

## **General**

	<u>Page Number</u>
Admissions	2
How to make a complaint	3
Open door	6
Parental involvement	7
Parent/ visitor behaviour	10
Payment and collection of fees	12
Settling into the setting policy	14
Sleeping	15
Snack time	16

## **Admissions policy**

### **Policy statement**

It is our intention to make our setting accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

### **Procedures**

In order to accomplish this we will;

- ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.
- ensure that information about our setting is accessible, using simple plain English, in written and spoken form and, where appropriate, provided in different community languages and in other formats on request.
- arrange our waiting list in birth order. In addition, our policy may take into account:
  - the age of the child, with priority given to children who are eligible for the free entitlement – including eligible two year old children;
  - the length of time on the waiting list;
  - the vicinity of the home to the setting;
  - whether any siblings already attend the setting; and
  - the capacity of the setting to meet the individual needs of the child.
- offer funded places in accordance with the Code of Practice for Wiltshire and any local conditions in place at the time.
- keep a place vacant, if this is financially viable, to accommodate an emergency admission.
- ensure our setting and its practices are welcoming and make it clear that fathers, mothers, other relations and carers are all welcome.
- ensure setting and its practices operate in a way that encourages positive regard for and understanding of difference and ability - whether gender, family structure, class, background, religion, ethnicity or competence in spoken English.
- support children and/or parents with disabilities to take full part in all activities within our] setting.
- monitor the needs and background of children joining our setting on the Registration Form, to ensure that no accidental or unintentional discrimination is taking place.
- share and widely promote our Valuing Diversity and Promoting Equality Policy.
- be flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.

Failure to comply with the terms and conditions may ultimately result in the provision of a place being withdrawn.

Agreed by the Committee of Longleaze Pre-School and Nursery at the AGM dated November 2022.

Signed by the Chairperson on behalf of the Committee.....

To be reviewed at the next AGM in November 2023

## **Making a complaint policy**

### **Policy statement**

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

### **Procedures**

All settings are required to keep a written record of any complaints that reach stage two and above, and their outcome. This is to be made available to parents, as well as to Ofsted inspectors on request. A full procedure is set out in the Pre-school Learning Alliance publication Complaint Investigation Record (2012) which acts as the 'summary log' for this purpose.

#### *Making a complaint*

##### Stage 1

- Any parent who has a concern about an aspect of our setting's provision talks over his/her concerns with our manager first of all.
- Most complaints should be resolved amicably and informally at this stage.
- We record the issue, and how it was resolved, in the child's file.

##### Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing.
- For parents who are not comfortable with making written complaints, there is a template form for recording complaints in the Complaint Investigation Record; the form may be completed our manager and signed by the parent.
- Our setting stores all information relating to written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, our manager may wish to store all information relating to the investigation in a separate file designated for this complaint.
- When the investigation into the complaint is completed, our manager meets with the parent to discuss the outcome.
- We inform parents of the outcome of the investigation within 28 days of him/her making the complaint.
- When the complaint is resolved at this stage, we log the summative points in our Complaint Investigation Record, which is made available to Ofsted on request.

##### Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with our manager and the chair. The parent may have a friend or partner present if they prefer and our manager should have the support of the committee.

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- An agreed written record of the discussion is made, as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, we log the summative points in our Complaint Investigation Record.

#### Stage 4

- If at the stage three meeting the parent cannot reach agreement with us, we invite an external mediator to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers, but can help us to define the problem, review the action so far and suggest further ways in which it might be resolved.
- Staff or volunteers within the Early Years Alliance are appropriate persons to be invited to act as mediators.
- The mediator keeps all discussions confidential. S/he can hold separate meetings with our staff and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

#### Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent and our manager and chair, is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
- A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.
- *The role of the Office for Standards in Education, Children's Services and Skills (Ofsted), the Wiltshire Safeguarding Vulnerable People Partnership and the Information Commissioner's Office*
- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.
- Parents can complain to Ofsted by telephone or in writing at:
  - Applications, Regulatory and Contact (ARC) Team, Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD or telephone: 0300 123 1231
- These details are displayed on our notice boards.
- If a child appears to be at risk, we follow the procedures of the Wiltshire Safeguarding Vulnerable People Partnership.
- In these cases, both the parent and our setting are informed and our manager work with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.

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- The Information Commissioner’s Office (ICO) can be contacted if you have made a complaint about the way your data is being handled and remain dissatisfied after raising your concern with us. For further information about how we handle your data, please refer to the Privacy Notice given to you when you registered your child at our] setting. The ICO can be contacted at Information Commissioner’s Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or ico.org.uk

*Records*

- A record of complaints in relation to our setting, or the children or the adults working in our setting, is kept for at least three years; including the date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all complaints is recorded in our Complaint Investigation Record, which is available for parents and Ofsted inspectors to view on request.

