provided you are otherwise eligible for it). Statutory paternity pay is a fixed weekly rate stipulated by the Government.

Statutory paternity pay will be paid on your normal pay days and will be subject to the usual deductions for tax, National Insurance and pension contributions.

5 Policy issues

5.1 Prior to leave

Before starting maternity leave, adoption leave or additional paternity leave, you will be informed of the arrangements for covering your work. If you have staff reporting to you, we will try to involve you in all decisions relating to the temporary reporting arrangements during your period of leave.

Before you commence maternity, paternity or adoption leave, we will need to agree with you when you will take your annual holiday entitlement for the year during which your period of leave commences and (where necessary) the following holiday year. Normally, the organisation will require you to use up all of the current year's holiday entitlement prior to starting your maternity, paternity or adoption leave, unless you plan to return to work before the end of the same holiday year.

We will also discuss with you arrangements for keeping in touch whilst you are on leave. You will usually remain on circulation lists for internal memoranda and other documents, and will be included in invitations to any work-related social events.

5.2 During leave

Your contract of employment continues in force during all periods of maternity, paternity or adoption leave. All terms, conditions, rights and obligations under the contract therefore remain in force, except for terms relating to basic pay and other remuneration.

During maternity leave, adoption leave or additional paternity leave, you may, if we invite you, work for up to 10 days without affecting your period of statutory leave or pay. These days could be to allow you to attend a meeting or a training course, or just for the purpose of 'keeping in touch'. You are under no obligation to do any work during your period of leave, and we are under no obligation to offer you any work. We will advise you if the opportunity for any such days arises.

At least two weeks before you are due to return to work, you may be invited for an informal meeting with Helen Smith in order to discuss any material points concerning your return to work, such as changes to systems or working methods.

5.3 Returning from leave

You have the automatic right to come back to work following maternity, paternity or adoption leave, and it is assumed that you will return unless you state otherwise. Although you are not required to give any formal notice of returning to work at the end of the period of leave, it helps us to plan for your return if you contact us in advance.

If, however, you wish to return to work early, ie before the end of your period of maternity, paternity or adoption leave, you must give us notice (in writing) of the date on which you intend to return. For an early return from maternity or adoption leave, this must be at least eight weeks' notice; for an early return from additional paternity leave, the notice must be at least six weeks. Employees on maternity leave are not, however, permitted to return to work within two weeks of giving birth.

If you do not give sufficient notice of an early return date, the organisation is entitled to postpone your return to work until the correct notice has expired or until the date on which your period of maternity, paternity or adoption leave would otherwise have come to an end.

If you are unable to return to work on the due date because you are ill, you should notify Helen Smith, Business Manager, as soon as possible. You will be entitled to receive your normal contractual benefits in relation to sickness absence and sick pay from the date on which you were due to return to work, subject to the usual requirements to provide medical certificates confirming that you are unfit to attend work.

You will be entitled to return either to the same job as before, or – in some cases – to a suitable alternative job on terms and conditions that are no less favourable to you than those that would have applied had you not been absent, and with the same level of seniority, pension and other similar rights.

If an annual salary review has occurred during your period of leave, this will be applied to you and you will be notified of any change to your salary.

If you decide not to return to work, you should notify Helen Smith of your decision immediately. You must then give written notice of your resignation in accordance with the terms of your contract.

5.4 Flexible working

As stated above, it is the organisation's policy to encourage employees who take maternity, paternity or adoption leave to return to work afterwards.

If, following a period of maternity, paternity or adoption leave, you wish to reduce (or otherwise alter) your working hours on returning to work, the organisation will make every effort to accommodate your request. Whether a particular request can be granted will depend on whether your job duties can be effectively carried out on a part-time basis. Any request for a contract variation should be made under the organisation's flexible working policy and should be submitted as early as possible. All requests will be considered seriously and fairly.

POLICY NAME: Missing Child

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

Missing child Policy

If a child goes missing from the setting

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

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

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

The investigation

- The management committee chairperson carries out a full investigation taking written statements from all the staff present at the time, or who were on the outing.
- The key person/ staff writes an incident report detailing:
 - the date and time of the report;
 - what staff/ children were in the group/outing;
 - when the child was last seen in the group/outing;
 - what has taken place in the group/outing since then; and
 - the time it is estimated that the child went missing.

- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Social Services may be involved if it seems likely that there is a child protection issue to address.
- The incident is reported under RIDDOR arrangements and is recorded in the incident book; the local authority health and safety officer may want to investigate and will decide if there is a case for prosecution.
- OFSTED is informed.
- The Insurance Department at Pre-School Learning Alliance is informed.

