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Playcentre Policies for families

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ABOUT PLAYCENTRE

MISSION STATEMENT

The aim of the Play Centre and its dedicated staff is to provide a happy, safe environment where children can learn through play, have fun, gain in confidence and develop their social skills. We work in partnership with Parents to ensure that each child has the best possible start to their early year's education. We treat each child as an individual and provide equal opportunities for all.

Our objectives are to embrace and implement the Early Years Foundation Stage (EYFS), incorporating the seven areas of learning outlined in the curriculum section below. This code of practice is in compliance with OFSTED, (Office for Standards, Education Department).

HISTORY and ETHOS

The Play Centre was opened in September 1992 originally as a “Shoppers Crèche” as an expression of service and care to the local community. The role changed a year later and it developed into a very successful pre-school playgroup. The Play Centre is operated and managed by the Leaders and members of Arun Church who endeavour to bring a Christian flavour to everything it does by way of operation, management, teaching and practice.

PREMISES

The Playcentre moved to new premises at 102 The Street, Rustington on the 18 February 2002. It is designed to offer a cosy, comfortable, safe and secure environment for the children who also have the exclusive use of a garden at the rear of the premises, which is surrounded by 8' fencing and a double bolted back gate.

SESSIONS

Monday - Friday **9.00am – 12 Noon**
 12.45pm – 3.45pm

AGES

2 -5 years old. Please refer to the enclosed Admission Policy.

FEES

For our current fees, please see our website or contact us on the details above.

- There is a Non-Refundable registration fee of £25.00.
- Fees are to be paid each half term (in advance)

FUNDING

- We accept children the term they turn 2 up to the age of 4 through the Free entitlement scheme, the funding covers a period of 38 weeks per year. For further information please contact the manager or pick up a leaflet in reception.
- We also accept the 30 hours free entitlement, but the sessions are limited. Parents need to apply for this funding through the government website ([Free Childcare for Working Parents: Check if you're eligible - GOV.UK](#)) and produce an eligibility

code. Parents are required to supply a packed lunch. If funding does not cover the lunch hour parents will be asked to pay a voluntary contribution of £5.00.

The Playcentre Pre-School is a non-profit making organisation.

CANCELLATION

If you wish to cancel your child's place, we require 4 weeks' notice. We will try to fill the place, however if we cannot, the fee will still need to be paid.

STAFF

As well as our permanent members of staff the Playcentre operate a bank of Supervisors and Assistants for "Emergency staff cover". All our staff are registered with the Early Years Directorate of OFSTED (Office for Standards in Education), having undergone Criminal Records Bureau Reference checks. A member of staff trained in First Aid will be on duty for each session.

In accordance with the Registration Certificate the Play Centre can accept 25-28 children at each session (between the ages of 2 - 4 years old). 4-5 staff members will be on duty at all times, at least 3 of whom will be qualified.

ADDITIONAL NEEDS (including Special Educational Needs and Disabilities)

The staff are aware of the Department for Education and Skills publication and requirements of the code of Practice for the Identification and Assessment of Additional Educational Needs. Please refer to the Additional Needs Policy enclosed.

DEVELOPMENTAL RECORDS/OBSERVATION RECORDS

The progress of your child is assessed on a continuous basis. We welcome the involvement of all Parents in this process. You are most welcome to discuss your child's progress at any time with your child's keyperson, their journal can be viewed online via the Tapestry app. We also offer 2 parents' evenings a year for you to come in and discuss your child's progress.

CHILDREN'S DRESS

Your child will enjoy the use of many messy creative play activities i.e. Water/Sand/Play Dough/Paint/Glue. Whilst overalls are provided we would request that they are dressed appropriately for nursery play and outdoor play.

We would also request that your child does not wear necklaces, hoop earrings, or flipflops to nursery, to safeguard them from accident or injury whilst at play.

WEEKLY PLANS/ /SCHOOL HOLIDAY DATES/ACCIDENT & FIRE POLICIES/ INSPECTIONS REPORTS/REGISTRATION DOCUMENTS

This information will be displayed on the notice board and via Tapestry and the Facebook parent/carer group.

Parents are very welcome to visit the Play Centre to meet the staff and view the facilities we offer to the children. Please telephone Rustington 850984 to arrange a convenient appointment

PARENTAL SUPPORT

Arun Church seeks to provide support to Parents wherever possible. Sunday morning family worship takes place every Sunday at 10.30am at the Littlehampton Academy, via Hill Road and everyone is warmly invited. The Church meets in smaller groups during the week and runs various activities including Alpha – an introduction to the Christian faith. Find out more at www.arunchurch.com.

ACCIDENT/INCIDENT PROCEDURE

IN CASE OF A MINOR ACCIDENT

The person that is trained to administer First Aid will assess the situation and decide on what is to be done and administer First Aid accordingly.

It may be necessary at this stage to refer to the relevant contact forms.

The accident must then be recorded in the accident book.

An investigation into the cause of the accident should be made by the manager as soon as practical, and any remedial action taken.

If the accident involves a child in the session, full details should be recorded in the accident book which will be signed by the person dealing with the accident and the parent/carer on collection of the child.

IN CASE OF A MAJOR ACCIDENT

One staff member trained in First Aid is to stay with the unwell or injured child or adult and apply emergency treatment as appropriate.

The other member of staff is to:

- Telephone for an ambulance.
- Telephone the parents to attend. (In the case of a member of staff – their emergency contact).

The third member of staff and any volunteers/students on duty are to ensure the safety of the other children until the members of staff involved in the emergency can take full control again.

If the ambulance arrives before the child's parents, the person who has been looking after the child should accompany him/her to the hospital.

If the parents cannot be found it may be necessary to ask the Police to trace them.

Enter full details into the Accident/Incident book.

Written notification of any serious accident occurring on the premises must always be sent to the Early Years Directorate of OFSTED (Office for Standards in Education) within 14 days.

ADMISSION POLICY

Children are admitted to the pre-school on a non-discriminatory basis and the group embraces parents and children from all racial and cultural groups, and anyone with disabilities or learning difficulties considered a priority, wherever possible.

- Children are accepted into the pre-school via the Waiting List Register. Brothers and sisters of children who have previously attended will be given priority.
- Session allocations are by place on the register, date of birth and space available at the time.
- Children are accepted into the pre-school from the term they turn 2 to 4 years old.
- Children can be admitted the term in which they turn 2 using the FE working families funding which entitles the user to 15 hours/week and 30 hours/ week from sept 2025.
- Children can be admitted using the disadvantaged family FE funding the term after their child turns 2, the parent must be in receipt of a code provided by the local authority and sign a parent declaration form.
- Children can be admitted using universal FE funding which entitles the child to 15 hours funding /week
- Children can be admitted using working families FE funding which entitles the child to 30 hours/ week the term the parent must be in receipt of working families' code.
- Working families funding can be applied for here [Apply for free childcare if you're working - GOV.UK](#)
- Hours of delivery – FE hours are available Monday to Friday term time only (38 weeks a year) hours of opening 9-3.45. The pre school will not claim more hours than the child is attending.
- There is no minimum attendance although 2-3-hour sessions is recommended to aid children's settling and progress
- Any hours taken above the funding entitlement will be charged at £6/hour.
- Should you wish to move your children from the setting a 4 week notice period is required.
- Upon confirmation of sessions a non-refundable deposit of £25 is required unless you are in receipt of EYFE
- Children are required to bring a packed lunch. Lunchtime is charged at £5 for 45 mins if this exceeds the funded hours of 15 hours or 30 hours as appropriate. This is not a condition of accessing the EYFE and is parents do not wish to pay the charge they do not have to. If parents only want to use EYFE, they won't be charged extra.
- Parents can also pay for additional hours, which are subject to availability. Accessing additional paid-for hours is not a condition of accessing EYFE hours.
- There is no charge for snack or consumables however parents are asked to provide specialist foods if your child has intolerances or allergies.