## **Open door policy**

At Longleaze Pre-School and Nursery we operate an Open Door policy. This means:

- We are committed to ongoing dialogue with parents/ carers to improve our knowledge of the children and to support their families. Our staff are always available before and after sessions for you to talk to.
- Parents/ carers are welcome to come in and participate in their child's learning experiences.
- We invite parents/ carers to stay with children if they are having difficulty settling into the setting.
- We welcome parents'/ carers comments and contributions, for example through questionnaires, home / school diaries, comments sheets etc.
- We invite parents to read our Policies and ensure that these are always readily available.
- We invite parents to attend all committee meetings so that they can voice their opinions and participate in the running of the Pre-School.
- We run regular events throughout the year as opportunities for us to share information with you and for you to ask us questions. Examples include open/ welcome evenings and parent partnership afternoons.
- Parents have access to their child's learning journal on request.

Please also see the following policies: 'Parental Involvement' and 'Settling into the Setting'

## **Parental involvement policy**

### **Policy statement**

At Longleaze Pre School and Nursery we believe that children benefit most from early years education and care when parents and settings work together in partnership.

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

Some parents are less well represented in early years settings; these include fathers, parents who live apart from their children, but who still play a part in their lives, as well as working parents. In carrying out the following procedures, we will ensure that all parents are included.

When we refer to 'parents', we mean both mothers and fathers; these include both natural or birth parents, as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also includes same sex parents, as well as foster parents.

The Children Act (1989) defines *parental responsibility* as '*all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property*'. (For a full explanation of who has parental responsibility, refer to the Pre-school Learning Alliance publication *Safeguarding Children*.)

### **Procedures**

- Parents are made to feel welcome in our setting; they are greeted appropriately, there is adult seating and provision for refreshment.
- We have a means to ensure all parents are included - that may mean that we have different strategies for involving fathers, or parents who work or live apart from their children.
- We make every effort to accommodate parents who have a disability or impairment.
- We consult with all parents to find out what works best for them.
- We ensure on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies, through access to written information, including our *Safeguarding Children and Child Protection* policy and our responsibilities under the Prevent Duty, and through regular informal communication. We check to ensure parents understand the information that is given to them.
- Information about a child and his or her family is kept confidential within our setting. We provide you with a privacy notice that details how and why we process your personal information. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding child's development that need to be shared with another agency.
- We will seek parental permission unless there are reasons not to in order to protect the safety of the child. Reference is made to our Information Sharing Policy on seeking consent for disclosure.

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- We seek specific parental consent to administer medication, take a child for emergency treatment, take a child on an outing and take photographs for the purposes of record keeping.
- The expectations that we make on parents are made clear at the point of registration.
- We make clear our expectation that parents will participate in settling their child at the commencement of a place according to an agreed plan.
- We seek parents' views regarding changes in the delivery of our service.
- Parents are actively encouraged to participate in decision making processes according to the structure in place within our setting.
- We encourage parents to become involved in the social and cultural life of the setting and actively contribute to it.
- As far as possible our service is provided in a flexible way to meet the needs of parents without compromising the needs of children.
- We provide sufficient opportunity for parents to share necessary information with staff and this is recorded and stored to protect confidentiality.
- Our key persons meet regularly with parents to discuss their child's progress and to share concerns if they arise.
- Where applicable, our key persons work with parents to carry out an agreed plan to support special educational needs.
- Where applicable, our key persons work with parents to carry out any agreed tasks where a Protection Plan is in place for a child.
- We 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.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We support families to be involved in activities that promote their own learning and well-being; informing parents about relevant conferences, workshops and training.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language; making every effort to provide an interpreter for parents who speak a language other than English and to provide translated written materials.
- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and we check to ensure these are understood. All parents have access to our written complaints procedure.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home. There are opportunities for parents to take active roles in supporting their child's learning in the setting: informally through helping out or taking part in activities with their child, or through structured projects engaging parents and staff in learning about children's learning.

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In compliance with the Safeguarding and Welfare Requirements, the following documentation is also in place at our setting:

- Admissions Policy.
- Complaints procedure.
- Record of complaints.
- Developmental records of children. (Please also see Open Door policy)

## **Parent/ Visitor Behaviour Expectation Policy**

At Longleaze Pre-School and Nursery, we want to create an environment where children, staff and parents/ carers are safe and protected. Any behaviour that leads to someone on the premises feeling unsafe is not acceptable.

