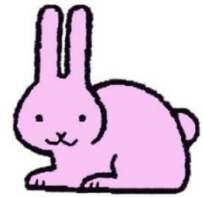




Bunnies Preschool (Shephall)



Admissions policy

We are registered to accept children from the term before they turn 2 (minimum 18 months) to statutory school age (reception class).

If an enquiry has been made regarding a place a registration pack will be either given or sent out containing information about the group, our provision, our daily time tables, our policies and procedures and a privacy notice. A member of staff will speak to you at length about the aims and objectives of the group along with a brief explanation of the daily routine and will try to answer any questions you may have. We welcome visits (restrictions allowing) by appointment. There is also a video of the setting available to view on our website www.bunniespreschool.co.uk and on our Facebook page.

If you decide that you would like to attend our preschool then please return the completed registration form as soon as possible stating your preferred session days. You will also be asked to sign a document that gives us permission to share information about your child with other childcare professionals such as health visitors, speech therapists etc. We will also, with your permission, share information about your child when they eventually move on to another setting or school. This is usually done by means of a transition report that we send to the new school during their last term with us.

We will of course try to accommodate your wishes, but if we are running a full group this may not be possible in which case your child's name will be added to our waiting list.

If a place at preschool becomes available, the criteria used for offering a place are as follows:

- Length of time on waiting list and having reached the correct age
- Special educational needs
- Oldest child waiting
- Having had a sibling previously attend the setting

When a place becomes available for your child we will contact you to discuss your preferred session days and to arrange a prestart visit for you to attend with your child. We will open a Tapestry online journal account for you and ask that you complete the 'About Me' section so we can start to get to know your child.

When your child starts at Preschool we usually ask you come at 9.30 am if your child is attending morning sessions or 12.30 pm if your child is attending afternoon sessions so that our other children are settled and we will be able to spend more time with you. Your child's designated key person will be available to greet you both and answer any last minute questions you may have. During your child's first session you will

Reviewed and updated August 2024. R.C.

also be asked to complete a 'base line assessment' sheet with your child's key person so we can quickly identify your child's strengths and achievements and we will discuss the 'About Me' form that you completed online. All this information tells us more about your child's likes and preferences, which in turn helps them to settle within the group.

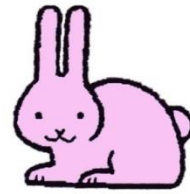
The information provided by you on the admissions form, as required by the Early Years Foundation Stage Statutory Guidance (EYFS 2025), will be checked to ensure that it is still up-to-date and contact details for yourself and at least 2 other emergency contact numbers will be required before you can leave your child with us. We will also check at this point that you have arranged a security password for your child. This should be a word or short phrase that is easy for you to remember, but would not be easy for others to guess. The password should then be passed by you to any other adult who collects your child from us. This system is in place to ensure us that any adult unfamiliar to us who arrives to collect your child is known to you; we will not release a child without the correct password or to a person under the age of 16. We do of course ask that we are informed in advance if you have arranged for anyone else to collect your child.

We are very flexible with settling in arrangements, each and every child is unique and their first few sessions will be tailored to support their individual needs.

To ensure that we maintain our high staff/child ratios at all times we limit under 2's places to a maximum of 3 children per session. Places for under 2's are offered for a maximum of 15 hours per week, with 3 hours per day the maximum permitted attendance. Once the child's second birthday is reached hours may increase to a maximum of 30 hours per week, (6 hours per day, spaces permitting).



Bunnies Preschool (Shephall)



Health and safety policy

We at Bunnies believe that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers. We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.

The member of staff responsible for health and safety is Rachel Crossley. We display the necessary health and safety poster in the Preschool along with the setting's public liabilities insurance document, our ICO (Information Commissioner's Office) registration certificate (re Data Protection) and our Ofsted Certificate of Registration.

Induction training for staff, volunteers and students includes information about emergency evacuation procedures, safeguarding, child protection, the provider's equality policy, and health and safety issues. Any change in the facilities to be used for care that may affect the space and level of care available to the children will be notified to Ofsted.

Risk assessment

Our risk assessment process includes:

- Checking for hazards and risks indoors and outside including our activities, resources and procedures. Any unusual occurrences are logged and dealt with accordingly.
- Risk assessments are reviewed regularly and are updated or modified when necessary if new equipment or procedures are introduced. COVID policies and risk assessment remain working documents that are tweaked and amended as necessary as the situation with COVID changes over time.

Awareness rising

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policies and understand their shared responsibility for health and safety. The induction training covers matters of employee well-being and the storage and use of potentially dangerous substances. New members of staff and volunteers are not permitted to be unsupervised with the children or to undertake any types of personal care of the children until DBS and suitability checks are satisfactorily completed. All staff and regular volunteers are required to read, understand and work within our policies and procedures at all times.
- The EYFS requirements sit alongside other legal duties, for example employment laws, anti-discriminatory legislation, health and safety legislation, data collection regulations and a duty of care and Bunnies Preschool upholds all of these legal duties.
- School work experience students attending one week or less in the setting are asked to read our student handbook that outline key policies and safeguarding requirements as a part of their induction.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

- Any person found to be under the influence of alcohol or other substances will be escorted off the premises and the incident logged and investigated.
- Practitioners taking medication will only be permitted to work directly with the children if the prescribed medication is unlikely to impair their ability to look after children. If in doubt medical advice will be sought.

Smoking and vaping

- We have a no smoking policy; this applies equally to vaping and electronic cigarettes. This applies to all Featherstone Wood School grounds in addition to Bunnies.

Dogs

- Dogs are not permitted on school grounds (with the exception of assistance dogs).

Children's safety

- All staff are employed subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS); at least two independent references are also obtained.
- EYFS adult/child ratios are adhered to at all times. A minimum of 2 DBS checked members of staff (to include one with a current Ofsted recognised paediatric first aid certificate) must be on site at all times when children are present without their parent(s) or guardian(s).
- Staff are allocated specific roles each day by our rota but this remains flexible and staff move to different of the setting areas as required to ensure ratios and safety during free flow play. Staff deployment ensures that children within the setting are usually within sight *and* hearing of staff and always within sight *or* hearing. When children are eating at snack time or lunch time paediatric first aid trained member of staff is always within sight and hearing of the children. Deployment of staff and our staffing ratios are discussed with parents as a part of our prestart visits.
- Suitable students aged 17 and over on long term placements, regular volunteers and apprentices aged 16 and over must hold a current paediatric first aid certificate for us to be count them in our staff ratios.
- Staff details including qualification levels and job titles are displayed on our parents notice board and are detailed in our welcome brochure and on our website www.bunniespreschool.co.uk
- For your child's safety we ask you to refrain from allowing your child to wear dangly earrings or hoops (studs are permitted) or any type of necklace or bracelets. This includes toy or sweet ones. Any types of rings are strictly forbidden. If you feel that this interferes with your beliefs in any way then please do not hesitate to speak to Rachel in confidence about this matter.

Security

- Systems are in place for the safe arrival and departure of children. The times of the children's arrivals and departures are recorded. (See arrivals policy).
- An independent head count of children is made in support of the register and a visual record of the number of children is displayed at all times.
- The arrival and departure times of adults - staff, volunteers and visitors who are in the setting for more than 10 minutes are recorded.
- Our systems prevent children from leaving our premises unnoticed.

- External doors are secure and cannot be opened from the outside therefore minimising any risks from possible intruders.
- An information poster is on display in the classroom advising parents that in line with EYFS safeguarding requirements and our preschool policies Bunnies is a mobile phone free zone during normal preschool sessions. Parents are therefore requested to refrain from answering calls, text messages or taking photos with their phones or cameras in the preschool.
- The personal possessions of staff and volunteers are securely stored during sessions; staff, volunteers and students are not permitted to carry or use personal mobile phones or cameras in the classroom when children are present in the setting. (The only phones permitted for use in the setting (unless in an emergency) is the Bunnies phone, 07754 305 185 and the phone with the number ending in 243).
- Photos of the children are taken by the preschool following parental consent; these photos are only to be taken on the preschools cameras / tablets / memory cards and will only be stored on the computers located within Bunnies or the setting's password protected laptop. However, at public Pre School events (e.g. Christmas and Easter concerts) parents/carers, family members and press photographers may take photographs of the public activity. If parents/carers do not wish their child to be included in such photographs, it is their responsibility to inform the preschool leader of this. Such photos are for private use only and must not be shared on social media.

Windows and doors

- Low level windows are made from materials that prevent accidental breakage or are made safe.
- All doors should be kept shut when not in use and all access points will be kept clear of clutter to avoid congestion. (A window will remain open at all times children are present when it is safe to do so to ensure good ventilation)

Kitchen

- Children do not have unsupervised access to the kitchen.
- All surfaces are clean and non-porous.
- There are separate facilities for hand-washing and for washing up.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- When children take part in cooking activities they are supervised at all times, are kept away from hot surfaces and hot water and do not have unsupervised access to electrical equipment.

Electrical/gas equipment

- All electrical appliances are checked annually as part of the Featherstone Wood School's safety check and a "passed" sticker will be attached to all tested electrical items.
- Our boiler/electrical switchgear/meter cupboard is not accessible to the children.
- Fires, heaters, electric sockets, wires and leads are properly guarded and the children are taught not to touch them.
- There are sufficient sockets to prevent overloading.
- The temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas including storage areas.

