

The Avenue Children's Centre



Early Years Policy

Statement of intent

At The Avenue Children's Centre, we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant DFE guidance and legislation to ensure that each child has a happy and positive start to their nursery and then school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote learning to ensure children's school readiness and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

- Quality and consistency, so that every child makes progress and no child gets left behind.
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- Partnership working between practitioners and parents
- Equality of opportunity and anti-discriminatory practice, ensuring every child is included and supportive.

Framework

This policy has due regard to statutory legislation, including, but not limited to, the following

- Childcare Act 2008
- The safeguarding Vulnerable Groups Act 2006
- The GDPR
- Data Protection Act 2018
- DFE (2017) Statutory framework for the early years foundation stage
- DFE (2018) Keeping children safe in Education
- DFE (2018) Working together to safeguard Children
- DFE (2015) The prevent duty

This policy is intended to be used in conjunction with the following policies:

- Assessment policy
- Early years supervision Policy
- Behaviour Policy
- SEND policy
- Teaching and learning Policy
- CP policy
- Drug and alcohol policy
- Healthy eating policy
- Equal opportunities policy
- Administering medicines policy
- Health and safety Policy
- Data protection Policy
- Photography Policy
- Complaints procedure Policy

Roles and Responsibilities

Acorn Education Trust have the overall responsibility for ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements. These issues are addressed in part in this policy and in further detail in the schools safeguarding policy and photograph policy.

The chair of directors are responsible for ensuring there is a policy in place in the event of an allegation being made against a member of staff. These issues are addressed in the Allegations of Abuse against staff Policy.

The Academy council has responsibility for the implementation of this policy.

The Academy council has responsibility for ensuring this policy does not discriminate on any grounds, including but not limited to ethnicity, culture, religion, gender, disability or sexual orientation.

The Academy council; has responsibility for handling complaints regarding this policy, as outlined in the school's complaints Policy.

The nursery manager has responsibility for the day to day implementation and management of this policy.

All staff and volunteers are responsible for familiarising themselves with and following this policy.

All staff and volunteers are responsible for remaining alert to any issue of concern in children, and raising any concerns.

Aims:

Through the implementation of this policy we aim to:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere
- Support children in building relationships through the development of social skills such as cooperation and sharing
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential

Four guiding principles shape our practice:

- Each child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop in different ways and different rates

To put these principles into practice, the school:

- Provides a balanced curriculum which takes children's different stages of development into account
- Promotes equality of opportunity and anti discriminatory practice
- Works in partnership with parents
- Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment
- Implements a key person approach for our children to develop close relationships with children
- Provides a safe and secure learning environment

Learning and development

The EYFS curriculum is based on an observation of children's needs, interests and stages of development. In partnership with parents, the nursery promotes the learning and development of pupils to ensure they are ready for the next stage of education.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into sections – prime and specific, we mainly follow the prime areas, and extend into the specific areas to challenge our more able children

The prime areas of learning and development are:

- Communication and language
 - Listening and attention
 - Speaking
- Physical development
 - Gross Motor Skills
 - Fine Motor Skills
- Personal, social and emotional development
 - Self-Regulation
 - Managing Self
 - Building Relationships

The specific areas of learning and development are:

- Literacy
 - Comprehension
 - Word Reading
 - Writing
- Mathematics
 - Numbers
 - Numerical Patterns
 -
- Understanding the world
 - Past and Present
 - People, culture and communities
 - The Natural World
- Expressive arts and design
 - Creating with Materials
 - Being imaginative

Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

The key-worker will discuss any cause for concern in a child's progress especially in the prime areas of learning, with the parents and Senco. A strategy of support will be agreed upon and consideration of a referral to an outside agency.

The nursery takes reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if a child is found to not have a strong grasp on English, the Senco will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.

Each area of learning and development will be implanted through a mix of adult-led and child-initiated activity

The nursery will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.

Activities are planned with regard to three characteristics of effective teaching and learning in EYFS

- Playing and exploring – children investigating and experience things
- Active learning – children concentrate, keep trying if they encounter difficulties and enjoy achievements.
- Creative and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Inclusion

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.

The equal opportunities policy ensures the needs of all children are met, regardless of any protected characteristics they have.

EAL children

An important part of the Centre is our aim to help each child to feel as comfortable and accepted as possible. Each child's circumstances and the wishes of parents/carers are respected. We endeavour to help the child to communicate as much as possible, and to learn English words and phrases as appropriate.