Children with SEND We are an inclusive setting and accept all children. Please see our Additional Needs policy in this document, and the Local Offer.

Disability Access Funding (DAF) and Early Years Pupil Premium (EYPP)

The Playcentre will apply for Disability Access Funding for eligible children and will follow

- To ensure that eligible children receive the additional support they need to access early years education.
- To provide clear guidelines for accessing and allocating funding.
- To promote inclusivity and remove barriers to learning.

Disability Access Funding (DAF)

Eligibility Criteria:

DAF is available for children aged 3 and 4 who meet the following criteria:

- The child is in receipt of Disability Living Allowance (DLA).
- The child is receiving their free early education entitlement at a registered early years provider.

Application Process:

Parents/carers must provide evidence of the child's DLA entitlement to the early years provider.

- The early years provider submits the application to the local authority.
- The local authority processes the application and allocates the one-off annual payment of £815 per eligible child.

Use of Funding:

- The funding is intended to support access to early years provision and should be used for resources, equipment, or adaptations that benefit the eligible child.
- The funding is paid directly to the childcare provider and is not transferable between settings.

Early Years Pupil Premium (EYPP)

Eligibility Criteria:

EYPP is available for children aged 3 and 4 who are receiving funded early education and meet one of the following criteria:

- The family is in receipt of qualifying benefits (e.g., Income Support, Universal Credit, or Jobseeker's Allowance).
- The child is looked after by the local authority or has left care through adoption or a special guardianship order.

Application Process:

Parents/carers provide relevant details to the early years' provider.

- The provider submits an application to the local authority for verification.
- Once verified, additional funding of up to 342 per year per eligible child is allocated.

Use of Funding:

- The funding must be used to improve the quality of early years education for the eligible child.
- It can be used for staff training, additional resources, or targeted interventions to enhance learning and development.

- The provider must demonstrate how the funding has been used to benefit the child.

Monitoring and Accountability

Early years providers must maintain records of how the funding is spent.

The local authority may conduct audits to ensure compliance with funding guidelines.

Providers are encouraged to assess and report on the impact of the funding on children's development and learning.

For further details on DAF and EYPP, providers and parents/carers should refer to the government website: <https://www.gov.uk/government/publications/early-years-pupil-premium-guide-for-local-authorities/early-years-pupil-premium-guide-for-local-authorities>

BEHAVIOUR/DISCIPLINE

Within the Pre-School we encourage the children to behave appropriately and being caring towards others to ensure this we foster a calm, secure, caring environment, with a positive approach, giving praise and encouragement.

- We encourage children to be responsible for their own behaviour and actions, to aim towards self-regulation;
- We celebrate each other's successes, however great or small;
- We aim to help children acquire a positive self-image, a pride in themselves and the work that they do, and high self-esteem, through praise and encouragement;
- All adults will provide a positive role model i.e. quiet voices, "please" and "thank you" as appropriate, to each other and to the children, moving around without rushing;
- All adults will provide a positive role model for children.
- Adults in the group will praise desirable behaviour, e.g. kindness and willingness to share.

Unacceptable behaviour

Unacceptable behaviour may include:

- Rudeness to an adult or child
- Fighting of any description
- Hitting, kicking, punching
- Pinching, biting
- Physical or verbal intimidation
- Swearing/bad language
- Bullying or racial abuse

Dealing with unacceptable behaviour

When Unacceptable behaviour occurs:

- Any child/children will be talked with about the behaviour, emphasising that it is the **behaviour** which is unacceptable, not the child;
- A positive approach will be taken to any unacceptable behaviour, with the child being redirected to an alternative activity, after talking about the behaviour. Children will be given the opportunity to understand their actions where unacceptable and encouraged to find a solution to the situation (conflict resolution)
- Physical punishment such as smacking or shaking will **never** be used or threatened.
- Adults will be aware that some kinds of behaviour may arise from a child's special needs.
- Continued unacceptable behaviour will be discussed with the parent(s), for a consistent approach to dealing with it within the group and at home.
- Our staff attend whenever possible, training on behaviour management, as appropriate with a number of professional providers.

CHECK IN/ATTENDANCE & COLLECTION PROCEDURE

Parents are required to complete a registration form to include their consent for staff to obtain emergency treatment for their child if the need arises.

Details of each child will be entered in the appropriate register.

As the child enters the premises, staff will mark the register accordingly. The same procedure applies as the child departs the premises. At all times a member of staff will stand by the doors on entry and departure to ensure children are leaving the premises accompanied by a designated adult.

Parents/carers need to ring by 10am to notify a child's absence for that day. Parents/carers can contact the setting via tapestry, Facebook messenger (playcentre page) phoning the playcentre 01903 850984 or emailing playcentre.preschool@arunchurch.com

If a child does not attend the setting and parent/carers does not notify the setting, we will ring the parent/carer to find out why the child has not attended the setting. In line with our safeguarding procedures, we also hold additional emergency contact details for every child, which may be used should parents or primary carers be unreachable.

In the case of a child being collected late on a continual basis without prior notice a £10 charge may be implemented.

Parents are required to inform the staff if they are unable to collect their child. Photographic identification or a prearranged password will be required from new people who collect children for the first time, this will be verified by a member of staff.

If staff have any concerns or the child is not happy to leave with the nominated adult, then every effort will be made to contact the parents or the emergency contact to try and clarify the situation. If they are not we will not release the child and will contact the Police.

SAFEGUARDING POLICY

Our full safeguarding policy is always available at www.arunchurch.com/safeguarding. It outlines all our procedures for keeping children safe including our recording and reporting process, code of conduct for staff and volunteers, confidentiality, safer recruitment, important contact details, and much more. There are also safeguarding posters around the setting with further information on responding to concerns. The following information is a summary of the full policy.

Who to contact:

The Designated Safeguarding Lead for the whole organisation is:

- Jon Jolly, Executive Leader
- 07713639690
- Jon.jolly@arunchurch.com

The Deputy Designated Safeguarding Lead for Playcentre is:

- Wendy Groussin, Playcentre Manager
- 01903 850984
- wendy.groussin@arunchurch.com

Recording a concern

Parents/Carers should in the first instance speak to the Playcentre Manager about any safeguarding concerns.

However, anyone can record a concern to bring it to the attention of the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Leads (DDSL). This can be done by completing the online form at www.arunchurch.com/safeguarding and it allows for anonymous reporting if needed.

Staff or volunteers should usually share any concerns directly to their Team leader or manager who will liaise with the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL). **ALL concerns, even minor ones, must be recorded and should never be ignored.** All staff and volunteers have a personal responsibility to act and should never assume someone else will take action instead.