Storage

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

Outdoor area

- Our outdoor area is securely fenced and gates are kept locked when children are present.
- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- Where water can form a pool on equipment, it is emptied before children start playing outside.
- Our outdoor sand pit is covered when not in use and is cleaned regularly.
- All outdoor activities are supervised at all times.

Hygiene

- Our daily routines encourage the children to learn about personal hygiene.
- We have a schedule for cleaning resources and equipment, dressing-up clothes, and furnishings.
- The toilet area has a high standard of hygiene including hand washing and drying facilities. We have no facilities for the disposal of soiled nappies. They are therefore double bagged and are sent home in the child's changing bag at the end of the session.
- We take care to balance a child's needs for privacy alongside safeguarding and the individual child's support needs when changing nappies and toileting.
- We implement good hygiene practices by:
 - Cleaning tables between activities;
 - Checking toilets regularly;
 - Wearing protective clothing - such as aprons and disposable gloves as appropriate;
 - Providing sets of clean clothes;
 - Providing tissues and wipes.
- In line with NHS advice any child that has been sick or suffering from diarrhoea must be symptom free for at least 48 hours before returning to preschool. If a child is sick at preschool a member of staff will distract the other children and take them away from the contaminated area as quickly and calmly as possible and parents/carers of any unwell child is contacted.
- Staff are responsible for the cleaning up of any spills of blood, vomit or excrement, it is wiped up and wherever possible flushed down the toilet. Rubber gloves MUST always be worn when cleaning up such spills. Floors and other surfaces affected are disinfected thoroughly. Any such spills should be recorded on the 'unusual occurrences sheet' that is used alongside the risk assessments.
- Ofsted will be notified by the Preschool Leader if there is a case of food poisoning involving two or more children or any cases of any notifiable disease. (A poster of common childhood diseases is displayed in the staff area for staff information).

Activities

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials - including paint and glue - are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised and is offered every day.
- Children are taught to handle and store tools safely.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.

Carrying children

The carrying of a child by a member of staff in the setting is permitted, when it is considered to be a reasonable, proportionate and necessary.

Food and drink (also see food and drink policy page 39; lunch club policy page 41)

- We ensure that members of staff who prepare and handle food receive appropriate training and understand and comply with food safety and hygiene regulations.
- Staff who have been affected by sickness and/or diarrhoea must be symptom free for at least 24 hours before returning preschool and are not permitted to prepare or serve food in the setting for a further 48 hours.
- All food and drink provided by the preschool is stored appropriately.
- Adults do not carry hot drinks through the play area(s) and do not place hot drinks within reach of children. Hot drinks are always made in an appropriate insulated cup with a lid.
- Snack and meal times are appropriately supervised and children do not walk about with food and drinks.
- Fresh drinking water is available to the children at all times.
- We operate systems to ensure that children do not have access to food/drinks to which they are allergic.
- Staff are always within sight and hearing of children eating.

Outings and visits

- We have agreed procedures for the safe conduct of outings.
- Parents always sign consent forms before outings when we leave the grounds of Featherstone Wood School.
- A comprehensive risk assessment is carried out before an outing takes place.
- Our staff ratios are always in line with the requirements as stated in the Early Years Foundation Stage.

- Staff always take a mobile phone on outings for use in an emergency along with supplies of tissues and wipes etc. as well as a mini first aid pack. The amount of equipment will vary and be suitable for the venue and the number of children as well as how long they will be out for.
- A minimum of two members of staff should accompany children on outings, leaving a minimum of two members of staff with the rest of the children in the classroom. EYFS staff ratios will be adhered to at all times.

Missing child

If a child goes missing from the setting

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

If a child goes missing from an outing when parents are not in attendance and responsible for their own child, the setting ensures that the following procedure is followed:-

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

The investigation

- In the unlikely event of a child going missing the preschool leader would be responsible for carrying out a full investigation, taking written statements from all the staff present at the time, or who were on the outing.
- An incident report would be completed as soon as possible detailing:
 - The date and time of the report;
 - Which staff and children were in the group/outing;
 - When the child was last seen in the group/outing;
 - What has taken place in the group/outing since then; and
 - The time it is estimated that the child went missing.
- A conclusion is drawn as to how the breach of security happened.

- If the incident warrants a police investigation all staff will co-operate fully. In this case, the police will handle all aspects of the investigation, include interviewing staff. Social Services may be involved if it seems likely that there is a child protection issue to address.
- The incident is reported under RIDDOR regulations and is recorded in the incident book; the local authority health and safety officer may want to investigate and will decide if there is a case for prosecution.
- OFSTED are informed.

Fire safety (also see fire drill policy).

- Fire doors are clearly marked, never obstructed and easily opened from inside.
- Our emergency evacuation procedures are:-
 - Clearly displayed in the premises;
 - Explained to new members of staff, volunteers and parents; and are practised regularly
- Records are kept of fire drills and the servicing of fire safety equipment is undertaken by Featherstone Wood School.

First aid and medication (see also administering of medication policy)

At least one member of staff with a current Ofsted recognised paediatric first aid training certificate is on the premises or on an outing at any one time.)

Our first aid kit:

- Complies with the Health and Safety (First Aid) Regulations 1981;
- Is regularly checked by a designated member of staff and re-stocked as necessary.
- Is easily accessible to adults; and
- Is kept out of the reach of children.
- It is located on the window ledge in the kitchen.

At the time of admission to the setting, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval. Plasters will be administered to children if necessary unless parents have specifically requested us not to on the child's admission forms. In the event of illness or accident the preschool will attempt to contact the child's emergency contacts in the order that they are listed in the child's records. If the child's parents or emergency contacts cannot be contacted we reserve the right to seek advice from NHS Direct or the Accident and Emergency department of the hospital. In the case of a medical emergency the child's parents will be alerted as soon as possible.

Our accident book:

- Is kept safely and accessibly;
- All staff and volunteers know where it is kept and how to complete it and it is reviewed at least half termly to identify any potential or actual hazards.
- Parents are asked to read and sign any accident forms completed concerning their children. The rights to confidentiality must be adhered to and other children are never named on accident forms.
- In the case of bumps to the head the parent/carer will also be provided with a head injury advisory slip detailing symptoms of concussion to be alert for. The slip will also contain the child's name, the time and date of the injury so the parent/carer has an accurate record in case medical advice is later sought. The child will also be provided with a red wristband of the type that needs cutting off to avoid it

becoming lost on the way home onto which we write the child's name, the date and the time of the head injury to ensure that parents are aware.

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

When there is any injury requiring general practitioner or hospital treatment to a child, parent, volunteer or visitor or where there is a death of a child or adult on the premises, we make a report to the Health and Safety Executive using the format for the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR). Local child protection agencies are informed and any advice is acted on promptly.

Existing injuries

If a child arrives at preschool with an existing injury, parents are requested to inform staff. The injury will be recorded and parents asked to sign the record, which will be filed securely.

Our incident book

- Is kept safely and is accessible to all staff;
- Incidents logged are reviewed at least half termly to identify any potential or actual hazards.
- Parents are asked to read and sign any incident forms completed concerning their children. The rights to confidentiality must be adhered to and other children are never named on incident forms.

Dealing with unusual occurrences

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

- Any accident to a member of staff requiring treatment by a general practitioner or hospital.
- Any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident but could have done, such as a gas leak.
- Any dangerous occurrence is recorded in our unusual occurrences log.
- We keep our unusual occurrences log alongside our risk assessments for recording incidents including those that are reportable to the Health and Safety Executive as above.

These incidents may include:

- Break in, burglary, theft of personal or the setting's property;
- Fire, flood, gas leak or electrical failure;
- Attack on member of staff or parent on the premises or nearby;
- Any unusual occurrence that may cause or have the potential to cause injury or harm to any person within the preschool;
- Any racist incident involving a member of staff or family on the preschools premises;
- The death of a child;
- A terrorist attack or threat of one.

- On the unusual occurrences log we record the date and time of the incident, nature of the event, who was affected, what was done about it – if the incident was reported to the police the crime number would be logged. Any follow up or insurance claim made should also be recorded.
- In the unlikely event of a terrorist attack we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety/Emergency Evacuation Policy will be followed. The incident is recorded when the threat is averted.
- In the unlikely event of a child dying on the premises, the emergency services are called, and the advice of the emergency services is followed.

Administration of medication

- Medication is only usually administered to children for life threatening conditions e.g. asthma or epilepsy.
- Children taking prescribed medication *must* be well enough to attend the setting.
- Children's prescribed drugs are stored in their original containers, are clearly labelled and are inaccessible to the children.
- Other than pain relief medication (see below) only prescribed medication may be administered. It must be in-date, prescribed for the specific child for their current condition and can only administered by a member of staff holding a current first aid certificate following written parental permission. Training may be required to be undertaken before certain medications can be administered or healthcare routines followed, e.g. using an EpiPen or monitoring blood glucose levels. This will be discussed with the individual families in confidence before the child is left with us.
- If a child requires Calpol or similar pain relief due to a cold or minor illness, we strongly recommended that they stay at home.
- In exceptional circumstances pain relief medication provided by parents may be administered. For example, a child is attending an all day session and is fitted with splints to lengthen leg muscles pain relief may be needed in the afternoon. In such circumstances parents will always be contacted for additional verbal permission before we administer pain relief medication. This ensures that there is no danger of doses overlapping if they had some administered before preschool. The above administration processes for prescribed medication would also be followed.
- Parents give prior written permission for the administration of medication and must complete a health plan form with a senior member of staff.
- The administration of medication is recorded accurately each time it is given and is signed by staff. Parents sign the record at the end of the session to acknowledge the administration of a medicine.
- If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional, e.g. the use of EpiPens.