POLICY NAME: Nappy Changing/Toileting

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

The potty and toilet will be accessible at all times to children who are toilet training and

1. Playworkers should wear gloves when helping those toilet training to wipe bottoms
2. The contents of the potty needs to be placed in the toilet
3. Please place wet wipes in a nappy bag and place in nappy bin or toilet bin
4. Pottys will be disinfected after each use
5. Any soiled clothes must be placed in a nappy sack and put into the child's bag unless the parent has requested different
6. Children must wash their hands after visiting the toilet
7. Staff and other children should respect the childs privacy
8. Staff must treat the childs accident with sensitivity and change the child immediately.

SEE APPENDIX 3 – CONTINENCE POLICY FOR EYFS

All nappies will be checked throughout the day in the Crawlers and Explorers Room, staff must update the rota sheet and changed as and when needed.

PROCEDURE

- CHECK to make sure that the supplies you need are ready, including: Baby wipes, paper towels, disposable gloves, plastic bags, fresh nappies, clothes, rubbish bins lined with plastic.
- **NO CHILD MUST BE LEFT UNATTENDED ON THE NAPPY UNIT**
- WEAR disposable gloves.
- REMOVE soiled nappy and clothes.
- PUT soiled disposable nappies in a plastic bag.
- PUT soiled clothes in a plastic bag to be taken home, unless parent requests different.
- CLEAN the child's bottom with a baby wipe or a damp paper towel/cotton wool.
- DISPOSE of baby wipe or paper towel in the bag with dirty nappy and tie top of bag.
- PUT bag containing dirty nappy in the nappy bin.
- APPLY Nappy barrier cream if child's bottom is sore or requested by parents.
- REMOVE your gloves - do not wash or re-use them. Put them in the nappy bin. Wash your hands.
- PLACE clean nappy on and dress the child.
- WASH the child's hands even if they are not visibly soiled with faeces. Return him/her to the group.
- CLEAN and DISINFECT the changing area and any equipment and supplies you touched.
- Then WASH YOUR HANDS.
- RECORD time nappy changed and note any unusual soiled nappies, for example diahorrea in the childs Daily Diary. Seek advice from manager on whether child needs to go home.
- Remember to talk to the child and make them feel at ease while changing their nappy of helping them toilet train.

POLICY NAME: Non Collection of children

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

Statement of intent

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

Aim

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

Methods

- Parents of children starting at the setting are asked to provide specific information which is recorded on our Registration Form, including:
 - home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative;
 - place of work, address and telephone number (if applicable);
 - mobile telephone number (if applicable);
 - names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent;
 - information about any person who does not have legal access to the child; and
 - who has parental responsibility for the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they record how they can be contacted in our Diary.
- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they record the name, address and telephone number of the person who will be collecting their child in our Diary. We agree with parents how to verify the identity of the person who is to collect their child.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up procedures. We provide parents with our contact telephone number. We also inform parents that - in the event that their children are not collected from setting by an authorised adult and the staff can no longer supervise the child on our premises - we apply our child protection procedures as set out in our child protection policy.
- If a child is not collected at the end of the session/day, we follow the following procedures:
 - The Diary is checked for any information about changes to the normal collection routines.
 - If no information is available, parents/carers are contacted at home or at work.

- If this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting - and whose telephone numbers are recorded on the Registration Form - are contacted.
- All reasonable attempts are made to contact the parents or nominated carers.
- The child does not leave the premises with anyone other than those named on the Registration Form and in the Diary.
- If no-one collects the child after one hour (15 mins after 6pm) and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
- We contact our local authority social services department . For full day care, this will be the out of hours duty officer..
- The child stays at setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social worker;
- Social services will aim to find the parent or relative if they are unable to do so, the child will be admitted into the care of the local authority.
- Under no circumstances are staff to go to look for the parent, nor do they take the child home with them.
- A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
- Ofsted may be informed.



POLICY NAME: Occasional use

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

STATEMENT OF INTENT

To give parents and carers flexibility in their childcare usage

AIM

We aim to give parents the flexibility they require when arranging child care. To support parents with shift patterns, changes in working hours and social commitments we allow occasional use.

METHOD

A request for occasional use can be made up to 24 hours in advance the request can be verbally, by phone, email or note. All requests for occasional use must be confirmed by the Manager.

Once confirmed the name of the children session and date are written in the diary, they are then entered into Superfox. If the register for that week has already been printed they must be hand written onto the register.