Remember, **if you believe a person is in immediate risk of harm, call 999 and follow their instructions.**

If a concern or allegations involves the Designated Safeguarding Lead, you should directly contact the Trustee with safeguarding responsibilities, Andy Gill on andy.gill@arunchurch.com.

What happens next

When a concern is reported, the DSL will review the concern and make a decision on the most appropriate action. They may need to contact the person who reported the concern for more information. The action taken will be one of the following two options:

1. **Monitor & Follow-Up** – keep an eye on the situation, asking the team to report additional concerns. The DSL may need to find out more information which might

involve discussing the concern with the individual, parent/carer or other professionals as appropriate in order to establish facts. It may also include taking professional advice from appropriate safeguarding services such as ThirtyOne:Eight or the NSPCC. This is an appropriate action when the concern is minor and does not meet the threshold for risk of harm, or where the level of concern is inconclusive and may meet the threshold for risk of harm. The DSL or DDSL will set actions and deadlines for follow-up.

2. **Make a Referral** – If the concern, or a pattern of multiple concerns, meets the threshold for risk of harm, the DSL or DDSL will make a referral to the appropriate authorities in order to get help or support for those involved.

Our Responsibilities Under the Prevent Duty

As part of our safeguarding responsibilities, Playcentre is committed to fulfilling the requirements of the Prevent duty. We ensure that staff are aware of the signs of radicalisation and extremism and know how to respond to concerns. We promote an inclusive environment where children feel safe, valued, and able to express themselves. Staff receive regular training on the Prevent duty and work in partnership with families and external agencies to protect children from harm and support their wellbeing.

Public Interest Disclosure (Whistleblowing)

Everyone should feel able to raise concerns about poor or unsafe practice and potential failures in the Company's safeguarding actions and know that such concerns will be taken seriously by the senior leadership team.

The full Public Interest Disclosure (Whistleblowing) policy is available to staff in the Employee Handbook, and to everyone on our website at www.arunchurch.com/policies. It outlines the procedure to follow if you believe that unsafe practice is occurring, has occurred, or may occur.

COMMENTS AND COMPLAINTS

Positive comments

These are a good way for parents to let the group know that their work is valued and appreciated. This gives everyone concerned the chance to build on good practice which promotes children's development and parents are encouraged to praise where appropriate.

Complaints Policy

Our Playcentre aims to provide a safe, stimulating and caring environment where children and their families feel welcomed and valued. We believe in working together with parents to ensure their children's needs are identified and met.

We welcome comments from parents and carers about our provision and recognise that parents/carers are the prime educators of their child and that comments, whether positive or negative are made with the child's interest at heart.

Where possible, if you have a concern about an aspect of our service, you should initially talk with a member of the team regarding your concern. They will, in the first instance, try to resolve the matter informally for you. This is often possible and can mean that the problem is sorted out simply and quickly.

If an informal solution has been tried and not resolved the issue, or if you feel that informal discussions are inadequate or likely to be ineffective, you can make a complaint.

This policy is not intended to be used by employees or volunteers who are unhappy about their own experience in the workplace. In these circumstances, employees should use the Grievance Policy and Procedure. It is also not intended to cover concerns that employees or volunteers may have about issues of possible malpractice or wrongdoing in the workplace. These should be dealt with under the Whistle-blowing procedure.

Our full complaints policy, process, and online form can be found at our website www.arunchurch.com/complaints.

If you are not happy with our response to your complaint, you can contact Ofsted. Ofsted advise that they cannot resolve disputes between individuals and childcare providers, so you should only contact them if you believe we are not meeting the statutory requirements for registered childcare providers set out in the Early Years Foundation Stage framework.

Ofsted will review the information you provide and decide whether to carry out an immediate inspection, ask us (the provider) to take action, or work with other agencies to look at any issues. Ofsted will not contact you to let you know the outcome of your complaint.

Contact details for Ofsted

- Phone: 0300 123 4666

- Email: enquiries@ofsted.gov.uk
- <https://www.gov.uk/government/organisations/ofsted/about/complaints-procedure#complain-about-childcare>

CONFIDENTIALITY & DATA PROTECTION

Any information you provide to Arun Church, its companies and services (including The Wickbourne Centre, Playcentres, Arun Youth Projects and Refresh Trading Ltd) will be held on a lawful basis in accordance with current data protection regulations (UK GDPR and Data Protection Act 2018).

Our full Privacy Statement about the data we hold can be found on our website at www.arunchurch.com/privacy. Arun Community Church is registered with the Information Commissioner's Office (ICO).

You may request the full details of any information we hold about you (or a dependant) by submitting a Subject Access Request (SAR). You can use our [SAR FORM HERE](#), or contact the data protection officer on hello@arunchurch.com or call [01903 782744](tel:01903782744).

Our Safeguarding documents also have information about when and how we share data for the purposes of keeping people safe. This can be found at www.arunchurch.com/safeguarding.

Information received by Playcentre staff from parents and/or other agencies is often confidential. To maintain parents'/carers' confidence in our professional approach we will ensure that:

- All parents can see the details kept about their child and themselves at any time. Parents will not be given access to the information kept on other children and their families.
- Any feedback given to parents on their child's progress will be given directly to the parents unless they express a wish for someone else to be involved e.g. childminder, nanny or grandparent.
- Information about a child's medical needs or status will be kept in a separate file and will only be available to authorised personnel.
- Staff, students and other visitors, including voluntary workers to the setting will be made aware of the importance of confidentiality of information and their responsibility within the Playcentre.
- Information about individual members of staff will not be given out to anyone without the permission of that person, except in a case of Child Protection.
- Data protection regulations will be followed and explained to parents when their child first starts.
- Staff will not discuss individual children, other than for purposes of curriculum planning/ group management, with people other than the parents/carer of that child.
- Any anxieties/evidence relating to a child's personal safety will be kept in a confidential file and will not be shared within the group except with the child's manager/supervisor/assistant and playgroup coordinator.
- Voluntary workers, students and other visitors to the group will be made aware of the importance of confidentiality of information and their responsibility within the group.

CURRICULUM PLANNING

Our group aims to provide a safe, secure, happy and stimulating environment for pre-school children, where they will be helped and encouraged to develop and learn through a variety and appropriate range of play and learning activities, by caring, professional, trained adults.

The group is registered by Social Services Registration and Inspection Unit, with the DfES (Department for Education and Skills) for Nursery Grant for eligible two, three and four year old children and with the West Sussex Early Years Development and Childcare Partnership.

We follow the Early Years Foundation Stage (EYFS) which covers the seven areas of learning, which we incorporate into our planned themes and which children are mostly expected to achieve by the end of the reception year in school. Many children will be well on the way to achieving these outcomes when they leave the pre-school. We work closely with our local schools to help in the transition stage, for the school to build on what the children have achieved and learnt.

Prime Areas of Learning

1. Personal, social and emotional development
 - a. Self confidence and self-awareness
 - b. Making relationships
 - c. Managing feelings and behaviour
2. Physical Development
 - a. Moving and handling
 - b. Health and self-care
3. Communication and language
 - a. Listening and attention
 - b. Understanding
 - c. Speaking

Specific Areas

4. Literacy
 - a. Reading
 - b. Writing
5. Mathematics
 - a. Numbers
 - b. Shape, space and measure
6. Understanding of the world
 - a. People and communities
 - b. The World
 - c. Technology
7. Expressive Arts and Design
 - a. Exploring and using media and materials
 - b. Being imaginative

As a Church-run setting, we also have an additional heading of Spiritual and Moral Development.