Sickness

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

- We do not provide care for children who are unwell or have a temperature, sickness and diarrhoea, or who have an infectious disease.
- Government guidance on infection control in schools and other childcare settings is referred to and followed.

- Current government guidelines MUST be followed in cases of both suspected and confirmed infectious diseases such as COVID.
- Children must be kept away from school for at least 48 hours AFTER the last symptoms of sickness or diarrhoea have passed.
- We request that parents alert the preschool if their child is absent due to illness by emailing shephall@bunniespreschool.co.uk or by calling 07754 305 185. An answer phone service is available if calling out of normal preschool hours.
- Children with head lice are not excluded, but must be treated to remedy the condition.
- Parents are notified if there is an outbreak of head lice in the setting.
- Parents are notified if there is an outbreak of an infectious disease, such as chicken pox.
- HIV (Human Immunodeficiency Virus) may affect children or families attending the setting. Staff may or may not be informed about it.
- Children or families are not excluded because of HIV.
- Good hygiene practice concerning the clearing of any spilled bodily fluids is carried out at all times.
- Staff returning to the setting having suffered from sickness and diarrhoea will not be in contact with or handle food for at least 48 hours after their return.
- Ofsted is notified of any infectious diseases that a qualified medical person considers to be notifiable.

Safety of adults

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store equipment or to change light bulbs they are provided with safe equipment to do so.
- All warning signs are clear and in appropriate languages.
- Staff involvement in accidents is recorded. The records are reviewed termly to identify any issues that need to be addressed.
- If staff are taking prescribed medication they should be fit and able to care for the children in the setting. If a staff member begins to feel unwell at work they will be sent home as soon as an alternative staff member is able to relieve them to maintain staff ratios.

Records

In accordance with current guidelines to ensure the safety of all we keep records of:

- Names and addresses of all staff on the premises, including temporary staff who work with the children or who have substantial access to them;
- All records relating to the staff's employment with the setting, including application forms, references, ID and DBS checks, etc.
- Each child's registration form contains the following information: the child's full name, date of birth, the names and addresses of every parent/carer known to us and which of them parent/carer the child normally lives with. Names, addresses and telephone numbers of parents and adults authorised to collect children from setting;

- The names, addresses and telephone numbers of emergency contacts in case of children's illness or accident;
- The allergies, dietary requirements and illnesses of individual children;
- The times of attendance of children, staff, volunteers and visitors and of each child's assigned key person
- Accidents and medicine administration records;
- Consents for outings, administration of medication, emergency treatment; and
- Incidents.

All records are kept in secure locations. Confidential information is shared only on a need-to-know basis.

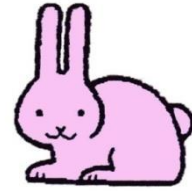
We request that parent's alert us if their child is absent due to sickness or a family holiday (See our absences policy).

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

- Risk assessment.
- Record of visitors.
- Fire safety procedures.
- Fire safety records and certificates.
- Operational procedures for outings.
- Administration of medication.
- Prior parental consent to administer medicine.
- Record of the administration of medicines.
- Prior parental consent for emergency treatment.
- Accident record.
- Sick children.
- No smoking/vaping



Bunnies Preschool (Shephall)



Inclusion - Equal opportunities policy

(See also SEN policy)

We believe that the promotion of equal opportunities for all is the responsibility of both our preschool and of the community around us. This commitment is demonstrated through how the preschool is organised. For example, we strive to ensure that we promote non stereotypical images and role models, and our curriculum plan has activities that celebrate the diverse society that we live in. We actively celebrate festivals from a variety of cultures and religions, and we encourage the children to embrace these new experiences. Our curriculum plans containing further details can be found on the preschool notice board.

Bunnies Preschool recognises its responsibilities under the Children's Act (1989), The Equality Act (2010) The Children and Families Act (2014) and The Special Educational Needs and Disability Regulations (2014) to promote good relationships between you, us, and the wider community. To ensure that we promote equality of opportunity all our staff, students and volunteers are expected to read and understand all of our policies and to put them into everyday practise. To ensure that we continue to provide a setting that recognises and celebrates the hugely diverse and individual community all around us we at Bunnies:-

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

Admissions

Our setting is open to all members of the community.

- We advertise our service widely.
- We provide information in clear, concise language, whether in spoken or written form.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equal opportunities policy.

We do not discriminate against a child or their family or prevent entry to our setting on the basis of colour, ethnicity, religion or social background, such as being a member of a travelling community or an asylum seeker.

- We do not discriminate against a child with a disability or refuse a child entry to our setting because of any disability.
- Children are actively encouraged to value and respect each other.
- We develop an action plan to ensure wherever possible, through making reasonable adjustments, that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered. Strategies for this would usually be devised by our SENco in conjunction with the child's parents/carers, the child's named key person and other involved professionals. (See also SEN policy).
- We regularly review, monitor and evaluate our practice to ensure the effectiveness of our inclusive provision
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly racist insignia, the distribution of racist material, name calling, or threatening behaviour are all unacceptable on or around the premises and will be dealt with in the strongest manner.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service. This ensures fairness in the selection process.
- All job descriptions include a commitment to equality and diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.
- Our legal responsibilities under the Equality Act (2010) are always upheld.

Training

- All staff are required to update their safeguarding children training every 2 years, and, if possible, to hold food hygiene certificates. A minimum of 50% of core staff (key persons) are required to hold current paediatric first aid certificates.
- All senior staff are required to hold or be working towards a recognised level 3 childcare qualification.
- All staff are required to continue their professional development through attending training sessions each academic year. This may be fulfilled by training provided through Young in Herts, the Preschool Learning Alliance, NoodleNow or a relevant in house training session.
- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for equality, diversity and inclusion.
- Senior staff, are always available to offer supervision, support, coaching and training for all staff as appropriate and or necessary to promote the interests of the children and all personnel. All supervision will foster a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues. Such support may be offered as a private one to one interaction or in a more public forum at one of our regular staff meetings, dependant on confidentiality requirements, the issues to be discussed and the feelings of those involved.

Changes to provision

- Ofsted will be alerted to any changes in our provision including changes to opening hours, changes of the named provider, changes to the premises or address, changes of the company name, or of a

criminal offence committed by the registered provider. Changes to or provision will not be made until written permission is granted from Ofsted.

Curriculum

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

We do this by:

- Working with the Early Years Foundation Stage (EYFS) (2025)
- Ensuring that all staff are involved in the planning process;
- Making children feel valued and good about themselves;
- Ensuring that children have equality of access to learning;
- Recognising the different learning styles of girls and boys, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities;
- Positively reflecting the widest possible range of communities in the choice of resources;
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- Celebrating a wide range of festivals;
- Creating an environment of mutual respect and tolerance;
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.
- Ensuring that the curriculum is tailored to each child's individual needs as determined by their stages of development.
- We undertake a termly in house audit of the children's achievements and progress within the EYFS framework to ensure that all children are progressing and developing in our care, that all children are achieving targets in all areas of the EYFS and to ensure that the different needs of the children are met, including children with different learning styles.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

Promoting British Values

The DfE reinforce the need *“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”*

Bunnies Preschool actively promotes the fundamental values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths or beliefs. These are interpreted for our youngest children by;

- Learning right from wrong
- Learning to take turns and share
- Challenging negative views and stereotypes

For older children the values will be shared and discussed so that they can be encouraged to state which of the values they consider to be most important. Examples of these, in no particular order, may include;

- Being honest
- Being brave
- Being friendly
- Trusting people
- Appreciating what we have
- Keeping on trying
- Being kind
- Understanding that sometimes we are different and sometimes the same
- Sharing and taking turns
- Taking responsibility
- Being fair

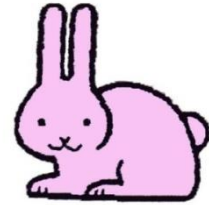
Values arise from principles that influence and direct our behaviour and our policies and procedures uphold and reflect our commitment to promoting these values. We will endeavour to work closely with all the children and the adults involved in their lives to provide a consistent approach which models desirable spiritual, social, moral and cultural values. The Counter Terrorism and Security Act also places a duty on early years providers *“to have due regard to the need to prevent people from being drawn into terrorism”* (the Prevent duty), and we are aware of our duties with regards to the families that we work with. See also ‘Keeping Children Safe in Education’.

Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.



Bunnies Preschool (Shephall)



Inclusion - Special Education Needs (SEN) policy

(See also Equal Opportunities policy)

Bunnies Pre School aims to have regard to The Equality Act 2010, The Children and Families Act (2014) and The Special Educational Needs and Disability Regulations (2014) to provide appropriate learning opportunities for all children.

At Bunnies we welcome all children with Special Educational Needs (SEN) and children whose first language is not English, or who speak English as an additional language (EAL). We promote children's inclusion in a positive manner, striving to create a happy atmosphere for all children. Children with SEN have full access to a broad and balanced curriculum based on the early learning goals in the Early Years Foundation Stage (EYFS). (See also the Equal Opportunities Policy and Admissions Policy).