We note words in the child's main language that it would be helpful for us to recognize and words we might need to use in order to help the child.

We gain as much information as possible about all of the children and their circumstances before they commence at the Centre. This is done both through the initial visit and when the registration forms are completed. Children are invited to do as many short visits as their parents choose prior to starting with us.

Our aim is to be fully inclusive to all, including children with physical needs.

We do this by:

- Having a building that is fully accessible to all users, including wide doorways, disabled toilets and wheelchair ramps
- Having various sizes and models of chairs and tables including height adjustable ones
- During registration, gaining all the information necessary for us to provide for all the needs of the individual child
- Having an onsite sensory room
- Planning our program to take into account any additional needs so that we ensure that everyone can participate in all activities
- We aim to provide 1:1 support for those who require it

Our SEND policy ensures all children receive the support they need and are given the best learning experience possible.

SEND in the nursery setting will be monitored and managed by our SENCO

The learning environment and outdoor spaces

The rooms within the setting are organised in such a way that children can explore in a safe environment.

Children have access to an enclosed outdoor play area, and daily outdoor activities planned, the outdoor environment is used daily as an extension to the indoor learning environment, our bespoke covered area allows us to use this facility regardless of the weather unless circumstances, such as extreme weather, would make outdoor activity inappropriate and unsafe.

There are toilet facilities and hygienic changing facilities located within the setting containing a supply of spare clothes and changing equipment.

Assessment

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities and assess the need for support.

The two-year-old progress check will be carried out by their key worker or a carer who is well known to the child. Every child in our care will be checked between the age of twenty-four and thirty-six months. We endeavour to do this with the child's parent/carer wherever possible.

- The progress check will be carried out in accordance with the guidelines from the EYFS
- The same, suitable format will be used for every child
- The children will be given a suitable settling in period to the setting before any check begins to ensure an accurate and fair check
- Children moving up from Babies will be given a three-month period for settling before the check is carried out
- Children entering Toddlers will be given a period of three months from entry to settle before the check is completed
- Where there is insufficient time before the move to Nursery, the check will be carried out before the child's moves across and the amount of settling in period that the child had will be clearly marked on the paperwork
- All paperwork will be checked by senior staff before sharing with the parent/carer
- All parent/carers are to be included in producing the final check

Parents will be kept up-to-date with their child's progress and development, the manager or Senco will address any learning and development needs in partnership with parents.

Staff members will observe children to understand their level of achievement, interests and learning styles. This information will then be used to shape learning experiences for each child.

Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

Safeguarding and welfare

All necessary steps are taken to keep the children in our care safe and well.

Any safeguarding or welfare issue will be dealt with in line with the CP and safeguarding policy and all members of staff are required to read this as part of their induction training.

The DSL is Mrs Chris Graham

The DDSL is Mrs Hayley Fleming

The DSL is responsible for safeguarding children and liaising with local children's services as appropriate.

The deputy DSL will undertake the duties of the DSL in her absence, but overall responsibility for safeguarding will remain with the DSL.

The DSL and DDSL will undertake child protection training as required.

Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

Mobile Phones

For the purpose of this policy the term mobile phone refers to any electronic device that can be used to take images or record videos, including tablets.

Photography policies and procedures are addressed in the photography policy.

Staff members mobiles should be put in a locked box within the office, they can be used during breaks when not with the children. In the case of an emergency staff must ask permission from the senior member of staff to have the mobile in room.

Staff may take mobile phones on outings, but they may only be used in emergencies and should not be used when children are present. Mobile phones must NOT be used to take images of or videos during trips.

Staff who do not adhere to this policy will face disciplinary action.

Staff may use their professional judgement in emergency situations.

Staff must report any concerns about another member of staff's use of mobile phones to the DSL, following the procedures outlined in then CP and safeguarding policy and the Allegations of abuse against staff policy.

Use of mobile phones by parents, visitors and contractors.

Parents, visitors and contractors are not permitted to take photographs or record videos without prior permission.

The staff must report all concerns about parents, visitors and contractors to the DSL, following the procedures outlined in the Child protection and safeguarding policy.

Staff are provided with a nursery device to ensure that only nursery devices are used to take photographs and videos.

Nursery devices must have password protection.

Nursery devices must only be used for work related matters.

Staff must not take photos of bruising or injuries for child protection reasons. Instead recording the concerns forms and body maps are used to record observations relating to child protection concerns – these are within each room, or ask the DSL.