8. Spiritual And Moral Development
 - a. Appreciate there is a God who loves and cares for us.
 - b. Understand Christmas and Easter and the significance of Jesus Christ.
 - c. Understand how these spiritual values affect everything else they do.

Characteristics of Effective Learning

We recognise that how children learn is as important as what they learn. We promote the Characteristics of Effective Learning throughout our curriculum, helping children to become motivated, independent, and resilient learners. These characteristics are:

- **Playing and Exploring:** Children investigate and experience things, and 'have a go'.
- **Active Learning:** Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- **Creating and Thinking Critically:** Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We observe and support these characteristics in all areas of our provision, ensuring that children are encouraged to explore, think creatively, and persevere in their learning. This approach helps every child to develop the skills and attitudes needed for lifelong learning.

Promoting British Values

At Playcentre, we actively promote fundamental British values as part of our curriculum and daily practice. These values include democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs. We encourage children to share their views, make choices, respect others, and understand right from wrong. Through play and discussion, we help children develop positive relationships and celebrate diversity within our community.

More information about the Early years foundation stage (EYFS) statutory framework can be found on the government website at:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

EQUALITY AND INCLUSION

In our Pre-School we aim to acknowledge and value each child's individual stage of development, ability, culture, religion, language and family group, giving the children the self confidence to progress in their development.

- We recognise that parents are young children's first educators and that children have made considerable progress and achieved much in their development before coming to pre-school. We welcome parents' involvement in the pre-school.
- We promote equality of opportunity for children with additional needs and their families, and equal opportunity for girls and boys.
- We plan our programme to extend the children's experience and knowledge of different cultures, languages and celebrations, using dolls, puppets, models and photographs as appropriate.
- Our equality of opportunity policy includes adults as well as children, ensuring that no one will be discriminated against.
- As a staff we monitor our practice and as with all our policies, there is a regular review procedure to discuss how our practice and procedures might be improved.
- Our staff attend whenever possible, training on equality and inclusion as appropriate with a number of professional providers.

FIRE EVACUATION & EQUIPMENT

EVACUATION

In the event of suspicion of a fire the alarm must be raised by pressing the fire alarm which are located in various places in the premises.

The Supervisor will escort the children through a safe "FIRE EXIT" (taking the register if it can be safely reached) and a mobile phone to the pre-arranged place of safety:

Car park at the rear of the building.

The remaining member/members of staff are to ensure that no child has been left on the Pre-school premises. They should then assist the Supervisor in escorting the children to the place of safety.

Once there the Fire Service can be summoned and parents contacted and asked to collect their children.

The named Fire Warden is W. Groussin (Playcentre Manager)

FIRE EQUIPMENT

Fire fighting apparatus will be regularly maintained on a yearly basis by an outside company.

Fire Exits must be kept clear at all times.

Fire drills take place once every term over a weekly period to ensure every child practices what to do in an event of an emergency.

HEALTH AND HYGIENE

Our pre-school promotes a healthy lifestyle and a high standard of hygiene and safety in its day to day work with children and adults.

We do this by ensuring:

HEALTH

Provision of Food

- All snacks provided will be nutritious and pay attention to children's particular dietary requirements and needs.
- Playcentre is a nut free environment due to allergies we ask that lunches DO NOT contain nut products
- Drinking water will always be available, we ask parents to provide a clearly labelled bottle of the child stays for lunch.
- When cooking with children as an activity, the adults will provide healthy, wholesome food, promoting and extending the children's understanding of a healthy diet.
- The pre-school promotes a **no smoking** policy in all areas of the premises.

Outdoor play

- Children will have the opportunity to play in the fresh air throughout the year in the Play Centre Garden.
- All measures will be taken to ensure that the activities and equipment are safe and fully supervised by staff both indoors and outside.

Illness

- Parents are asked to keep their children at home if they have any infection and to inform the group as to the nature of the infection so that other parents can be alerted, in case their child becomes unwell.
- Parents are asked not to bring a child to the group after suffering vomiting or diarrhoea, for at least 48 hours following the last symptoms. These requirements also apply to the pre-school staff. This is in accordance with guidance by WSCC.
- Should a child become unwell at the pre-school a designated member of staff will care for the child in a suitable and quiet area, away from the other children and staff until they can be collected by their parents or nominated emergency contact.
- Collection of a child – refer to the separate policy and procedures.
- With reference to the rights of the individual with regards to equality of access and opportunity please refer to the policy for Equality and Inclusion.

- Parents will be informed confidentially if there is any infestation of head lice, infection of scabies, or worms or childhood infection which may affect other children or adults.
- Cuts or open sores, whether on child or adult, will need to be covered up with a plaster dressing or suitable alternative.
- Confidentiality – refer to the separate policy and procedures.

HYGIENE

To prevent the spread of infection, adults in the group will ensure that the following good practices and procedure are followed.

- Hands washed after using the toilet.
- Children encouraged to blow and wipe their nose, when necessary, with soiled tissues being disposed of hygienically.
- Children encouraged to put their hand in front of their mouth when coughing.
- Paper towels used and disposed of hygienically.

Body fluids – clearing and cleaning

- Disposable gloves and aprons should always be to hand in toilet area, messy play area, first aid box, overall pocket.
- Gloves and apron must always be worn when cleaning up or clearing blood, vomit, urine, faeces, with any surfaces being cleaned with bleach, (diluted to the manufacturer's directions.) Fabrics contaminated with body fluids should be washed in the washing machine.
- Spare laundered pants and other clothing available together with polythene bags in which to put soiled garments to be taken home.
- All surfaces cleaned daily with an appropriate cleaner

PREPARATION OF FOOD

All staff will follow current legislation when handling food:

- Always wash hands under running water before handling food.
- Not to be involved in handling food or preparation if suffering from any infectious/contagious illness or skin trouble.
- Never cough or sneeze over food; if this should occur, food should be disposed of;
- Prepare raw and cooked food in different areas using different utensils.
- Wash fresh fruit and vegetables thoroughly before use.
- Use different cleaning cloths in toilet and kitchen areas.

- Keep food refrigerated.
- Ensure waste is disposed of appropriately and out of reach of children.
- Tea towels will be washed between each session.
- All utensils will be kept clean and stored in a cupboard or drawer.
- The pre-school will obtain (and display via the notice board) current information on health issues from sources such as the Environmental Department and Health Authority to ensure current recommendations are met.

At least one member of staff at each session will have current first aid training/qualification and be familiar with the First Aid box and Accident Book location.

MEDICATION

Parents and the staff within a Pre-School need to know what procedures will be followed regarding administering prescribed medication.