Our special educational needs coordinator is responsible for coordinating special education needs planning, accruing and collating information, liaison with parents regarding SEN, and for liaising with external professionals as required in individual cases. The SEN coordinator will also liaise as required in individual cases as children leave us at Bunnies to go on to nursery and reception class education. (See also confidentiality policy, admissions, and key working policies).

Upon starting at preschool children with special needs are invited, like all other children for a visit to enable consultation with parents, the preschool leader, the SENco and allocated key worker to discuss the specific needs of the individual child. Plans can then be made to meet those identified needs. Parents / carers are encouraged to share their specific knowledge and expertise with regards to their child's care and well being. Staff will then learn from this information and build on it. Individual education plans (IEP's) are then devised for the child as is deemed necessary.

The Pre School works in liaison with specialists from outside the group including personnel from the MAPS team (Multi-Agency Psychological Support), the setting's IDO (Inclusion Development Officer, previously known as the Area SENco), advisory teachers, therapists, health visitors and social workers to seek information, advice and support to meet the child's specific needs.

If it is felt that a child's needs cannot be met in the preschool without the support of a one to one worker, funding may be sought through applying for Local High Needs Funding (LHNF). If it is deemed reasonable for the setting, additional toys and resources will also be purchased.

All staff members are also positively encouraged to attend regular training opportunities to broaden our collective knowledge.

We believe children and parents are entitled to expect courtesy and prompt attention to their needs and wishes. Our intention is to work in partnership with parents and the community generally and we welcome your support in this.

A brief explanation of the different stages of SEN and the terminology used

SEN support: Assess, plan do and review - also known as the APDR process. Assess: The child's key person observes their progress and raises any concerns with the SENCO. Plan: if the child needs SEN support, the settings SENCO and the child's key person will talk to the child's parents/carers and jointly decide that action(s) to take. Do: the key person, SENCO and parents together put the plan into action, with the SENCO bringing in specialist help as required, for example speech therapist or educational psychologist. Review: the child's key worker, SENCO and parents monitor the child's progress, reviewing the plan regularly, and writing a new one as required. *Throughout this process is it essential the child is centre to whatever is implemented. When a review is in the process of being done it may deem necessary to invite an external professional in for advice, this will only be done with parental consent.*

Individual Assessment of Early Learning and Development (IAELD) - An "Individual Assessment of Early Learning and Development" (IAELD) may be carried out by the SENCO or child's key person. This is a developmental checklist which will highlight the child's strengths and any areas for concern that are then to be targeted in future plans. The IAELD may be repeated at a later date to help us to monitor the child's progress and to reflect on the effectiveness of the strategies used.

Individual Education Plans (IEP's) - These are documents drawn up specifically for an individual child that details and records action that is different to or in addition to what is normally provided. This document will contain targets that are SMART; specific, measurable, and achievable, are relevant to the child and are time bound. The child's parents, key worker and the settings SENCO will be consulted throughout the IEP setting process along with, if necessary, involved external professionals. All IEP's are reviewed regularly to ensure that they remain relevant to the child's progress.

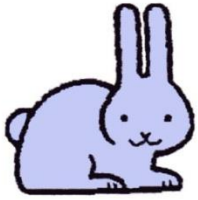
Individual Behaviour Plans - If senior staff feel that it is necessary following discussions with a child's key worker and their parent/carer, an Individual Behaviour Plan (IBP) will be written by the SENCO which will incorporate strategies for challenging and discouraging the unwanted behaviour. This will only be done after lengthy consultations with parents / carers and the IBP may include advice and strategies from outside agencies such as Health visitors, Educational Psychologists etc. (See admissions policy, paragraph 3)

Families First Assessment (FFA) - Families First Assessment is an Early Help assessment tool. These have replaced Family CAF and eCAF system which are no longer in use. Families First Assessment (FFA) is used by practitioners who work with children, young people, parents and carers. It's used to identify needs, and to organise the right support and services to address those needs at an early stage. The FFA process allows different agencies and services to share information and work together in a coordinated way. FFAs are voluntary, and require consent from parents or carers before they can begin.

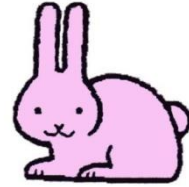
The FFA process is designed to address needs which require a multi-agency response. FFA can and should be started by any practitioner who has identified additional needs amongst any of the children, young people or families that they work with. The FFA process uses a "whole family" approach, which allows everyone's needs in the family to be taken into account, in order to make a lasting difference.

Education, Health and Care plan (EHCP) – If the child is not making the progress expected, or if their needs are too complex for us as a setting to meet, we would consider requesting an Education, Health and Care needs assessment (formally known as A Statement of Special Needs). Parents and early year’s providers are both able to ask the local authority (LA) for an assessment. The LA has six weeks to decide whether the assessment is necessary. If it is, the LA must inform the early years setting manager and the child’s parents. To make the assessment the LA *“must gather advice from relevant professionals about the child’s education, health and care needs, desired outcomes and special educational, health and care provision that may be required”* if the LA then goes ahead with drawing up a plan, this must be done within 20 weeks from when the assessment was requested.

For further SEN information please speak to our SENco or refer to the ‘Individual Assessment of Early Learning and Development’ booklet or the EYFS guidance notes.



Bunnies Preschool (Shephall)



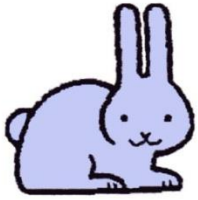
Confidentiality Policy

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

We aim to ensure that all parents and carers can share personal information in the confidence that it will only be used to enhance the welfare of their children. To ensure that all those using and working in the preschool can do so with confidence, confidentiality will be respected in the following ways:

- All personal information is stored in accordance with the General Data Protection Regulations (GDPR) (2018). Rachel Crossley is our registered Data Controller and is the person responsible for data protection within the setting. Our ICO certificate (Information Commissioner's Office registration certificate) is on display in the setting. See also our E Safety policy and retention of records policy.
- We fulfil our responsibilities under Data Protection Legislation and the Freedom of Information Act (2000).
- Parents will be given access to developmental records held on their own children.
- Parents are unable to access any information concerning any child other than their own within the setting.
- Information given by parents / carers to the preschool leader and staff will be shared between staff on a need to know basis only. (See admissions policy). We reserve the right to inform the Children Schools and Families (CSF) (social services) if we feel a child is in danger without informing the parent / carer first.
- Staff will not discuss individual children including their behaviour with people away from preschool other than the parent / carer of that child.
- Issues to do with the employment of staff, whether paid or unpaid, will remain confidential to the people directly involved in making personnel decisions.
- Any anxieties / evidence relating to a child's personal safety will be kept in a confidential file and will only be shared with senior staff or key worker on a need to know basis.
- Any students or their assessors working within the preschool will be expected to abide by this policy and must seek parental permission before commencing any case study on a specific child.

All of the above points are subject to the main commitment of the preschool, which is the safety and well being of the child. Please also refer to our Safeguarding Children Policy.



Bunnies Preschool (Shephall)



Safeguarding children

Bunnies Preschool fully recognises its responsibilities for child protection under the Safeguarding Vulnerable Groups Act 2006.

Our policy applies to all staff, students and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children. Records of checks and qualifications are held securely within the setting.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting children who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

We practice safe recruitment, ensuring that all staff, regular volunteers and visitors to the setting are vetted as per the guidelines in the Ofsted guidelines which can be found at:

<https://www.gov.uk/government/publications/disclosure-and-barring-service-dbs-checks-for-childcare-providers-who-register-with-ofsted>

Staff are required to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the setting). Staff who have been checked under the DBS system rather than the older CRB system are required to sign up to the update service. Persons whose suitability has not been checked, including through a criminal records check, will never have unsupervised contact with children being cared for in the setting. Suitable references are always requested before any employment commences.

We recognise that because of the day to day contact with children, preschool staff are well placed to observe the outward signs of abuse. The preschool will therefore:

- Ensure safe recruitment practices are always followed.
- Always have regard to and work to the practice as detailed in the document 'Working Together to Safeguard Children (2018)' a copy of which is available in the setting or can be downloaded free from: (<https://www.education.gov.uk/publications/eOrderingDownload/00305-2010DOM-EN.pdf>)
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the preschool who they can approach if they are worried.