Pre-school premises are private property and parents, carers and visitors have been granted permission from the pre-school to be on these premises. The pre-school is able to remove this permission and stop someone entering the premises if their behaviour is unacceptable.

As a membership organisation we also have to apply the Equality Act 2010 to our work. This means we have to make sure our members aren't discriminated against because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

See our '[Valuing diversity and promoting equality policy](#)'.

### **We expect the following from any adult on our premises:**

- Treat everyone with respect.
- Set a good example to children at all times, showing them how to get along with everyone in the pre-school and wider community
- Don't let unacceptable behaviour go un-reported.

### **What do we mean by unacceptable behaviour?**

- Hitting, slapping, punching or kicking
- Pushing
- Shouting, either in person or over the telephone
- Use of Social networking sites to comment on the pre-school in a way that could negatively affect its reputation
- Using social networking sites to make negative comments about a member of staff, committee member or other member/parent of the setting
- Talking in an aggressive/threatening tone
- Being physically intimidating e.g. standing very close
- The use of aggressive hand gestures/exaggerated movements
- Physical threats
- Shaking or holding a fist towards another person
- Swearing
- Spitting

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- Name calling
- Unlawful discrimination (see paragraph 3 for a description of what this means)
- Expressing views that are contradictory to British Values (see separate policy). This list is not final. Other behaviour may be seen as unacceptable.

This policy includes unacceptable behaviour while waiting to drop off or collect a child whether a parent/ carer is inside or outside the gate. It also includes pre-school organised events that take place away from the premises.

### **What will we do about unacceptable behaviour?**

Unacceptable behaviour is likely to take two forms and each has its own course of action:

1. A person's health and safety is at immediate risk e.g. one person is about to punch another person.

The pre-school manager (or a room leader) will ask the person/ people demonstrating the unacceptable behaviour to leave the premises immediately. If they don't do this the police will be called as they will be trespassing.

Other members of staff will ensure that the children who aren't with a parent (or are the children of the parents directly involved) are kept safe during an incident like this.

If the person being asked to leave is a parent/ carer they can choose to take their child with them or can leave them for their usual session. It is the parent's responsibility to arrange for someone else to collect their child at the end of the session. If the child is not collected we will follow our existing 'Uncollected child' policy. The child will not be discriminated against because of their parents/ carers behaviour.

The chair of the committee will then contact the people directly involved to discuss the incident and to decide what happens next.

2. A person is not at immediate risk of physical harm e.g. one person makes a negative comment about another parent's religion.

In this scenario our existing complaints process should be used.

Anyone can make the complaint it doesn't have to be the person on the receiving end of the unacceptable behaviour. This means, for example, if a parent over-hears a conversation between two other parents about the religion of another parent in the line they can make the complaint it doesn't have to be made by the person the comment was aimed at.

Depending on the situation we will also apply our 'reporting accidents and incidents' policy.

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## **Payment and collection of fees policy**

This Policy details the fees charged and procedures for payment and collection.

- Fees are payable in advance on a termly basis.
- Parents are invoiced at the beginning of each term by email.
- Payment should be returned to Pre-School by the due date on the invoice.
- The preferred method of payment is directly into our bank account. Alternative arrangements can be made including payment with childcare vouchers.
- We also accept taxfree child care payments.

**Government funded places** – we are registered to receive DfES Nursery Education Grant funding for 2, 3 and 4 year olds.

- All 3 and 4 year olds are entitled to 15 hours of funded sessions per week for 38 weeks a year.
- 30 hours funding is available to 3 and 4 year olds who meet the specific criteria.
- A limited range of two year old children also have the same entitlement. Full details of eligibility are available on request or from the gov.uk website.

Funding periods run from 1 September to 31 December, 1 January to 31 March and 1 April to 31 August. This means if your child's Birthday is in October they will be eligible for a free place in the following January.

Parents are free to use their funding at any registered setting and the time can be divided between different settings.

While your child may be eligible for 15 hours of childcare a week one setting does not have to provide all these hours. There will be times when due to the number of children we already have on our books that we may be able to take your child for some but not all of their 15 hours. Our term dates are similar to local primary school dates and are published to parents and available on request.