- Where a child is taking a limited course of medication, e.g. antibiotics, it would be expected that this will be administered by the parent at home.
However, if a child is ill and is prescribed antibiotics, the full course should be completed before the child returns to the setting at the discretion of the manager. Antibiotics can be administered to a child with prior arrangements if the child is well enough to attend the setting. A medical administration form is required.
- If a child is taking a non prescribed medicine e.g. cough medicine, this would be expected to be administered by the parent at home if the child is on in for half a day if they are in a full day staff can administered, and a medication form needs to be filled.
- Staff are only permitted to administer **emergency** medication e.g. allergic reaction, anaphylactic shock, diabetic hypo or **as needed** medication e.g. asthmatic. Parents need provide a full synopsis of child's condition.
- The Parent is required to fill in a medication form to list details of dosage and frequency to be administered.
- Where staff do agree to administer medication to a child, the group needs to be clear **who** will be responsible, so that both the parent and the child know.
- Staff must ensure that parents give in writing (medication admin form) details of their child's medical condition, dosage, instructions and consent for administration.
- If **emergency** medication is administered, then staff will contact the parents to let them know either by phone or at the end of the session.
- Training will be accessed if required so that medication can be administered correctly ie EpiPen training, diabetic meds training.
- If there is the slightest concern over the child's condition, then implement the Accident/Incident procedure immediately.
- All Medication must be put in a clearly labelled bag and will be stored in a specific place for Medication.
- The administration of paracetamol is prohibited if your child needs this medication to control a temperature we ask them not to attend the setting.

OUTINGS

As part of the curriculum planning and themes, we occasionally will want to take children off the premises, walking to somewhere close by e.g. local library. These opportunities are special for the children and are important as 'milestones' in their development.

When undertaking such outings, every care will be taken in the planning and organisation of such events, for the safety and welfare of the children.

AIMS:

- To extend children's learning experiences.
- To support the belief that wherever possible the learning experiences should be 'first hand' experiences.
- For children, parents and other adults to see that learning takes place all the time, not just at set times within the group or at school.
- For the children and the group to be seen as part of the local community, taking an interest in and learning about the local area, how it functions, it's history.

LOCAL VISITS – WALKING

Part of the learning process is:

Talking about the purpose of the visit.

What they will be looking at or doing.

To whom they will be talking or listening.

How they will be organised.

How they will be expected to behave.

ORGANISATION

- Written parental consent must be obtained prior to any outings.
- Parents and other adults will be encouraged to join any outing to have a ratio of a minimum of 1 adult to 2 children.
- Children will walk in twos in a 'crocodile' with the adult on the kerbside if near a road.
- Great care will be taken when crossing any road, with an adult 'holding up' the traffic until the children have safely crossed.
- Any accompanying adults will be briefed as to their role and what is expected of them.
- The group leader should ensure that at least one person carries a mobile telephone and any relevant telephone numbers.

PARENTAL INVOLVEMENT

Parents/carers are the most significant persons in a young child's life, the first educators. Playcentre will work in partnership with parents to enhance and support their work at this very important stage of development for their children.

In order to do this we will:

- Ensure that all parents/carers are aware of the our aims, policies and procedures.
- Encourage parents/carers to become actively involved in the group.
- Ensure that parents/carers are regularly informed about their child's progress.
- Listen to parents/carers comments and opinions about their child's progress.
- Involve parents/carers in shared record keeping about their child, verbally or from examples of work and play.
- Inform parents/carers about workshops and training courses which might interest them.
- For all parents/carers to feel welcome in the group and that their contributions are valued.

PARENT/CARER VOLUNTEERS

It is to the benefit of the children that we have additional adult help within the group. To make the best possible use of this help, guidelines are needed for the workers and the helpers.

Aims:

- To help to enrich the playing and learning opportunities for the children.
- To use the skills and knowledge of people within the community.
- To help foster good relationships with parents and the community.
- For parents to have a greater understanding of the group's work, it's aims and range of resources and children's learning.

SUPERVISOR / ASSISTANTS:

- Need to establish whether they want parents/other adults during session time.
- Need to identify what areas of play/activities could enhance the quality of children's learning and understanding by adult support.
- Need to feel confident in their own professionalism, organisation and management to make the best use of additional adult help.
- Need to clarify with any prospective helper any areas of expertise/what activities they would feel happy doing.
- Need to recognise that 2 or 3 children is the most that any untrained person can comfortably handle.
- Need to give time to talking with helpers.
- Should not leave a parent/adult alone with children.

PARENTS / ADULTS

- Need to clarify when they are available to help, aim to be punctual and to let the group know if they are unable to keep an arranged time.
- Need to know exactly what is expected of them.

- Need to know to what extent they 'help' children with e g sewing, painting, crayoning – not doing it for them.
- Need to feel they can ask questions.
- Need to feel appreciated.
- Need to know the procedures for:
 - Fire drill
 - Safe use of equipment
 - Confidentiality

Anyone wishing to volunteer to work at the Playcentre on a regular basis will need to have a DBS check in compliance with our Safeguarding Policy

RECORD KEEPING

Records for individual children should be in a positive way of identifying what children have achieved and what they understand and can do. Over a period of time, they also indicate how the children have progressed, the rate at which they have progressed and where children may need extending in their learning, or need further help.

Individual Records:

- Each child will have a learning journal which is kept online via the tapestry app. Each parent will be given a secure login which only they can access.
- The Key person is responsible for each of their group of children's summative observations which track a child's progress.
- The online journal contains observations, two year checks and celebrations of the child's time with us. We encourage parents to add their comments and observations to the journal
- Each child will receive a printed copy of their journal when they leave the Playcentre.
- The progress review sheets will be passed on to the child's school as well as next steps sheets also these journals will be shown to the child's reception teacher as part of the child's transition.

RULES & REGULATIONS

The staff will ensure that all possible precautions are taken to ensure the safety of the children and request the parents' co-operation in abiding by the following:

- Staff cannot accept responsibility for children before the start of the sessions.
- Parents are requested to collect their child promptly at the end of each session. Should any emergency occur preventing this, then parents must contact the pre-school as soon as possible to ensure special arrangements are put into place.
- Admission to the pre-school will be refused if there is any reason to suspect a child is unwell or has been in contact with a contagious or infectious illness.
- Whilst every reasonable care is taken by our staff, the ultimate responsibility for the safety of the child remains with the parent:
 - e.g. that suitable clothing and footwear is worn (flip flops).
 - no jewellery is to be worn; earrings are allowed if they are stud form.
 - long hair to be tied back.
- children are checked in and collected safely in accordance with the pre-school policy; preparation of snacks and drinks (if not provided by the pre-school).
- In compliance with our safeguarding policy the pre-school reserves the right to report any suspicious injury seen on a child to Integrated front door (west Sussex).

SAFETY– POLICY AND PRACTICE

The staff will ensure that all possible precautions are taken to ensure the safety of the children and that parents can be reassured and feel confident to leave their children in our care.