Fees can be paid on the day of use or are paid in arrears and added onto the following months bill.



POLICY NAME: Over 8's Club

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

Statement of intent

We intend to make our Over 8's club as interesting and fun as possible. We will treat the children with the respect and give them the opportunity to be more independent within the setting.

Aim

To create a fun and caring environment where our older children will be able to relax and get involved in interesting experiences. We will have an Over 8's co-ordinator who will be responsible for supporting the children in the Over 8's Club and will plan for activities during the week.

Method

- Adhere to our behaviour management policy
- Provide sufficient activities so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

In return we expect the following from children attending the Over 8's club

- Not to be rude to Jigsaws staff
- Not to tease or be rude to any of our friends at Jigsaws
- We do not hit or kick, we keep our arms and legs to ourselves
- Always try to be polite and kind to everyone at Jigsaws
- Try and keep the noise at a correct level and do not shout at others
- Not to throw toys and equipment
- Do not break or try to destroy things

POLICY NAME: Outings Policy

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

Statement of Intent

It is our belief that children benefit from and learn through outings and trips. We use our many local facilities such as the local woodland, post office, church, station and farm shop to engage children. We also run trips for our older children for Forest Schools and cinema trips.

Aim

At Jigsaws we believe that our children should access as many local amenities as possible by experiencing outings and trips.

METHOD

- We have agreed procedures for the safe conduct of outings.
- Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the setting.
- Parents always sign consent forms before major outings. If the parents consent form has not been received then the parent will be contacted to find out why and talk through any issues they may have as appropriate.
- A risk assessment is carried out before an outing takes place.
- Our adult to child ratio is high, 1:3 for children aged under 3, 1:4 for children aged 3 to 6 and 1:6 for children aged 6 and over.
- Named children are assigned to individual staff to ensure each child is individually supervised and to ensure no child gets lost and that there is no unauthorised access to children. Regular head counts are taken throughout the visit.
- Outings are recorded in an outings record book stating:
 - the date and item of outing
 - the venue and mode of transport
 - names of staff assigned to named children
 - time of return
 - Staff with first aid training
- A copy of the outings record sheet is taken on the outing as a register and a copy of the outings policy is taken so staff know what to do.
- Staff take a mobile phone on outings, and supplies of tissues, wipes, pants etc as well as a mini first aid pack, a snack and water. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.
- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover when necessary.

A minimum of two staff should accompany children on outings and a minimum of two should remain behind with the rest of the children if necessary.

MISSING CHILD

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

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

The person in charge contacts the Chair of Directors and ofsted registered persons Helen Smith and Nicole Newiss who come down to the setting as soon as possible. Numbers available in personnel folder.

The investigation

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

POLICY NAME: Parental Involvement

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

Statement of Intent

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

Our aim

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

Method

In order to fulfil these aims we:

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

In compliance with National Standard 12, the following documentation is in place:

- admissions policy;
- complaints procedure;
- record of complaints; and
- activities provided for children.



POLICY NAME: Reserves Policy

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

Statement of Intent

It is important for Jigsaws Childcare Ltd to have an appropriate level of reserves in place to cover expenses when they become due; however, as a not for profit organisation we need to balance this with our duty to spend our income on activities to further our aims and objects, as laydown in our Articles of Memorandum.

Aim

To create enough reserves to make sure the company could support itself meeting outgoings for at least three months and wind up the business in a satisfactory way.

Methods

The reserves level is often calculated in terms of a number of months of running costs, with most settings choosing to have reserves that would be enough to cover running costs for either three months. This is usually worked out by taking an average from the yearly expenditure.

On top of this figure Jigsaws will need to keep designated funds for staff redundancy payments and any known upcoming expenses.

The Charity Commission recommends that settings have a clear reserves policy in place, which includes information on the level of reserves that are required, what the reserves are required for and the measures that the charity will need to put in place to establish the required level of reserves. The policy should be monitored to ensure that it reflects any necessary changes to the required level of reserves.

The Business Manager will work with our accountant and the Board of Directors, to designate a reserves budget which will be reviewed annually. We will aim to put as much as is necessary into the reserves pot but it may take several years to achieve our required total.

POLICY NAME: Settling In Policy

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

Statement of intent

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

Aim

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

Methods

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting, information days and evenings and individual meetings with parents.
- We provide opportunities for the child and his/her parents to visit the setting before joining us.
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We use pre-start visits and the first session at which a child attends to explain and complete with his/her parents the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- We have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left, so we expect that the parent will honour the commitment to stay for at least the first week.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first four to six weeks of starting we discuss and work with the child's parents to create their child's record of achievement book.