Nursery devices must not be taken off nursery premises without prior written permission from the manager.

Where staff members have concerns over material on a nursery device, they must report all concerns to the DSL, following the procedures outlined in the CP and safeguarding policy.

Health and Safety

A first aid box is located in each room, including the kitchen.

Only medicine proscribed to the child by a doctor, dentist, nurse or pharmacist will be administered, and only after 48 hours. A medication form must be completed before administering medication.

The nursery Administering Medications policy outlines the procedures for administering medicines.

A member of staff will report any accident or injury involving a child to their parents on the day it occurs, and any first aid treatment administered to a child will also be reported to their parents. A call prior to collection will be made to parents, if deemed necessary.

Accident and injuries will be recorded on an accident form, located in each room.

The manager will report any serious accident, illness, injury or death of a child whilst in the schools care to Ofsted as soon as is reasonably practicable, but within 14 days of the incident occurring. Local child protection agencies will also be notified.

The nursery has a fire Evacuation Plan in place.

Any food or drink provided to children is healthy, balanced and nutritious as outlined in the healthy eating policy.

The manager will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident.

Information about dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded.

Fresh drinking water is available at all times. The intake of water by children will be monitored for abnormally high or low intake.

At breakfast time children are offered milk or water.

At snack times children are offered milk or water

At lunch times children are offered only water.

At tea times children are offered water or milk.

Smoking is not allowed on the nursery and school premises.

The nursery's Health and Safety policy outlines full health and safety policies and procedures.

The school implements a zero tolerance approach to drug and alcohol misuse, as outlined in the drug and alcohol Policy.

The use of alcohol or any other substances that may affect the ability to care for children by a member of staff will not be tolerated. If there is a reason to believe a member of staff is under the influence of alcohol or any other substance, they will not be allowed to work directly with children and further action will be taken.

Any members of staff taking medication which may affect their ability to care for children will seek medical advice. Staff will only be allowed to work directly with the children if it is confirmed that the medication is unlikely to impair their ability to look after children properly.

Any medication used by staff is securely stored in the office.

Staffing

A robust Recruitment policy is in place which aims to ensure that members of staff employed in the nursery are suitable.

Upon employment, all EYFS staff receive induction training to ensure they understand their roles and responsibilities, including information about emergency evacuation procedures, safe guarding, child protection and health and safety.

All members of staff who have contact with children and families will be supervised by the manager. See the EYFS Supervision Policy

At least half of the other staff hold a full and relevant level 3 qualification.

There will be at least one member of staff in the nursery premises at all times who has a current paediatric first aid certificate.

All newly qualified staff with a level 2 or 3 qualification will be PFA trained.

The school will organise for the PFA to be renewed every three years.

The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the statutory framework for the Early Years Foundation Stage.

The nursery adopts the following staffing ratios:

Children under 2- 1:3

Children under 3- 1:4

Children over 3 – 1:8

Each child is assigned a key person whose role it is to help ensure that every child's care is tailored to meet the individual needs.

The manager will inform parents of whom their child's key worker is and will explain the role of the key person when their child begins nursery.

Information and records

Information is stored in line with the GDPR and data protection Act 2018 and with regard to the nursery's data protection policy

The following information is recorded for each child:

- The child's name and date of birth
- The name and address of the parent or carer who is known to the nursery, and which parent or carer the child normally lives with
- The emergency contact details of the child's parent or carer, and emergency contact (if applicable).

The following information about the nursery is recorded

- The nursery's name, address and telephone number
- The nursery's certificate of registration
- A daily record of the names of the children being cared for in the nursery, their hours of attendance, and the names of each child's key person

The following information is made available to parents

- Details of food and drink provided to the children
- Information about the policies and procedures in place in the school

Ofsted will be notified if there any changes to the following

- The address of the nursery
- The nursery's contact details
- The hours during which care is provided
- Any significant event which is likely to affect the suitability of the nursery or any person who cares for, or is in regular contact with, children to look after children

Parental involvement

Parents are invited to Parents Evenings twice a year, however, the nursery has an open door policy and parents are welcome to talk to staff at the start and end of the day

Parents are asked to sign permission slips for any visits out of school, use of photographs of their child.

Parents are asked to complete admission forms, a medical form and to write a brief synopsis about their child to help the nursery to understand their character and personality

- 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
- 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
- try to 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 all parents
- hold meetings in venues that are accessible and appropriate for all
- welcome the contributions of parents, in whatever form these may take
- encourage and welcome parents/carers, grandparents to join in with the sessions in various forms i.e. reading, singing, gardening etc.