Wendy Groussin (manager) is the designated health and safety person

The staff will ensure that:

- All children are always supervised by adults and will always be within sight of an adult.
- All accidents/incidents are recorded in the Accident Book, which will be monitored for safety aspects.
- All adults are aware of the procedures for children's arrivals and departures.
- Children will only leave a group with an authorised adult and parental permission.
- Safety checks of premises, indoors and outdoors are made before and at the end of each session.
- Low level glass will be covered or replaced by safety glass.
- Outdoor space is securely fenced.
- The layout of activities allows children and adults to move around safely and freely.
- Fire doors are never obstructed.
- Heaters, electric points, wires and leads are safe and adequately guarded.
- Fire drills are held at least once every term.
- All dangerous materials, including medicines, cleaning materials, are stored out of the reach of children.
- Children do not have unsupervised access to the kitchen areas, cookers or cupboards storing hazardous materials including matches.
- Adults do not walk around with, or place in the reach of children, any hot drinks.
- A register of both adults and children present is completed soon after arrival, to ensure there is a record available in any emergency.
- There is no smoking anywhere on the premises.
- A stocked first aid box is always available.
- All members of staff in each session will have current first aid training/qualification and be familiar with the First Aid box and Accident book location.
- Fire extinguishers are checked annually, and staff know how to use them.
- Whenever children are on the premises there are at least two adults present.
- All equipment available for children to use is developmentally appropriate, safely constructed from suitable materials, specifically for young children. Any broken, damaged equipment is repaired or discarded.
- Large equipment is erected with care and checked regularly.
- Activities such as cooking, woodwork, energetic play are always closely supervised.
- On outings/visits the adult: child ratio will be at least 1: 2.
- If a small group goes out, appropriate staffing ratios for remaining children will be maintained.
- Internal safety gates/barriers are used as necessary.

SETTLING IN POLICY

We want children to feel happy and safe at our pre-school. We also want parents to feel happy about leaving their children in the care of other adults outside the family. We hope that afterwards, particularly as children become more confident, that they will share the new experiences and learning activities which they have enjoyed at pre-school, with their parents and that parents will value what the children produce and take home.

We will:

- Encourage parents with their child, to visit our pre-school on a number of occasions before their child is due to start attending regularly.
- Encourage parents to prepare their children for pre-school by helping them to become independent in taking care of themselves i.e. being able to go to the toilet unaided, ensuring that they have a routine of hand washing following going to the toilet, putting on and taking off their coat/hat/gloves/mittens. If your child is still not toilet trained, we would request they are sent in pull-ups so we can assist them when ready with their toilet training. When necessary, we will change any soiled pull-ups.
- Agree, through discussion with the parents, how we will introduce and settle a child into the playgroup, to ensure that the individual needs of the child are being met.
- Welcome parents at our sessions until they feel that their child has settled in and no longer needs them there.
- Gradually increase the time that new children will stay at each session and the number of sessions to attend, agreed with the parents.
- Be reassuring to parents who are anxious about their child by:
 - Telephoning the parent to assure them that their child is happily involved.
 - Suggesting that they collect their child earlier than the others.
 - Informing the parents what activities their child has enjoyed, as something to be shared later.

ADDITIONAL NEEDS

(including Special Educational Needs and Disabilities)

Our Pre-School aims to have regard to the DfES (Department for Education and Skills) Code of Practice on the Identification and Assessment of Additional Educational Needs and to provide an inclusive policy, with appropriate learning opportunities for all children.

- Children with additional needs, like all other children, are admitted to the Pre-School after consultation between parents, coordinator, manager and supervisors and other agency representatives as appropriate, which could include discussion relating to the suitability of the premises and facilities of the setting, any possible adaptations needed to the premises, equipment (or need for specialist equipment) and any risk factors.
- Staff will liaise closely with and learn from parents about the particular specific needs and procedures for individual children.
- Every child will be valued and acknowledged for their individuality and be encouraged to gain in confidence and independence by sensitive and knowledgeable staff.
- Our system of observation and record keeping, which operates in partnership with parents, enables us to monitor children's needs and progress individually. An Individual Plan will be devised to ensure that each child receives the maximum support relating to their additional needs.
- If it is felt that a child's needs cannot be met in the group without the support of a one-to-one worker, funding will be sought to employ one.
- We work in liaison with staff outside the group, including therapists, health visitors, psychologists, social workers, paediatricians, Portage workers and the West Sussex Inclusion Support Team, to meet children's specific needs.
- Outside Professionals will not be contacted without the prior consent of the parent/carer.
- Confidentiality - refer to the separate policy and procedures.
- Our staff attend whenever possible, in-service training on special needs, as appropriate, with a number of professional providers.

Becky Roe is our SEND Co-Ordinator.

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STAFFING AND EMPLOYMENT

Fundamental to the good quality of provision which we provide, is the aim to have well-qualified, professional and caring staff. We will also meet the criteria as set by the Early Years Foundation Stage.

Safer Recruitment

[Our safeguarding policy](#) has a section on staff recruitment. It states:

We follow Safer Recruitment procedures to ensure the suitability of staff and volunteers. The full list of checks is outlined in the company's Recruitment & Induction Policies. Measures include:

- Ensuring our commitment to safeguarding is made clear in role adverts and that safeguarding checks will be made on applicants.
- Ensuring all adults both paid and voluntary are aware that work with children is exempt from the provisions of the Rehabilitation of Offenders Act 1974,
- Having a written job description and person specification for all paid roles that outlines any safeguarding responsibilities of the role.
- Asking candidates to complete a formal application rather than accepting a CV.
- Having a shortlisting and interview process.
- Obtaining two references (with one from the current/most recent employer), two pieces of identification, and original copies of any necessary qualifications from candidates.
- Completing Right to Work checks for employees.
- Requesting applicants complete a self-declaration of any criminal record or information that would make them unsuitable to work with children or vulnerable adults.
- Complete disclosure and barring (DBS) checks for each member of staff or volunteer working with children, young people or adults-at-risk in line with DBS and other official guidelines. Anyone who does not meet the criteria for a vetting and barring check (e.g. under 16's), will always be supervised by appropriately checked adults.
- Requiring evidence of any qualifications and membership of professional bodies
- Completing childcare disqualification checks for applicants working in or managing early years or school settings.
- Obtaining 2 satisfactory references,
- Completing charity disqualification checks for trustees and senior managers.
- Requiring everyone to undertake relevant safeguarding induction training within 6 weeks of their start date.
- Completing regular reviews, session debriefs, and 1:1 supervision with staff.
- A rolling programme of DBS re-checking every 3 years and Update Service checks annually.

Induction, training, supervision and support

All staff and volunteers should be able to recognise the possible signs of abuse including emotional, physical, or sexual abuse, and neglect, and to know how to report any concerns. Therefore, each person is made aware of our code of conduct and the safeguarding procedures in this document, and must complete appropriate safeguarding training within 6 weeks of their start date, and annually thereafter.

The level of safeguarding training will depend upon the role and responsibility of the individual but will usually include:

- Level 1 – for those with infrequent and supervised contact with children and/or adults-at-risk.
- Level 2 – for those with more regular and/or unsupervised contact with children and/or adults-at-risk.
- Level 3 – for those with Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) responsibilities.

Completed safeguarding training certificates are kept on file for each person, with a central training log maintained for all staff and volunteers. This policy and a summary document are also provided to all staff and volunteers. Additional training is also be offered depending on the requirements role, which could include Food Hygiene, Paediatric First Aid, Lone Working, etc.

All employees must complete a probationary period in the role, will have regular one-to-one supervision with their line manager, and regular team meetings. Safeguarding is embedded in practice across the organisation as a standing agenda item in supervision and team meetings, with regular discussion and updates. Volunteers are also expected to take part in debrief sessions after an activity, where they can feedback any thoughts and gain support when needed. This allows for monitoring of ongoing suitability of staff and volunteers, with everyone required to complete annual declarations.

Staffing

Fundamental to the good quality of provision which we provide is the aim to have well-qualified, professional and caring staff, with a high adult:child ratio to meet the requirements of the Social Services Registration and Inspection Unit criteria, as set out in the Children Act 1989.