POLICY NAME: Sick Child Policy

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

STATEMENT OF INTENT

We feel that children do not learn well if they are feeling ill and therefore ask parents to consider this before sending children to the setting. We understand that some children may become unwell while attending the session and parents will need to be informed.

AIM

We aim to make Jigsaws a healthy environment for children to learn in and require parents and carers to take this into account before sending their children.

METHOD

1. If your child has a temperature, and/or exhibits any behaviour changes or other signs that they are not well enough to participate comfortably in daily activities. Please keep your child home until his/her symptoms returns to normal.
2. If your child has had diarrhoea in the past 24 hours, keep your child at home until they have been diarrhoea-free for 24 hours or stools are formed enough that they are contained in their nappy. Potty trained children should be accident-free for one day.
3. If your child is vomiting, please keep your child home for up to 24 hours after the vomiting has ended.
4. If your child has a runny nose, accompanied by fever and crankiness or difficulty breathing, please keep your child home until they are feeling better and are fever free.
5. If your child is experiencing itchy, watery eyes, please keep your child home until the condition has been evaluated and treatment has begun.
6. If your child exhibits an unexplained skin rash, please keep your child home until the condition has been evaluated and treated.
7. As parents, use your best judgment in determining your child's health. Please take your child seriously when he/she says they are not feeling well.

You, as the parents, are ultimately responsible for determining your child's ability to actively participate in our daily activities. While we sympathise with the needs of each parent and their child, we must provide a healthy environment for the other children in our care. A sick child often needs special, one-on-one attention. It is difficult for us to take time away from well children to devote special attention to a sick child.

As always, feel free to call if you are uncertain about your child's condition. As a general rule, if your child is not themselves due to illness, please keep your child at home.

If your child becomes ill including sickness and or diarrhoea at Jigsaws you will be immediately called and asked to collect your child. We will try and make your child as comfortable as possible. While waiting we may ask parents if medicine can be given. This will be noted in the medication book and a signature will be required. When possible we will make sure your child is separated from the other children to avoid the spread of infection.

If your child has a high temperature but shows no other sign of illness we will call you and ask parents to make a choice if they would like to collect or not as temperatures are not always linked to illness (teething) again we will ask if medication can be given to reduce the temperature.

SERIOUS ILLNESS / INCUBATION PERIODS

Children suffering from serious illness such as chicken pox, measles. etc will require exclusion during the incubation period. We do consult NHS websites for up to date information on exclusion/incubation periods.

POLICY NAME: Special Educational Needs

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

Statement of intent

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

Aims

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

Methods

- Liz Musgrave are our designated member of staff for co-ordinating special educational needs (SENCO).
- We provide a statement showing how we provide for children with SEN/disabilities.
- We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We provide a broad and balanced curriculum for all children with SEN/disabilities.
- We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with SEN/disabilities.
- We ensure that ILPP children with SEN/disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.

- We use a system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities.
- We provide resources (human and financial) to implement our SEN/disability policy.
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
- We provide in-service training for practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

POLICY NAME: Staff Absence

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

Statement of Intent

It is our wish to maintain the healthiness and well being of our staff but also to balance the ratios required for adults to children

Aim

We aim to be supportive to staff when they are ill but also to remind staff that as a small business high levels of staff absences are detrimental to our company.

Method

- If you have a sudden illness, an accident or assault
- For maternity or adoption leave where employee fulfills the statutory requirements (discuss with your line manager)
- Parental Leave where an employee has 12 months service and fulfills the statutory requirements (discuss with your line manager)
- Paternity Leave where employee fulfills the statutory requirements (discuss with your line manager)
- Time off for Family Emergencies:-
 1. An emergency such as sudden illness, and accident or assault, going into labour, unexpected disruption or breakdown in care arrangements, death of someone for whom you have to make funeral arrangements or attend a funeral.
 2. Family is husband, wife, partner, child, parent, someone living with employee as part of the family

We ask all staff to make appointments for example doctors, dentist and opticians outside of their working patterns. In some rare occasions when this is not possible your line manager may agree to **unpaid leave**, but you must discuss this with them at least one full working week in advance.