- Ensure we have a named, designated safeguarding leads for child protection who have received appropriate training and support for this role. Our senior leaders have undertaken advanced child protection training and share the role as the settings designated safeguarding lead under the leadership of Rachel Crossley. A designated safeguarding lead (DSL) is always on duty or is available by phone whilst children are in our care.
- Ensure every member of staff (including students and volunteers) knows the names of the DSL's responsible for child protection and their roles.
- Ensure that all staff are issued with up to date and relevant literature to aid in their understanding of the signs of abuse and current legislation.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL.
- Seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and symptoms of possible physical abuse, emotional abuse, sexual abuse, female genital mutilation, witchcraft and neglect and so that they are aware of the local authority guidelines for making referrals. Signs of abuse may include significant changes in the child's behaviour; deterioration in a child's wellbeing; unexplained bruising, marks or signs of possible abuse or neglect; or a child's comments that may give cause for concern.
- Core safeguarding training will be provided to staff through an EYFS compliant online course or through training provided by the local authority. Practitioners prior understanding of safeguarding and individual learning styles will be taken into consideration when delivering safeguarding training.
- Ensure that safeguarding is a topic raised at all supervision meetings. This may include the use of scenarios to ensure that safeguarding practices are regularly revisited.
- Staff must also take heed of and act immediately if they witness or hear of any signs of inappropriate behaviour displayed by other members of staff, parents or any other person working with the children. For example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images. Hertfordshire bruising protocol, Hertfordshire's Continuum of Need documentation and the Brook Sexual Behaviours traffic light tool may be referred to inform decisions made with regards to referrals. Copies of these are kept with safeguarding documentation.
- Inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.
- Notify social services if there is an unexplained absence of a child who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences and core group meetings.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately. This could include accounts of inappropriate behaviour or speech from the child, records of a child persistently turning up for school in a soiled and full nappy, unwashed appearance, always seeming very hungry. We would record this information via an incident form that we would not necessarily ask the parent to sign.
- Note any aspect of the parents' behaviour which could make us suspicious such as smelling of alcohol early in the day.
- Ensure all child protection (CP) records are kept securely; separate from the main pupil file, and in locked locations.

- Ensure that appropriate procedures are always followed where an allegation is made against a member of staff or volunteer, including notifying Ofsted as soon as possible, no later than 14 days after the event (see page 26 or 45 for contact details). Ofsted will also be informed of any actions taken in respect of allegations.
- Ofsted will be informed of the following information when relevant:
 - details of any order, determination, conviction, or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006;
 - the date of the order, determination or conviction, or the date when the other ground for disqualification arose;
 - the body or court which made the order, determination or conviction, and the sentence (if any) imposed; and
 - a certified copy of the relevant order (in relation to an order or conviction).
 - The information will be provided to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the provider became aware of the information or ought reasonably to have become aware of it if they had made reasonable enquiries.
- If a member of staff was dismissed (or would have been dismissed if they had not left our setting first) because they have harmed a child or put a child at risk of harm a referral would be made to the Disclosure and Barring Service (DBS) As detailed in the Safeguarding Vulnerable Groups Act (2006).
- In the event of the registered provider (Rachel Crossley) being disqualified by The Disclosure and Barring Service (DBS) the provider's connections with the preschool would be terminated immediately. In the case of a childcare worker employed by Bunnies being disqualified their employment would also be terminated with immediate effect and appropriate action would be made to ensure the safety of children.

Where a child or parent/carer makes a disclosure to a member of staff, that member of staff should:

- Offer reassurance to the child/ parent;
- Listen to the child/parent whilst remaining non judgemental,
- Give reassurance that she or he will take action.
- The member of staff must not question the child or promise to keep secrets.

The member of staff must then make a record of:

- The child's name;
- The child's address;
- The age of the child;
- The date and time of the observation or the disclosure;
- An objective record of the observation or disclosure;
- The exact words spoken by the child/adult as far as possible;
- The name of the person to whom the concern was reported, with date and time; and
- The names of any other person present at the time.

This information must then be passed immediately on to one of our DSL's who will take further action as necessary.

In line with national procedures should a case of female genital mutilation (FGM) be suspected to have happened or suspected to be being planned for the police would be informed immediately. Please see our contacts list for the FGM support line. All staff have also received training to raise awareness of modern day witchcraft.

We at Bunnies believe in building trusting and supportive relationships with families, staff and volunteers in the group.

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

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The preschool may be the only stable, secure and predictable element in the lives of children at risk. When at preschool their behaviour may be challenging and defiant or they may be withdrawn. The preschool will endeavour to support the pupil through:

- The preschool ethos which promotes a positive, supportive and secure environment which gives children a sense of being valued.
- The preschool behaviour policy which is aimed at supporting vulnerable pupils in the school. The preschool will ensure that the child knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the child such as social services, Child and Adolescent Mental Health Service, (CAMHS) and the educational psychology service.

If an allegation of abuse was to be made about a member of staff or a preschool volunteer the following procedures would be adhered to.

- Children, Schools and Families would immediately be informed (contact details over page).
- The setting will follow the guidance of the Area Safeguarding Children Committee when responding to any complaint that a member of staff or volunteer has abused a child. We will also pass on all relevant information to the local authority designated officers (LADO's) as soon as possible for their advice.
- Ofsted will be informed within 14 days of any allegations made against any member of staff, volunteer or professional visitor to the setting (contact details over page).

- We will respond to any disclosure by children or staff that abuse by a member of staff may have taken, or is taking place, by first recording the details of any such alleged incident.
- Concerns would be kept confidential.
- We will co-operate entirely with any investigation carried out by social services in conjunction with the police.
- The process would be overseen by one of the preschool's DSL's.
- Our policy is to suspend the member of staff for the duration of the investigation; this is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.

Operation Encompass

- Bunnies Preschool is part of Operation Encompass. This is a police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Abuse.
- Operation Encompass means that the police will share information about Domestic Abuse incidents with our school PRIOR to the start of the next school day when they have been called to a domestic incident.
- Our parents are fully aware that we are an Operation Encompass school.
- The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.
- The Key Adult and the setting's deputy have both attended Key Adult training and all other staff are aware of Operation Encompass, the prevalence of Domestic Abuse and the impact of this abuse on children. We have also discussed how we can support our children following the Operation Encompass notification.
- We are aware that we must do nothing that puts the child/ren or the non-abusing adult at risk..
- The Key Adult has used the Operation Encompass Toolkit to ensure that all appropriate actions have been taken by the school.

Children Schools and Families:

01438 737500 / 0300 123 4043

Stevenage Police:

0845 33 00 222

Families First Helpdesk:

01438 737 575

familiesfirstassessment@hertfordshire.gov.uk

HSCP - Herts Safeguarding Children Partnership: 0300 123 4043

<https://www.hertfordshire.gov.uk/services/childrens-social-care/child-protection/hertfordshire-safeguarding-children-partnership/hscp.aspx>

LADO (Local Authority Designated Officers): 01992 555 420

Online LADO referrals: <https://www.hertfordshire.gov.uk/services/childrens-social-care/child-protection/hertfordshire-safeguarding-children-partnership/professionals-and-volunteers/professionals-and-volunteers.aspx#>

Female Genital Mutilation (FGM) Helpline: NSPCC 0800 028 3550

fgmhelpdesk@nspcc.org.uk

Ofsted: 0300 123 4666 / **0300 123 1231**

DBS referrals: <https://www.gov.uk/government/publications/dbs-referrals-form-and-guidance>

01325 953795

dbsdispatch@dbs.gsi.gov.uk

All staff are required to read and understand the setting's policies and procedures.

An electronic version of the documentation will be provided for each member of staff following updates, with any clarifications or amendments highlighted. Hard copies can be provided for staff on request.

Our policies and procedures can be accessed at all times in the setting and paper copies can be provided for parents on request. An abridged version of our policies is given to every family in our welcome pack.

Mobile phones and cameras

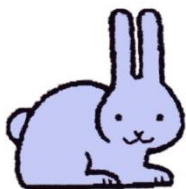
See also photography policy. An information poster is on display in the classroom advising parents that in line with EYFS safeguarding requirements and our preschool policies Bunnies is a mobile phone free zone. Parents are requested to refrain from answering calls, text messages or taking photos with their phones or cameras in the preschool. However, at public Pre School events (eg. Christmas and Easter concerts) parents/carers, family members and press photographers may take photographs of the public activity. If parents/carers do not wish their child to be included in such photographs, it is their responsibility to inform the preschool leader of this.

- Staff, volunteers and students are not permitted to carry personal mobile phones or cameras on their person during the session. (The only phones permitted for use in the setting (unless in an emergency – see photography policy) are the group phone 07754 305 185 and the leaders phone, number ending in 243).
- All other phones must be stored in bags, or in the kitchen.

- Photos of the children are taken by the preschool following parental consent; these are only to be taken on the preschools cameras / memory cards and will only be stored on the computers located within Bunnies or the setting's password protected lap top. See registration forms for our parent consent statement with regards to photography in the preschool.

E safety – Internet use

- This policy has been informed by the government publication 'Safeguarding children and protecting professionals in early years settings: online safety considerations'
- The Bunnies Preschool laptop is encrypted and password protected.
- The preschool has a dedicated email address for professional correspondence and is on a password protected PC away from the setting accessible only to the preschool leader.
- Bunnies Preschool has a Facebook page and website and children's images are only published with prior parental permission (see registration forms). Children are never identified by their full names on our internet sites.
- Staff, students and parents may hold personal social networking accounts; however, staff are not permitted to discuss children, staff or families when using social networking sites. Staff should not accept any friend requests or make any friend requests with direct family members of existing children, or with students under the age of 18. Any abuse or breeches of confidentiality by any adults/ students associated with the preschool is strictly forbidden, and will not be tolerated. All suspected cases must be reported, the preschool will record all incidents and act on them immediately.
- Smart watches must not be connected to phones / computers / tablets via Bluetooth for the purposes of receiving or responding to messages whilst you are within the school premises, or whilst you are undertaking preschool business elsewhere.
- See also Data Protection statement.
- If we had reason to believe anyone had been exposed to extremist material, either online or through other means, advice would be sought from prevent@hertfordshire.gov.uk
- Further information on extremism can be obtained from:
 - [ACT Early](#) - national advice to spot the signs and what to do
 - [Educate Against Hate](#) - advice and trusted resources for schools
 - [Home Office interactive Prevent training](#)



Bunnies Preschool (Shephall)



Attendance Policy

Good attendance plays a fundamental role in supporting children's educational achievement, well-being and in keeping children safer. Establishing regular routines for young children supports the settling-in process and enhances their sense of security and belonging.