- However payment is made, fees are payable regardless of whether your child is able to attend or not, i.e. holiday or illness. We also ask that 4 weeks notice is given before withdrawing your child from our sessions. If notice is not given we reserve the right to charge fees for a maximum of 4 weeks. This also applies to children in receipt of the government funding. If a child starts mid-term the fees will be calculated and adjusted accordingly by the Deputy Manager.
- If fees are not paid with 14 days an Overdue Account note will be sent out. If payment is not forthcoming at this point a Final Account will be sent out after 30 days of non-payment. If fees are still unpaid then the child will be unable to attend Pre-school and legal action may be taken to recover the fees.
- Persistent non-payment of fees may mean loss of place and any siblings who may wish to attend in the future may be refused a place.
- Any family who is experiencing difficulties with the payment of fees for their child / children should speak to either the Pre-School Manager or the Committee Chairperson in strictest confidence. It may be possible to arrange a temporary payment plan so that the child may remain at Pre-School whilst the arrears are paid.

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- Fees will be reviewed at the Committee's discretion.
- Any complaints regarding this policy should be dealt with via the current complaints procedure.

## **Settling into the setting policy**

We want children to feel safe and happy in the absence of their parents. We want them to recognise other adults as a source of authority, help and friendship and to be able to share with their parents afterwards the new learning experiences enjoyed in the Pre-school.

Children cannot play or learn successfully if they are anxious and unhappy. Our settling procedures aim to help parents help their children feel comfortable in the Pre-school, to benefit from what it has to offer, and to be confident that their parents will return at the end of the session.

We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.

To help children settle we will:-

- Encourage parents to visit the Pre-school with their children during the weeks before an admission is planned.
- During the pre-admission visits, where possible your child's key worker will spend some time with you and your child during this visit(s). This will help you all get to know one another and encourages early attachment and positive relationships. This meeting is an opportunity to decide together the best way to help your child settle into the setting as we recognise there may be some children for whom it's appropriate for the parent to stay for longer.
- Introduce flexible admissions procedures, if appropriate, to meet the needs of individual families and children.
- Make clear to families from the outset that they will be supported in the pre-school for as long as it takes to settle their child there.
- Reassure parents whose children seem to be taking a long time settling into the Pre-school.
- Introduce new families into the group on a staggered basis, for example, two new children a day for a week rather than ten children all at once.
- Encourage parents, where appropriate, to separate from their children for brief periods at first, gradually building up to longer absences.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- Recognise that younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence from the setting may also need their parent to be on hand to re-settle them.

We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.

We judge a child to be settled when they have formed a relationship with their key worker; for example, the child looks for [the key worker when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.

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## **Sleeping policy**

When a worker notices a sleepy or sleeping child, or is aware of a child in need of rest or quiet time, they should (not necessarily in this order):

- Make other staff aware of the situation.
- Make other children in the vicinity of the sleepy/sleeping child aware of the situation.
- Make an appropriate area (i.e. book corner, sofa etc.) safe and comfortable for the child.
- Ensure that the child is not disturbed by other children.
- Consistently supervise the resting child, checking them at least every ten minutes

If children fall asleep in-situ, it may be necessary to move or wake them to make sure they are comfortable.

## **Snack time policy**

The sharing of refreshments can play an important part in the social life of Pre-school as well as reinforcing children's understanding of the importance of healthy eating. We will ensure that:-

- Children's medical and dietary requirements are respected. Before a child starts to attend the setting, we ask their parents about their dietary needs and preferences, including any allergies.  
(See the Managing Children who are Sick, Infectious or with Allergies Policy.)
- We record information about each child's dietary needs in the Registration Form and parents sign the form to signify that it is correct.
- We ask parents/carers to record their child's dietary preferences to ensure we respect the requirements of different cultures/beliefs, for example halal, kosher, vegetarian.
- Adults and children will always wash their hands under running water before and after handling food.
- Adults will not be involved in the preparation of food if suffering from any contagious/infectious ailment.
- Adults are not allowed to cough or sneeze over the food and we teach children to cover their mouths when they cough and sneeze, particularly near food.
- Food is kept covered until ready to eat.
- Waste is disposed of properly and out of reach of children.
- All fresh fruit and vegetables are washed before use.
- Special cooking overalls will be provided for cooking/food preparation activities for both adults and children.
- All utensils will be kept and stored in a dust free place with cracked or chipped china being thrown away.
- All plates, cups and other plastic/melamine items will be regularly sterilized.
- Tea towels will be kept scrupulously clean and changed daily.
- Separate sinks will be used for paint/messy activity disposal/cleansing and washing of crockery/food etc.
- Different colour cloths will be used for different cleaning jobs. These are detailed on the wall in the kitchens.
- We try to fulfil the appropriate areas of the curriculum and the children are encouraged, when appropriate, to help prepare food, tidy away, count plates/cups and talk about the food they are eating.
- We maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food.

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