What happens if you are absent

- You must inform your line manager within one hour of your normal start time by phone.
- You will be requested to give an outline for your reason for absence.
- You will be required to update staff if there is any additional work they need to cover for you.
- If possible indicate how long you will be absent
- If you return within seven days you will need to complete a self-certification form which briefly explains the nature of your absence. This form will be kept on your personnel file and your absence will be logged.
- If you are absent for more than seven consecutive days including weekends and bank holidays you will need to receive a certificate from your doctor giving the reason why you cannot work and present it to your line manager
- Jigsaws will keep in touch with you by phone while you are absent
- If you are absent for more than two consecutive days, you will be required to attend a 'return-to-work' interview, on your return day. This is to check there are no on going problems.

Pay Arrangements

- Maternity, Adoption and Paternity Leave follow statutory pay requirements speak to your line manager
- Parental Leave is unpaid

- Time off for family emergencies, Jigsaws will pay **up to** one day of your normal salary, after which time off will be unpaid.
- You are entitled to contractual sick pay at your normal rate of pay for a maximum of two days for any one period of incapacity. You will be entitled to a maximum of five days sick pay in any one year. This is subject to you notifying your line manager.
- You may be entitled to statutory sick pay after this time. Please discuss with your line manager and complete relevant HMRC forms.
- We will ensure that return to work interviews are carried out with staff who have more than five days sick or are off sick for more than two consecutive days.

PLEASE NOTE THAT IF WE BELIEVE THAT AN EMPLOYEE IS ABUSING THE SYSTEM THERE MAY BE DISCIPLINARY MEASURES AGAINST THEM

Whilst those employees genuinely absent for illness will be treated sympathetically, excessive sickness can result in dismissal after proper procedures have been followed.

POLICY NAME: Staffing and Employment

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

Statement of intent

We provide a staffing ratio in line with the requirements of the National Standards for Day Care and Out of school care, to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and we carry out checks for criminal and other records through the Criminal Records Bureau in accordance with statutory requirements.

Aims

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

To offer high quality out of school care which is enjoyable for children and successful in meeting parents needs.

Methods

- To meet this aim we use the following ratios of adult to child:
 - children under two years of age: 1 adult : 3 children;
 - children aged two years of age: 1 adult : 4 children; and
 - children aged three - seven years of age: 1 adult : 8 children.
- A minimum of two staff/adults are on duty at any one time.
- We use a key person system to ensure that each child has a named member of staff with whom to form a relationship and who plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.
- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff have job descriptions which set out their staff roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- Our Managers are both EYPs and deputy Playworkers hold the CACHE level 3 Diploma in Pre-school Practice / Playwork or an equivalent qualification and a minimum of half of our staff hold the CACHE level 2 Certificate in Pre-school Practice or an equivalent or higher qualification.
- We provide regular in-service training to all staff - whether paid staff or volunteers - through the Pre-school Learning Alliance and external agencies.
- Our setting budget allocates resources to training and we yearly produce a training plan

- We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy and Child Protection Policy. Other policies and procedures will be introduced within an induction plan.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.
- We use Ofsted guidance on obtaining references and criminal record checks through the Criminal Records Bureau for staff and volunteers who will have substantial access to children.

POLICY NAME: Student Policy

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

Statement of intent

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

Aim

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

Methods

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

POLICY NAME: Social Network & mobile phones

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

Statement of Intent

We believe our staff should be completely attentive during their hours of working, to ensure all children in the nursery receive good quality care and education. This is why mobile phones are not to be used during working hours. We also feel that restrictions need to be in place on staff when they access social networking sites both at nursery and in their own time.

Aim

The nursery has a high reputation to upkeep and comments made on sites such as 'Facebook' could have an impact on how parents using the nursery view the staff. Confidentiality is paramount and staff should never talk to friends and parents about children, staff or business.

Methods

Mobile Phones:

- Mobile phones are not to be turned on during your working hours.
- Mobile phones must not be used unless on a designated break and then this must be away from the children.
- Mobile phones should be stored safely in staff toilets at all times during the hours of your working day or not brought into the nursery at all.
- We would advice staff to use the work landline number in case of emergencies, but if a mobile is to be used agreement from a manager must be sought.

Social Network sites:

- Staff must not post anything onto social networking sites such as 'Facebook' that could be construed to have any impact on the nursery reputation.
- Staff must not post anything onto social networking sites that would offend any other member of staff or parent using the nursery.
- Our policy is that staff **do not make** or **accept** invitations to become online friends with parents or other family carers on any social network site. This also applies to students and helpers. Any existing parents accessing your page prior to this policy need **uninviting** by March 2012.
- If any of the above points are found to be happening then the member of staff involved will face disciplinary action, which could result in dismissal.