Even if a child only has a part-time place, regular attendance is still especially important. Attending nursery helps children establish routines of going to school regularly and being on time, which can help them make a smooth and positive transition to their next steps in their journey through school.

This policy sets out the procedures in place to promote and monitor attendance within Bunnies and the steps that will be followed if a child is absent from preschool. It also explains the importance and benefits of regular attendance.

Our Aims:

- To create a culture where good attendance and punctuality is 'normality' and is valued by all.
- To value the individual and be socially and educationally inclusive.
- To be consistent in the implementation of our policy and procedures for recording and monitoring attendance.
- Work effectively with parents, children, and partners through building trusted relationships to work together to remove barriers to attendance.

To promote good attendance in our Early Years Provision we will:

- Convey clearly to parents and children that regular attendance and punctuality is essential and is in the child's best interest and that unexplained absence will be investigated.
- Keep records of attendance which provide accurate information on actual attendance and lateness to enable monitoring and evaluation so that emerging patterns are addressed.
- Build on existing good practice that fosters a positive attitude to good attendance by quickly responding to children's absence, recognising, and celebrating, 'good' and 'improving' attendance.
- Target attendance and lateness where there has been an issue and aim to set in place strategies and techniques to support and ensure improvement.

Working with parents

The setting will make its policy on attendance clear to parents and children through sharing information and expectations prior to admission.

The systems and procedures in place to promote children's attendance and punctuality will continue to be shared with parents at a universal level through parents' newsletters, and emails.

Leaders, Manager, and staff will work with parents to address specific aspects of attendance or punctuality, which cause concern through discussion and where appropriate standardised letters will also be used where a parental response and signature is required.

Recognising the factors affecting attendance.

Whilst attendance at preschool is not statutory, authorised absence is only normally acceptable in the following circumstances:

- Illness of the child

- Illness of siblings or parents
- Health Services Appointments
- Holidays
- Religious observance
- Emergency circumstances

Where these circumstances arise parents should inform the preschool on the first day of absence or prior to the first day of absence.

Monitoring attendance and punctuality

Records of children's attendance are accurately kept and regularly monitored to ensure that we can identify any potential problems and look for patterns.

All managers and staff are alert to signs that children and learners who are missing might be at risk of abuse or neglect, and appropriate action is taken when children and learners stop attending.

In our preschool provision, we are aware that attendance is not statutory, but that non-attendance could be an indicator of other concerns.

All managers and staff are particularly aware of the need to monitor groups such as children who are in receipt of two-year-old funding, and those for whom we receive Early Years Pupil Premium, as these groups are considered to be vulnerable learners.

Procedures in place to record, monitor and follow up non-attendance

Daily Registration - Registration is completed at the start of each session within 20 minutes of the start time.

Children attendance or non-attendance will be recorded along with any lateness.

Nonattendance

If a child is absent and we are informed of their reason for absence this will be recorded on the register.

If a child is absent without an explanation a telephone call will be made to the parents to establish the reason for the absence.

If no contact is made, then the following process will be followed.

- 1) A telephone call to parent or carer will be made. If there is no answer,
- 2) An email to parents or carers may be sent, or
- 3) Calls to other emergency contacts, including other family members listed as emergency contacts, will be made to try to establish why the child is absent.
- 4) Calls to the siblings' schools, nurseries or childminders may be made to establish if they or the sibling can confirm the child's whereabouts.
- 5) If contact cannot be made a home visit may be carried out and a contact post card may be posted through your door.

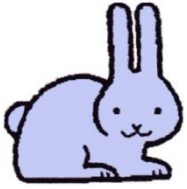
If following this no contact is made, and there is cause for concern that the child whereabouts remain unknown, Hertfordshire Safeguarding Children Partnership will be contacted to ascertain if family support may be needed. In more urgent cases, the Police may be contacted to carry out welfare checks.

Monitoring, evaluation and use of attendance and punctuality data children's attendance patterns will be monitored and reviewed regularly. Concerns which arise through the settings monitoring activities will be discussed with the parent or carer.

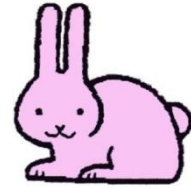
Absence will also be monitored for the health and well-being of children, for example so that we are aware of outbreaks of illness which need to be investigated, or to warn parents of infections such as Chicken Pox, croupe or sickness bugs. Monitoring attendance and use of government funded hours may also be passed on to Herts County Council at the Local Authority's request.

Hertfordshire Safeguarding Children Partnership - 0300 123 4043

If there is an immediate risk of harm to the child, then call 999, or 101 to request a police welfare check.



Bunnies Preschool (Shephall)



Behaviour

At Bunnies Pre School we strive to promote a secure and caring environment where children can learn and develop in an atmosphere that actively promotes a sense of fairness, non racist and non sexist attitudes. We feel that it is important for children to understand the importance of having rules and boundaries, to understand different ways of life and to respect others opinions and beliefs. To achieve this, staff and helpers will:-

- Treat all children equally, irrespective of race, gender or religion.
- Use positive language when talking to the children wherever possible.
- Explain to the children what the consequences of their behaviour may be and why we ask them to do something (e.g. hand washing, not running in the classroom).
- Ensure that all rules are consistent, so that the children feel secure in their environment.
- Ensure a caring and positive attitude will be modelled in order for children to observe behaviour that is acceptable.
- Be sensitive to the child's individual needs, listen to them and deal with any incidents appropriately.
- Be alert to any signs of bullying, racial harassment or other disputes and will deal firmly with any such incidents and to inform other staff members of the incident.

To promote this secure and happy environment we use positive reinforcement to encourage the children to meet our behaviour expectations. We strive to praise and celebrate children's positive behaviour, thus rewarding it with good attention. Therefore, all of the children will be encouraged to share and show their achievements with the staff, helpers, parents, and other children. All of the children's achievements will be praised and recognised accordingly. We like to display some of the children's finished work around the playgroup either in a wall display or as a general decoration.

Unacceptable Behaviour

Unacceptable behaviour is dealt with accordingly in a positive manner, parents/carers are informed of any incidents that their child may be involved in. Unacceptable behaviour includes:-

- Hurting another child or staff member physically
- Being unkind to others
- Breaking or damaging property
- Bad language
- Racist remarks

Individual Behaviour Plans

If senior staff feel that it is necessary following discussions with a child's key worker and their parent/carer an Individual Behaviour Plan (IBP) will be written by the setting's designated SENco which will incorporate

strategies for challenging and discouraging the unwanted behaviour. This will only be done after lengthy consultations with parents / carers and the IBP may include advice and strategies from outside agencies such as Health Visitors, Educational Psychologists etc.

All staff in employment with Bunnies Preschool in the 2021 – 2022 academic year attended the Herts for Learning's Therapeutic Approaches to Behaviour training. This includes behaviour management strategies and principles underpinning the safe and effective use of physical intervention.

Physical Violence

We all have the right to work and learn in a safe environment and persistent physical abuse may therefore, in extreme cases, lead to a specific child being asked to leave the preschool. This would only be implemented as a last resort and after all other avenues of help have been used and there remains real danger to staff or other children at the setting.

Threats, abusive behaviour or violence towards staff members from parents / carers will never be tolerated and any such incidents will always be reported to the police

Physical intervention

Physical intervention and restraining of a child will only be used for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. The use of physical intervention is logged and is shared with the parent / carer at the end of the session.

Sanctions

All carers in the setting will ensure that the rules and boundaries are applied consistently, so that children will learn what is expected of them.

- We will act as positive role models by always showing a friendly and courteous attitude to the children at all times.
- We will praise and encourage desirable behaviour such as kindness to others and a willingness to share.
- We will ensure that the children receive our attention for good behaviour and not just for the unwanted kind.
- We will explain to the child why their behaviour is unacceptable, ensuring that the child understands the behaviour is unwanted not the child themselves.
- We recognise that very young children are unable to regulate their own emotions, such as fears, anger or distress and require sensitive adults to help them do this.
- We will always offer support to any child who has been bullied and wherever possible remove the other child from their vicinity.
- Every child will be valued as the individual person they are.

Physical contact

Staff will have cause to use physical contact with children for a variety of reasons, for example:

- To comfort a child in distress
- To gently direct a child
- For curricular reasons (for example during physical play)
- In an emergency to avert danger to the child or children

- In rare circumstances when physical intervention is required
- Personal hygiene, e.g. nappy changing

In all situations where physical contact between staff and children takes place, staff must consider the following:

- The child's age and level of understanding
- The child's characteristics and history
- The location where the contact takes place (it should not take place in private without others present)

Within Bunnies Preschool this means that a member of staff may physically guide, touch or prompt children in appropriate ways at appropriate times. All staff are required to read and understand our policies to appreciate the reasons why we may choose physical interventions with children and the appropriate ways in which we do so.

Smacking

We at preschool are totally against smacking any of the children in our care and would not do it even if a parent requested us to do so as a punishment for their child.