- 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;

The Avenue Children's Centre - CODE OF CONDUCT POLICY FOR PARENTS AND VISITORS

At the Avenue Children's Centre, we recognise that caring for your children is a process that involves a strong partnership between home and school. It is very important to have a good relationship, and for this reason we welcome and encourage parents and families to participate fully in the life of our pre-school.

The purpose of this policy is to provide a reminder to all at our pre-school about expected conduct so that we can work together to ensure a safe and positive environment for your children.

Respect and concern for others

We expect parents and visitors to show respect and concern for others by: -

- ❖ Supporting the respectful ethos of our pre-school by setting a good example in their own speech and behaviour towards others;
- ❖ Working together with the staff of the pre-school for the benefit of the children. This includes approaching the pre-school to resolve any issues of concern, discussing and aiming to clarify any specific events in order to bring about a positive solution (see complaints policy);
- ❖ Being aware of all pre-school policies (copies of which are available in the setting, and electronic copies emailed to all families).
- ❖ Respecting the pre-school environment, including keeping the pre-school tidy by not littering;
- ❖ Observing the pre-school rules regarding privacy with regard to the use of social media and sharing images, we expect parents not to share photos of other children.
- ❖ Completing mobile phone conversations outside the premises.

In order to support a peaceful and safe pre-school environment, we cannot tolerate: -

- ❖ Disruptive behaviour which interferes with the operation of the pre-school;
- ❖ Using loud and/or offensive language or displaying temper;
- ❖ Threatening harm or the use of physical aggression towards another adult or child;
- ❖ Damaging or destroying pre-school property;
- ❖ Abusive or threatening emails, phone or social network messages;
- ❖ Smoking, consumption of alcohol or other drugs, or entering the pre-school site whilst intoxicated.

Any such behaviour on pre-school premises will be reported to the appropriate authorities and the Manager and Managing Board may prohibit an offending adult from entering the pre-school grounds in order to safeguard our community.

We trust that parents and visitors will assist us with the implementation of this code.

- During the Covid pandemic visitors have been kept to a minimum, with only essential visits being made. Visitors are asked to wear a face covering (unless exempt).

Baby Sleeping.

The temperature in the sleep room is maintained between 16 - 20°C

The lighting is usually kept dim during sleep times.

The individual needs of each child and the wishes of each parent are considered as to where the babies sleep (i.e. cots or buggies) and for approximately how long.

Cot sheets are changed after every use by an individual child.

A sleeping position form is included in the registration pack for the parents to sign giving their permission for any varying positions for the children to sleep in.

Baby's heads are uncovered. All bibs, ties, open weave fabrics and shoes are removed.

Babies individual sleep patterns are taken into consideration.

Babies are monitored during their sleep every ten minutes and a record is signed.

Sleep periods and times are recorded on Sleep sheets. These sheets are kept for referral in a folder in the baby room.

Sleep periods and times are communicated to Parents/Carers each day on the Daily Diary Sheets.

We recognise that older children may need to sleep. We have sleep mats and a quiet area where the lights may be dimmed for this purpose. The sleep patterns are also recorded and parents are informed.

Having sought the wishes of the parent in the matter of lengths of sleep, every care is taken to ensure that these wishes are met.

The registration pack contains paperwork in which Parent/Carers are consulted as to their preferred sleep arrangements. Where they would like them to sleep, their preferred sleep position and the times and length of time they would prefer

We make every effort to follow the Parents'/Carer's wishes concerning where and how their children sleep. We recognise that on occasion, we may not be able to keep a child awake and we telephone a Parent/Carer to inform them if it is contrary to their wishes

However, the need of the child will always be paramount.

We will not force a child to remain awake or asleep.

Medication.

Aim

We aim to keep the children in our care safe and well at all times. We understand that some children have additional needs concerning medication and we recognise that sometimes children are well enough to return to the setting before their medication has finished.

We aim to manage this efficiently and confidentially at all times.