POLICY NAME: Transition

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

Statement of Intent

Transition policies allow for a smooth passage of children from the home or preschool settings to Nursery or school. The effective use of transition policies assists the preschool teacher, the Nursery teacher and the parents of young children in the difficult task of easing young children into their new educational environment.

Aims

At Jigsaws we aim to make the transitions young children undergo as stressless as possible. Making the transition a smooth procedure.

Methods

Parents supporting the transition from Home to Jigsaws

Once you have booked your sessions with Jigsaws and have a start date we suggest that you can help your child by:

- Take a photograph of the Building or Key worker and hang it in your child's room. Talk with your child about attending Jigsaws. Ongoing conversations are important for making your child feel comfortable.
- Read books with your child with starting nursery themes.
- Be enthusiastic rather than anxious about your child's transition.
- Complete the I am Special information sheet. This provides our staff with really vital information about your child and their environment.
- Be supportive to your child when she/he starts at Jigsaws.
- Talk to your child about Jigsaws. yourself with your child's daily routine (this will be in their record book) and ask specific questions related to activities conducted in your child's session. Your key worker or Room Supervisors will be happy to help familiarise and support you.
- We have many methods for helping children settle into the session so if you feel there are problems discuss this with staff.

Parents supporting the transition from Jigsaws to Nursery/School

- Contact Jigsaws and let us know that your child will be starting School Nursery or School and the date this will start. Once you have let us know we will support you and have ample time to focus on getting your child ready for a new nursery or school and possible changes in the family's routine and your child's new schedule.

- Where we have close links to the Nursery or School Jigsaws can arrange taster sessions and support your child with drop off and collections.
- Take a photograph of the new school and hang it in your child's room. Talk with your child about the new Nursery/School. Ongoing conversations are important for making your child feel comfortable.
- Read books with your child with school themes.
- Be enthusiastic rather than anxious about your child's transition.
- Be supportive to your child when she/he begins Nursery/School.
- Talk to your child about school. Familiarise yourself with your child's daily routine and ask specific questions related to activities conducted in your child's class.

Jigsaws supporting the transition to Nursery/School

- We will contact the local nursery/school administrators and provide a list of children who will attend that nursery/school
- Share children's work with the teachers, as well as information about each child's favorite activities at Jigsaws and unique skills. On track information will be made available along with observations where necessary.
- Regular meeting with local schools and nurseries and networking meeting will be attended by Managers.
- We encourage parents to transfer their child's records or observations and any multi-agency intervention to the local nursery/school.

Jigsaws supporting the transition from Crawlers and Explorers to Playroom

- When approaching second birthday keyworker, Manager and Parents will assess if they feel the child is developmentally ready to move into the larger Playroom environment.
- If it is felt that the child is able to cope with this transition the child and their keyworker will make visits into the Playroom throughout a period of time. The child will be introduced to their new keyworker and allowed to get to know them. The parents will also be informed of their child's new keyworker.
- The child's record books will be transferred across and the keyworker must update their knowledge of the child through talking to previous keyworkers and On-Track information.
- It maybe that if the child is attending full daycare that After School in the Playroom may initially be too much so they can be taken back into the Crawlers and Explorers room.



POLICY NAME: Toys

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

Statement of Intent

Jigsaws recognise the importance of ensuring children's well being and happiness during their time with us. To achieve this it is important that we create and maintain a safe environment with age appropriate, stimulating provision and resources that will engage children and enhance their learning and development.

Aim

As a staff team we have identified that toys brought from home can occasionally cause disagreements amongst the children, which impacts on all the children's well-being.

Method

Jigsaws are happy for children to bring their own toys from home to nursery with them, but these toys must be shared with the other children to avoid unnecessary upset. It is each parents/carers responsibility to explain to their child that any toy taken to Jigsaws needs to be shared with the other children and this is not the case, the toy will be removed and stored separately for the remainder of the day and returned to the child upon collection.

Jigsaws asks parents/carers to advise members of staff when their child has brought a toy to nursery with them and staff will ensure that the toy is suitable to be in the setting under the health and safety guidelines. Also it is helpful to know which toys belong to which child so if any disagreements occur they can be swiftly dealt with.

If a toy is misplaced and cannot easily be found upon collection staff members will do their best to locate it at the end of the day and return it. However, all toys and items brought in from home are the responsibility of the parent/carer and child. And Jigsaws cannot be held responsible for any lost or damaged toys.



POLICY NAME: Whistle Blowing

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

See Child Protection Policy

See Complaints Procedure

See Grievance Procedure