Racist Remarks

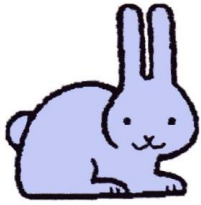
We will challenge, in a kind and positive way, any remark made in a kind but positive way by pointing out how different we all are, comparing such attributes as size, hair, eye colour, skin tone etc.

Parental Role

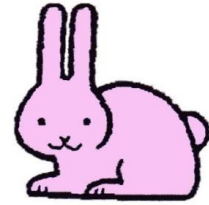
We believe that parents / carers have a vital role of fostering good behaviour, so home and preschool can work together as a team. The preschool has the right to expect that parents / carers will give their full support in dealing with their child's behaviour and we expect the parent / carers to inform us of any behavioural changes or difficulties that a child may be experiencing at home. Common triggers for behaviour changes may include the arrival of a new baby, the loss of a close relative, a house move, or relationship breakdown. Parents are requested to keep us informed of any health problems and any absences either in person or by telephone.

The preschool will always work to foster good relationships with parents and carers by promoting a welcoming environment within the group.

Should you have any concerns regarding your child's behaviour at preschool please talk to your child's key person who will always be happy to discuss any concerns you may have in strictest confidence. You can also contact us on 07754 305 185 during pre school hours. Out of hours an answer phone service is in operation, please leave your name and number and your call will be returned as soon as possible.



Bunnies Preschool Shephall



Parental Behaviour Policy

Here at Bunnies Preschool we are very fortunate to have a parent body which is supportive and friendly. We recognise that the success of the preschool is dependent on a strong partnership between all members of the preschool community: our children, parents/carers and staff. This partnership must be based on a polite, positive and respectful relationship. For this reason, we continue to welcome and encourage parents/carers to participate fully in the life of our school. Any reference in this policy to a “parent” includes any parent, guardian, carer or other individual with “parental responsibility” (as defined in the Children Act 1989) of a child who attends Bunnies Preschool.

The purpose of this policy is to provide a reminder about the expected conduct from our parents and visitors. We ask that all members of the preschool community follow these principles:

- We all respect the caring ethos of our preschool.
- Both parents and staff need to work together for the benefit of the children.
- All members of the preschool community should be treated with respect and, therefore, we must all set a good example in our own speech and behaviour.

In this context, threatening, violent or abusive behaviour, against any members of our preschool community, is unacceptable and will not be tolerated. All members of our community have a right to expect the preschool to be a safe place in which to work and learn. Where the behaviour of parents, carers or visitors to the preschool falls below expected standards, the preschool will take appropriate action.

Parental conduct

Parents are asked to communicate with each other and with other children, as well as all members of staff in a respectful and courteous manner; a manner in which they themselves would wish to be addressed.

In order to support a peaceful and safe school environment, the school cannot accept parents, carers or visitors exhibiting the following:

- Conduct which undermines the safe and calm environment in preschool. For Bunnies Preschool Shephall this includes the preschool, all of Featherstone Wood School grounds, immediately outside the school or anywhere else that the preschool is being represented. For Bunnies Preschool Great Ashby this includes in preschool, the community centre buildings and grounds, the neighbourhood immediately outside the community centre, or anywhere else that the preschool is being represented.
- Using loud or offensive language, such as swearing.
- Displaying an unacceptable amount of anger and aggression.
- Threatening physical violence to a member of the school community.
- Damaging school or personal property.
- Abusive telephone calls, emails, letters or other forms of written communication.
- Defamatory comments about school staff, proprietors or other parents on social media sites.
- Sexual abuse

- Racial abuse
- The use of physical aggression towards another adult or child. This includes physical punishment of one's own child.
- Approaching someone else's child in order to chastise them.
- Entering the preschool premises without authorisation.

Any example of such behaviour shall, for the purposes of this policy, constitute a "Behavioural Incident". If any such incidents are reported by a parent to the school, but haven't been witnessed by a member of staff, evidence will be required to substantiate these claims.

INAPPROPRIATE USE OF SOCIAL MEDIA SITES

Unfortunately there are occasions across the country where social media websites are being used to fuel campaigns and complaints against schools and preschools; head teachers and preschool leaders; school staff and preschool staff; and in some cases other parents and /or children.

The Senior Leadership Team of Bunnies Preschool (Shephall) and Bunnies Preschool (Great Ashby) consider the use of social media websites being used in this way as unacceptable and not in the best interests of the children or the preschool community.

Any concerns you may have must be made through the appropriate channels by speaking to the preschool leader, the preschool deputy or your child's key person so they can be dealt with fairly, appropriately and effectively for all concerned.

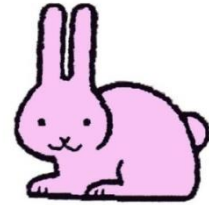
In the event that a parent, carer or associate of the preschool is found to be posting libellous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site. All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report content or activity which breaches this. The school will also expect that any parent, carer or associate removes such comments immediately.

The preschool has processes in place for dealing with Behavioural Incidents. Any Behavioural Incident will be reported to the preschool leader, and the appropriate procedures will be followed. This may include verbal warnings, written warnings and/or exclusion from the school premises.

At any stage, the preschool may report serious incidents of abusive and threatening behaviour to the Police. The school has a responsibility to ensure that any act of actual or threatened violence is referred to the Police immediately.



Bunnies Preschool (Shephall)



Arrivals and departures of all staff, parents and children

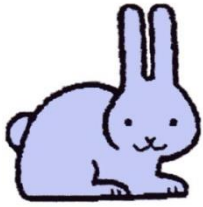
On arrival all staff and children will be marked as present on our daily attendance sheet which clearly shows the times of arrival and departure. Any other person staying for any length of time will also be marked in and out in our visitors' book. This will include students, parents who are staying for more than 10 minutes, staff's own children, adults from outside agencies working within the preschool etc.

If someone different is going to be collecting your child then please let us know beforehand and also ensure that they know your child's security password. If they do not know this then we will check with the child's parents as to the identity of the attending person. This can be very embarrassing for all concerned so please try to avoid this happening.

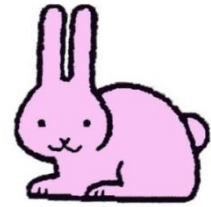
Once you have collected your child, it is your responsibility to ensure that he / she does not leave the school grounds without you. We, as a preschool, are only responsible for your child until your arrival.

There is no allocated parking within the school grounds for parents/carers visiting Bunnies. Please park on Featherston Road or at The Hyde shops and access the school via the footpath that runs adjacent to the school car park.

Smoking and vaping is not permitted in the preschool or the grounds of Featherstone Wood School. Please ensure that all cigarettes are extinguished before accessing the school site.



Bunnies Preschool (Shephall)



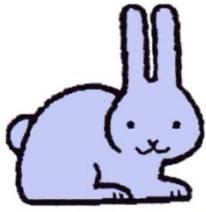
Administering of medication

Bunnies Preschool will only administer medication for life threatening illnesses such as asthma, diabetes, severe allergic reactions (anaphylactic shock) etc, and only after the correct training by a qualified health professional for each individual child's needs is given. Medication will only be administered by a first aid trained member of staff. Prior permission by the parent/carer must be given in writing before any medication can be administered and a health care plan completed. Health care plans are updated at least annually. Parents/carers must advise the preschool immediately in writing of any changes to their child's required medication or medical requirements.

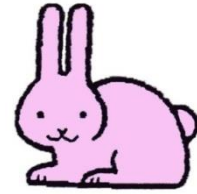
All such medication must be stored in its original container and is clearly labelled with the child's name and the amount of medication required. The preschool will not usually administer any short term medication such as pain relief or antibiotics and a child needing these should remain at home until the course has been completed. Exceptions may be made on occasion for children attending all day with long term health problems. Please speak to senior staff for further information.

A written record will be kept of any medication administered to children and will be signed by both the parent/carer and the preschool assistant who administered the medication.

During the summer months please ensure that your child is adequately protected from the sun as we are unable to apply sun cream to your child unless agreed to by the preschool leader and only in extenuating circumstances. We will not accept responsibility for any child becoming sunburnt whilst at preschool and the responsibility will remain with the parent to ensure adequate protection of their child's skin prior to them attending preschool.



Bunnies Preschool (Shephall)



Fire Drill Procedure/Emergency evacuations

The fire drill will be practiced at least once every half term and especially when we have new children or members of staff. A whistle will be blown in short sharp bursts to alert staff to the start of our fire drills. The real fire alarm is a loud ringing bell; this also used by the main school in their fire drill practices.

The preschool participates in both our own fire drills and those led by Featherstone Wood School.

The fire extinguisher and the nearest emergency alarm button are located just outside the double doors in our hand washing area, in the next door classroom.

Staff should remain calm and begin to escort the children out of the rear classroom door. The assembly point is on the KS1 playground with the children facing away from the school towards the playing field.

A senior member of staff will pick up the daily register, visitors book and a mobile phone and stop watch and check that the classroom is clear before leaving themselves (this will include a check of the toilets and any play tents etc in the classroom).

If you are in another area of the school you must leave the building via the nearest safe exit with your charges and make your way to our fire assembly point. Do not hang around and try to collect personal belongings.

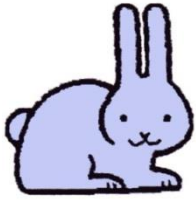
Upon reaching the fire assembly point the register will be taken again and a head count of both children and staff will be counted. Do not attempt to re - enter the building until the all clear has been given by either senior staff or in case of a real fire by the emergency services.