Method

- Medication may be administered by staff 48 hours after it has been prescribed
- Only prescribed medication may be given. It must be in date and prescribed for the current condition.
- Children must be well enough to attend the setting. No temperature or underlying symptoms
- Prescribed medication must be stored in the original packaging clearly labelled with the child's name and prescription date
- Written permission to administer medication must be taken from the parent on every day the medication is to be given stating all relevant information, date, time to be given, time of last dose, how the medication is to be given, name of medication and expiry date etc.. If it's a long-term medication, a continuous medication form will be completed.
- The administration of the medication is recorded in detail with every dose that is given and signed by administering staff and witness
- If the administering of any medication requires specialist training this will be provided for staff members by a health professional

- Parent/carers must sign to acknowledge that the medication has been given and that they are taking it with them

Nappy Changing.

The aim of this policy is to provide a safe, secure and dignified procedure for every child in the setting.

Nappies are changed as soon as possible after soiling. All staff have undergone the relevant DBS and medical checks.

Nappy changing takes place in the nappy changing rooms which are equipped with appropriate nappy changing facilities.

We encourage independence in the children and so, where possible (and appropriate), children are expected to use the steps to climb up onto the nappy changing surface – children are given careful supervision as they do this. This also ensures that the health of the staff is not endangered by lifting children.

Adults are required to wash their hands with hot water and soap before and after changing children. They also wear disposable aprons and gloves, which are then thrown away.

Parents are asked to provide nappies, wet wipes and creams for their child. Creams are only administered after completion of consent forms which clearly state that creams have previously been used and there were no reactions. These are then stored in named baskets or bags within the nappy change areas.

Immediately after changing the soiled nappies are disposed of in a sealed nappy sack and placed in waste bags which line the disposal unit. These are then placed into clinical waste bags which are disposed of in a chemical waste bin. The changing surface is cleaned with disinfectant.

When a child's clothing becomes soiled they are fully changed, and all parents/carers are expected to provide appropriate spare clothing in a named bag. The Centre has a limited supply of spare clothes should they be required. Soiled clothing is bagged, named and sent home with the child.

Intimate Care Policy (also see Nappy changing policy).

The aim of this policy is to provide a safe, secure and dignified procedure for every child in the setting.

When a child is being potty trained we will ensure confidentiality and privacy at all times, children will usually be changed in the nappy changing room. If this is unavailable they will be changed within a toilet cubicle to ensure privacy.

If a child has an accident they will be changed following the above procedure, and again ensuring privacy is maintained.

Outings.

Aim

We aim to take children out on local trips, wherever possible, to enhance their time spent with us. These outings will be planned in advance to ensure the upmost safety at all time.

- Outings will be local and on foot
- No children will be taken off site without a signed permission to do so, found within the registration pack
- Child to adult ratio will go down to 2:1
- All Babies will be in Buggies at all times

- All Toddlers will have wrist straps on at all times, or be in a buggy depending on the individual child.
- An outing record sheet will be filled out on the day of the outing stating date, time, location, number and names of children, names of staff, and mobile phone numbers of the phones to be taken.
- First aid kits must be taken at all times
- All staff will be familiar with the Missing Child Policy
- Senior staff must be informed of any outings and all the arrangements

Payment.

It is our policy that all childcare fees must be paid in advance, monthly or weekly.

Invoices will be issued at the beginning of the month..

A payment agreement must be signed by Parent/Carers on registration.

All sessions must be paid for. This includes sessions missed through illness or any other reason.

A registration fee of £40.00 is payable on registration. £20.00 will be taken off the first invoice and £20.00 is a non-refundable administration fee. Places will not be held without payment of the registration fee.

Four weeks' notice in writing must be given for termination on leaving Babies/Toddlers/Nursery.

Four weeks will be chargeable from our last contact if this is not adhered to.

If the funding is not paid Parent/Carers are liable to cover the cost.

A holiday discount of 50% for up to three weeks of the appropriate sessions may be taken over the year for Babies and Toddler children. i.e. 3 sessions a week = 9 days at 50% discount over the year. The year starts from the child's start date.

Nursery children are expected to take their holidays during school holidays.

No discount will be given for Nursery children.

All children must be collected on time.

If a Parent/Carer is aware that they are going to be late for collection they must contact the Nursery on the appropriate telephone number (01985 214413) immediately.

A late fee will be incurred for continual late collection. The cost is £6.00 for each part of each fifteen minutes. (Twenty minutes late = £12.00)

If a Parent/Carer has prior knowledge, it is possible, on occasion, to book for the extra time.

Non-payment of fees will result in cancellation of sessions, including extra nursery sessions above the free entitlement of fifteen hours, and details of the debt being sent to a debt collector.

Children will not be accepted into the setting if the family have any previous debt outstanding.