Our pre-school will:

- Always have a minimum of one adult to eight children aged 3/4 and one to four aged 2
- Ensure that two thirds of the staff present are appropriately qualified.
- Ensure all staff counted in ratios will have a Paediatric First Aid (PFA) certificate, with at least one trained member of staff on duty for each session, including mealtimes. Any trainee or students must also have a PFA certificate to be included in ratios at the level below their study
- Ensure that all staff undertake regular updating training on all aspects of pre-school provision.
- Ensure that staff can access nationally recognised training leading to a qualification for individual professional development.
- Have regular staff meetings for curriculum planning and updating of practice and procedures and to discuss the children's progress and resource needs.
- Support the work of the staff through monitoring and appraisal.

- Have a commitment to recruiting, appointing, and employing staff in accordance with all relevant legislation,(see recruitment policy for Arun church) whilst ensuring that staff are 'warm', welcoming and have a love of working with children.

Students are welcome in our pre school, as part of our professional development is in developing strategies to help and enhance their training. We are happy to accept students if:

- They have written confirmation from their course provider and institution that they are a student and need a placement. (There would be an expectation that a course provider would visit prior to or during a placement time);
- They attend an induction session informing them of our policies and procedures, especially regarding Health and Safety, Child Protection, Discipline and Confidentiality.
- They will not make the number of adults present too great for the safety and benefit of the children's learning.

Please note that students and parent volunteers will not be allowed unsupervised access to children.

STAFF DEVELOPMENT

Staff development and training is an important part of extending personal skills and for the continuing improvement and development of the provision of quality learning opportunities for the children.

AIMS:

- To improve the quality of learning experiences for the children;
- To aid the group in developing overall aims and principles;
- For workers to develop professionally and increase self confidence;
- For workers to share their experience/knowledge gained, with colleagues;
- To enable workers to develop a personal career structure.

IDENTIFYING NEEDS:

- Through regular staff meetings/appraisal;
- By registered OFSTED Inspector in the report;
- From the OFSTED key issues in the Report;
- From national changes and requirements to receive funding for three and four year olds.

IDENTIFYING TYPE OF TRAINING/INPUT

Training may be:

- 'in house' for all staff with an external input;
- individual members of staff attending extended courses leading to a recognised qualification;
- individual staff attending day courses, evening courses, workshops, conference days;
- all staff attending a course/workshop;
- cover for staff to visit another group or network group meeting;

- opportunities to observe each other and particular activities.

Whilst every effort will be made for staff to undertake appropriate training, this will need to be within the financial constraints of the group.

POLICY FOR STUDENTS WITHIN THE GROUP

The group will welcome students who are undertaking childcare courses at local colleges, and students on work experience from local secondary schools to work within the pre-school whenever possible.

INITIAL VISIT

The college may request a placement for a student or the student may be expected to find their own placement for work experience.

The initial visit will need to identify:

- How many days the work experience/practise is to be.
- How many hours daily the student will be present.
- What aspects of work/child observation are part of the designated course and are essential to the work undertaken.
- What previous experience/practise has the student already undertaken.
- Which member of staff will be responsible for overseeing the student.
- Who will be responsible for any written reports.
- Students are required to provide a DBS check which will be obtained by the college/learning institute.

CONSIDERATIONS WHEN PLANNING WORK / PRACTICE

- The student's age, experience, self-confidence, and level of maturity should be considered when planning the work.
- Too much should not be expected too soon, or initiative taken for granted.
- Students are expected to be polite and well mannered both with adults and children, setting a good example for the children to see.
- Students must be made aware of the fire safety procedures, health, safety and hygiene procedures.
- Any information gained by the students about the children, families or adults in the group must remain confidential.
- Students required to undertake individual child studies will need to obtain written permission from the parents of the child to be studied.
- Confidentiality within the group is an expectation of all staff and is equally applicable to any students.
- Students will not have unsupervised access to children or be left alone with a child or children.

TWO-, THREE- AND FOUR-YEAR-OLD PROVISION

A child becomes eligible for working family's free entitlement funding from 9 months however we except children from the term they turn 2. Parents must apply for this funding via the gov website [Free Childcare for Working Parents: Check if you're eligible - GOV.UK](https://www.gov.uk/free-childcare-for-working-parents) Two-year funding for disadvantaged families is available from West Sussex which parents must also apply for- <https://www.westsussex.gov.uk/education-children-and-families/childcare-and-early-education/free-childcare-for-2-year-olds/>

all children are eligible for 3-4 year old funding the term after they turn 3, the setting will apply for this. In all cases parents will be required to fill out a parent declaration form.

As part of the requirements for the funding, a pre-school, playgroup or nursery is inspected for OFSTED (Office for Standards in Education) by an OFSTED registered Inspector.

The purpose of the inspection is to ensure that the group is providing a developmental curriculum programme which incorporates the Early Learning Goals in all seven areas of learning described in the Curriculum Policy, and that children are being appropriately extended in their play and learning activities to their potential. The Early Learning Goals are known as the EYFS covering the child from birth to the end of the reception year in school.

- Children in this age group will be given particular planned learning activities during the sessions which they attend, targeted at their own stage of development.
- Records will be kept for each individual child, across the curriculum, with samples of work in individual folders.

Additional work might include:

Personal, Social and Emotional Development:

- Have increased confidence to take responsibility within the group.
- Have increased concentration and perseverance for a task.
- Growing awareness of the needs of others as well as own needs.

Communication and Language

- Gain concentration and focus on specific tasks.
- Gain a greater understanding of speak and communication

Physical Development:

- Be more confident, have greater body control.
- Enjoy challenge and extend skills e.g. ball control – kicking, throwing, catching.
- Increased skill in moving, climbing, and balancing.

Literacy

- Have an understanding of phonic sounds.
- Recognise letters.
- Begin to form recognisable letters.

Maths

- Recognise numbers 1-10 and beyond if appropriate.
- Count up to 10 or beyond with correct 1:1 concept.
- Record through drawing and symbols some practical activities.
- Have an understanding of shape and measures.

Understanding of the World:

- Talk about their family, where they live and features in the area in which they live;
- Talk about the wider family, visits, holidays, people in other countries.
- Ask questions about why things happen and how things work.
- Explore and recognise features of living things, objects, and events in a natural world.
- Explore the use of ICT and use simple programs on the computer and use other small electronic equipment.

Expressive Arts and Design

- Enjoy extending their skills in painting and drawing.
- Growing awareness of all five senses and how we use them i.e. hearing, sight touch, smell, taste:
- Use a wide range of materials, tools and instruments to express ideas and feelings.
- Explore their imaginations and enjoy role play activities.
- Enjoy music and dance.

POLICY AND PROCEDURE FOR A CHILD NOT BEING COLLECTED

Children are in the care of the pre-school until they are handed over into the care of their parent.

- If a child is not collected after a reasonable time of the session finishing, the parent should be contacted by telephone.
- If contact cannot be made then the staff should contact the nominated emergency telephone number (i.e. family member, friend or neighbour).

Failure to collect your child on time at the end of the session may result in a £10.00 late payment fee. If you're going to be late due to unavoidable circumstances, please call the Playcentre.