If we have to send you a reminder for late fees, there will be a charge of £10 per letter.

If further action is necessary, there will be an additional charge of £25 and all sessions will be suspended.

If this is not followed in any way, it will result in the cancellation of sessions and the debt being handed to the debt collector.

We cannot take on any children where there is an outstanding debt within the school, breakfast club, afterschool club, holiday club or any part of the nursery.

Where there are genuine difficulties in making payments, a payment agreement may be made.

Payment agreements are at the discretion of the Childcare Manager.

Non-collection of children policy

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 & telephone numbers of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent;
 - information about any person who does not have legal access to the child.
- 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 persons authorised to collect child/ren form 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 on the persons authorised to collect child/ren form. The only exception to this is in an emergency after we have had direct contact with a person authorised to collect and they can provide information to reassure us that it is safe to release the child.
 - If no-one collects the child after one hour and there is no-one who can be contacted to collect the child, we apply the procedures for non-collection of children.
 - We contact The MASH team for advice and guidance.
 - 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;

- 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.

Missing child.

If we notice a child is missing we will conduct a thorough search of the building, and outside area. We will check CCTV to establish what happened.

If the child isn't found the Senior person will call the police on 999

The DSL will notify the parents, Ofsted, and The Acorn trust.
The Manager will investigate how a serious incident occurred.

Supervision.

Introduction:

In accordance with the revised Statutory Framework for the Early Years Foundation Stage 2017 staff supervision is a requirement for providers under Section 3 – The Safeguarding and Welfare requirements Clauses 3.19 and 3.20.

At The Avenue Children's centre all staff are expected to uphold Fundamental British values within meetings and ensure that these are promoted at all times.

The purpose of supervision meetings

The EYFS introduces the concept of supervision as a way for staff to discuss issues including child protection concerns and identify solutions as well as to receive coaching to improve their personal effectiveness. Supervision should be an individual meeting between a manager and each staff member, including teaching assistants and those involved in year-round childcare, in order to support their role as key persons working with children and their families.

Supervision is a means to ensure staff are clear about what their job is, what the school wants them to do regarding concerns about particular children and to be supported in all aspects of their job. The meeting gives parties the opportunity to evaluate and review workloads and performance so that learning and development can take place and to identify performance shortfalls, encourage and motivate staff and initiate training, support and /or coaching. Supervision does not replace the annual staff appraisals.

Responsibility:

The Manager and Deputy lead are responsible for ensuring that supervision meetings are conducted with every member of staff. The member of staff is responsible for ensuring that they meet the required standard for the job.

Process and Frequency:

The frequency of meetings should be determined according to the needs of the families and the staff member supporting them, but should be at least once every small term. This is in addition to regular staff appraisal and other opportunities for staff training. Supervision is an essential part of the effective working relationship between a member of staff and a manager. The meetings are a two way discussion between a member of staff and their line manager and to be effective each person must take an equal responsibility for ensuring effective communication and cooperation and recognition of the value of supervision meetings for both parties.

What to cover at supervision meeting:

The content of the supervision meeting will be to:

- identify any performance concerns and improvements required
- discuss any issues of concern about particular children and families
- identify appropriate support and guidance with regard to all aspects of work including support in dealing with particular children and families and their individual needs
- identify any training and development needs.

Supervision Standards Staff should expect:

- To be given clear objectives and standards, appropriate deadlines and help in achieving their objectives.
- To be able to question how things are done and what is expected.

To be given the opportunity and time to express any concerns .

To be given appropriate support, and receive coaching where necessary.

- To be told in a constructive way if their work is poor, incompetent or unacceptable and to have a strategy for improvements discussed and agreed.
- To be told when a piece of work has been done well.

The Manager should expect:

- That once targets and/or objectives are set the member of staff will produce work to an agreed standard.
- That staff will demonstrate a willingness to strive for continuous improvements.
- That staff will be open, honest and non-defensive when their work is being discussed.

Recording supervision meetings

- The supervision meeting will be recorded by the manager or deputy .
- Both parties will sign the record.
- A copy of the supervision record will be stored in the member of staffs folder. To ensure that the confidentiality and identity of individual children is maintained within the supervision record, no names of the children discussed will be used, only initials. Only the manager and deputy have access to the staff folders.

Monitoring and review

This policy is reviewed annually by the manager

Any changes made to this policy will be communicated to all members of staff

All members of staff directly involved with EYFS are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

Signed



Chris Graham Manager

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