Two staff members will remain with the child on the premises until collected by the appropriate person.

LOST CHILD POLICY

Children are in the care of the pre-school throughout the session until they are handed over into the care of the parent. The Manager/Supervisor and Staff will take every precaution necessary for the safety of the children whilst in their care.

The Pre-school Manager/Supervisor and Staff will ensure that any access/exit doors are locked and cannot be unlocked by children; that safety gates are in place where appropriate; that children are not able to climb out of open windows; that any outside activity area is secure and supervised and that if walking out in the environment, the staffing levels are such that every child has a hand to hold and is with a responsible adult.

In the unlikely event of a child being lost the following procedure will be followed:

- The Supervisor will make 'headcount' of all children present against the attendance register for that day to confirm that a child is missing.
- A member of staff will ensure that the child is nowhere else in the building or in the outside area, including the toilet area.
- A member of staff will search beyond the building in the road etc.
- The children will be asked if they have seen the particular child.
- The police will be alerted following all procedures and the certainty that the child is not on the premises.
- The parent will be contacted.

It is important to ensure that the attendance register is completed daily and that any telephone messages regarding absent children are noted.

EMERGENCY CLOSURE

Within the PlayCentre we aim to operate fully during term times and the setting will only close under adverse circumstances:

- The Setting will only close due to:
 - Adverse weather conditions
 - **Severe staff illness** (when ratios do not meet the requirements as stated by Ofsted)
 - **An outbreak of child-related contagious illness** which is notifiable to West Sussex Health Protection Agency (HPA)
 - Utility Emergencies eg water/heating.
- In the event of this happening parents/carers will be informed by telephone as soon as possible on a daily basis. Other social networking sites may also be used.
- The Managers will be responsible for informing staff and parents as necessary according to the situation.
- In the event of closure where-ever possible your child will be offered another session to compensate any loss of hours. If this is not possible fees will be reimbursed to non-grant funded children.
- In the event of a gas leak /flood, the Manager/Line Manager will be responsible for calling the relevant services.
- Ofsted will be notified of any emergency closures in the soonest instance.

SOCIAL NETWORKING

The Playcentre Pre-school recognizes that social networking has become an integral part of everyday life and many people enjoy membership to social networking sites such as Twitter and Facebook. We are also aware that these sites can be used as a negative forum for complaining and gossiping and care must be taken not to breach our confidentiality policy.

Parents/carers should be made aware that these sites should not be used for the following

- A negative forum for complaining about the Playcentre.
- Staff should not be talked about on an open forum basis.
- Staff members will not talk about children/families in the Playcentre and not use social networking sites as a forum for discussion.
- Children should not be talked about on an open forum basis.
- Photos of other people's children should not be posted onto any website without prior consent of the child's parent.
- Playcentre will not be held responsible if this is breached.
- The Manager will ask for any comments or photos to be removed.
- The Manager reserves the right to inform the local authority if confidentiality is breached or members of staff are slandered in any way.
- Photos will not be posted on the Playcentre Facebook page without prior written permission from the parent/carer.
- Playcentre operates a parent and carer Facebook page, only current parents will be admitted to this page by consent of the admin

PET POLICY

At the Playcentre we believe children can learn a lot from having contact with animals and have the responsibility of caring for animals. We have our own pet and we also have visitors who come in and show the children there pets.

- Children will be encouraged to treat all animals with respect and will be taught how to handle them correctly.
- Children will be supervised at all time when handling the animal.
- Children will wash their hands after having contact with animals and understand the reasoning behind this.
- Food for the animal will be stored in a correct way and out of reach of the children.
- The children will be encouraged to follow a high standard of hygiene when caring for the animal ie. Cleaning bowls equipment etc.
- Children will be made aware that not all animals are child friendly and they should always check with the pets owner before attempting to stroke/handle the animal.
- The garden will be checked on a daily basis to ensure it is clear a pet faeces before the children play outside.

Eating Policy

In accordance with the Early Years Foundation Stage (EYFS)

1. Purpose

This policy outlines our approach to food, mealtimes, and healthy eating within our early years setting. It ensures that all children's nutritional, social, and developmental needs are met in a safe, inclusive, and positive environment, in line with the EYFS statutory framework (2025).

2. Aims

- To promote healthy eating habits from an early age.
- To provide a safe, hygienic environment for the preparation and consumption of food.
- To ensure all children's individual dietary needs, allergies, and cultural requirements are respected.
- To encourage positive social interactions and independence during mealtimes.
- To support children's understanding of food, nutrition, and self-care.

3. Legal and EYFS Framework Links

This policy is informed by the EYFS statutory requirements, particularly:

- Section 3 – Safeguarding and Welfare Requirements:
 - 3.47: Providers must promote the good health of children.
 - 3.48: Fresh drinking water must be available at all times.
 - 3.49: Meals, snacks, and drinks must be healthy, balanced, and nutritious.
 - 3.50: Providers must obtain information about any special dietary requirements, preferences, or food allergies.

4. Healthy Eating and Nutrition

- All snacks provided will be balanced, varied, and nutritious.
- Sugary, salty, or processed foods are limited.
- Fruit, vegetables, whole grains, and water or milk are encouraged daily.
- Children are offered water throughout the day and milk at designated snack times.
- Parents/carers are required to provide a healthy well balanced packed lunch.

5. Mealtime Practice

- Mealtimes are social, relaxed occasions where children and practitioners sit together.
- Practitioners model good eating habits and positive conversation.
- Children are encouraged to feed themselves and make independent choices.
- Portion sizes are appropriate for age and appetite.
- Children are never forced to eat but are encouraged to try new foods.
- There is a minimum of 2 staff members with the children when they are eating at lunchtime and 1 at snack time all staff hold current first aid certificates to ensure safe practice.

6. Allergies and Special Dietary Requirements

- All dietary needs, allergies, and cultural preferences are recorded on each child's registration form and displayed discreetly in food preparation and eating areas.
- Staff receive regular training in allergy awareness and food hygiene.
- Food is prepared in a way that avoids cross-contamination.
- Alternative meals or snacks are provided where necessary.

7. Food Preparation and Hygiene

- All staff handling food follow current *Food Standards Agency* guidelines.
- A minimum of one staff member on duty holds a valid *Food Hygiene* certificate.
- Kitchen and eating areas are cleaned and sanitized before and after food preparation.

8. Cultural and Individual Considerations

- The setting respects all cultural and religious food practices.
- Families are encouraged to share information about their food traditions.

TOILETING

Playcentre has dedicated children's toilet facilities that provide individual privacy for each child in small cubicles, whilst also allowing staff to have oversight for safety. This allows us to balance the child's privacy with our safeguarding responsibility to ensure their dignity is respected at all times.

Nappies

Parents/carers of children who are not completely toilet trained are required to provide sufficient disposable nappies and wipes for each day/session attended. The staff always wear disposable gloves which will be changed in between each child and the surface will be cleaned with anti-bac before the next child is changed. The staff are also required to wear aprons throughout nappy change time. Staff will never be alone in the room during nappy change time, but will ensure there is a level of privacy for each child.

Toileting

We promote independent toilettings for all children who developmentally capable. Children are encouraged to ask a member of staff if they need to use the toilet. This arrangement enables toileting to be more closely monitored by staff who are then on hand to supervise wiping and hand washing afterwards.