In the event of a whole school evacuation the head teacher must be informed verbally that everyone is safely out of the building, or, if is the case that someone is missing.

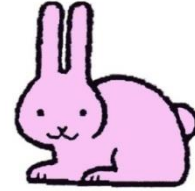
In the event of a real fire

- Under no circumstances should anyone return to a burning or dangerous building to search for anyone unaccounted for.
- In the event of a real fire, the leader should call the emergency services, while the register is being taken. The priority is to evacuate everyone safely and to keep children calm.
- In the event of a real emergency, parents should be called as soon as possible to collect their children.

At all times, staff will follow the advice of the emergency services.



Bunnies Preschool (Shephall)



Key person policy

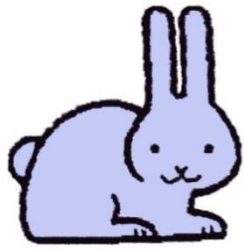
At Bunnies preschool we run a key working system that encourages children to form a close relationship with their designated preschool carer or key person. In addition to helping children to feel safe and secure this system also gives all parents/carers a point of contact within the group with a member of staff who works closely with their child. Your child's key person is responsible for maintaining your child's developmental profiles and collating their online learning journal through Tapestry.

Parents will be informed of their child's key person on their prestart visit and you can see your child's key person on your Tapestry account. We remain flexible with our key person groups; if for any reason we feel a child would be happier or better suited to another group due to bonding or developmental needs we strive to accommodate the change. A visual display of the children and the allocated key persons is displayed in the classroom. Parents are informed immediately of any change.

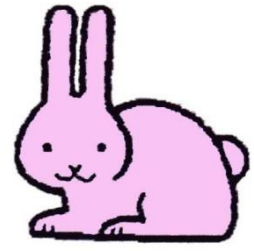
All children develop and learn at different rates. The key person will ensure that learning opportunities are personalised to each individual child in their group throughout their time with us. This is achieved through observations and formative assessments, determining each child's preferred learning styles and continually monitoring and assessing each child's achievements to ensure that activities can be adapted to further extend each child's learning in line with their individual needs. Each child's learning and development will be tracked by using either the EYFS Development Matters documentation or Early Support Journals which are updated half termly. When assessing whether an individual child is at their expected level of development we as practitioners draw from our knowledge of the child and use our professional judgement; we do not rely on a collection of physical evidence to support the Developmental Matters Statements. Where a child has deferred entry into reception class, in the final term in the year in which the child reaches the age of five, (but before 30th June that term) the EYFS Profile will be completed by the child's key person with support from the preschool leader.

Parent consultations are offered by your child's key person at least twice over the course of an academic year. These will usually take place by phone.

When your child leaves us to attend another setting your child's key person will support your child through the move, liaising as necessary to aid a smooth transition.



Bunnies Preschool (Shephall)



Transitions policy

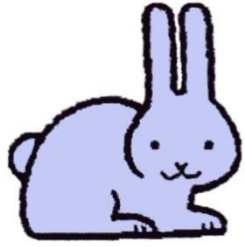
When a child nears the end of their time with us we put in place our transitions process that is carefully managed to make the child's transition to their next setting as smooth as possible.

The Hertfordshire Transition Level of Need toolkit is used to inform the children's new settings about the children that they are expecting from us. More in-depth transition forms are also completed for each child by the person who knows the child best, usually their key person. This form includes information about the child's likes and dislikes, skills and achievements etc. This form is sent to the new nursery / preschool / reception class along with a recent photograph of the child.

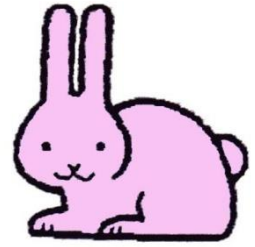
The child's new teacher is invited in to visit us to meet the child where they are happy and settled. Where possible, photos are taken of the child with their new teacher and put into the child's learning journal and a copy given to go home as a visual reminder of who is going to look after them in their new setting.

At the end of term or just before the child moves settings access to the child's learning journal is offered to their new teacher to allow them to learn more about their new child in readiness to plan activities to continue their learning.

In cases where the transition between settings is causing concern to us or the child's parents we will discuss this at length with the child's family and if appropriate we will investigate all avenues of support that may be on offered through external agencies.



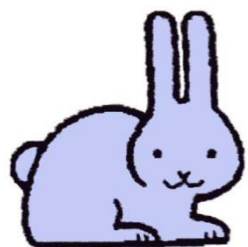
Bunnies Preschool (Shephall)



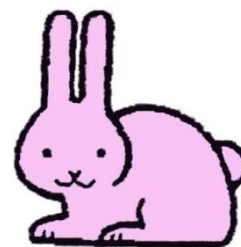
Progress checks at age two

In addition to our routine focus child parents consultations detailed in the Key Persons policy and in line with the statutory 2021 EYFS requirements we will review the progress of all children in our care aged between two and three years and provide parents and/or carers with a short written summary of their child's development in the prime areas of learning. (The three prime areas of development are: 1) personal, social and emotional development, 2) communication and language development and 3) physical development.) This progress check will help us to identify the child's strengths and any areas where the child's progress is less than expected. These qualities will be discussed with the parent/carers along with any strategies for additional support that we will provide in the setting. We will also discuss how the summary of development can be used to support learning at home. If there are significant emerging concerns or an identified special educational need or disability we will develop a targeted plan to support the child's future learning and development involving initially our SENCo (Special Educational Needs Coordinator) and if appropriate other external professionals (see SEN policy).

Progress checks will usually be completed in time for one of our focus child parents' consultations. This allows all children to have a settling in period that enables their key person and other practitioners to build up good knowledge of the child's development, abilities and interests and allows time for us to listen to the child's voice before completing the assessment. However, we remain flexible and if parents request that the check is carried out at another time or if a child starts with us mid-term we will complete the check as soon as we have a good knowledge of the child's development. If a child moves settings between the ages of two and three or attends more than one setting the progress check will usually be undertaken by the setting where the child has spent most time. Parents are actively encouraged to share information from the progress checks to inform the Healthy Child Programme and developmental reviews undertaken by health visitors around the age of two.



Bunnies Preschool (Shephall)



Food and drink policy

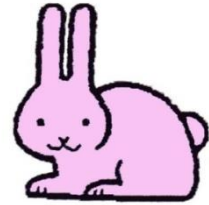
Bunnies regard both snack and lunch times as important parts of the setting's sessions. Eating represents a social time for children and adults to communicate and snack time in particular helps children to learn about healthy eating. At snack time we aim to provide nutritious food, which meets the children's individual dietary needs. (See also lunch club policy).

- Before a child starts to attend the setting, parents fill out our application form that includes a section about specific dietary needs. Any allergies are also recorded on this form.
- We regularly consult with parents to ensure that our records of their children's dietary needs - including any allergies - are up to date. Parents sign the up-dated record to signify that it is correct.
- We display current information about individual children's dietary needs within our kitchen area so that all staff and volunteers are fully informed about them..
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes. This will always take into account the stage a child with regards to introducing solid foods to children under the age of 2. Assumptions will never be made by a child's age.
- Food that is provided by us is always prepared following government guidelines and parents are always encouraged to prepare foods from home in the same ways too.
- Children should always be seated appropriately before eating and actively encouraged to remain seated until finished.
- During lunch and snack times at least one paediatric first aid member of staff is within sight and hearing of the children at all times.
- Should a child ever experience a choking incident where we have to intervene in any way parents would be informed and appropriate records kept of the incident.
- We provide nutritious food at snack times, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings. A typical snack time would consist of a choice of two or three fruits or vegetables for the children and water to drink.
- We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- We are nut aware and we take care not to provide food containing nuts or nut products and are especially vigilant when we have a child who has a known allergy to nuts.
- Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.
- We require staff to show sensitivity in providing for children's diets and allergies.
- Staff will not use a child's diet or allergy as a label for the child, nor will they make a child feel singled out because of her/his diet or allergy.

- We organise snack time and lunch times so that they are social occasions in which children and staff participate. An adult sits at each table with the children and an adult is always within sight and hearing of children who are eating.
- We use snack time to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the session.
- We give parents who provide food for their children information about suitable containers for food.
- In order to protect children with food allergies we have rules about children sharing and swapping their food with one another.
- For children who drink milk, we provide semi-skimmed pasteurised milk at snack time.
- We do not have the facilities to cook or reheat a child's meal at lunch times. Lunches are eaten within 3 hours of arriving at preschool which is within the guidelines for safely consuming food that has not been refrigerated. Parents/carers are advised to use cool packs and/or insulated food bags for packed lunches.
- If a child in attendance has severe or life threatening allergy, for example a dairy allergy, we reserve the right to not serve anything containing the allergen at snack time, in this example milk, during their allocated sessions to reduce risks. This would only be considered if their individual risk assessments suggested that this is necessary. All parents would be alerted before such changes were introduced and any such changes would be constantly reviewed and evaluated. See also our allergies policy.



Bunnies Preschool (Shephall)



Lunch Time Policy

We believe that eating represents a social time for children and adults and helps children to learn about healthy life styles. Therefore, in line with the setting's healthy eating initiatives sweets, chocolates and fizzy drinks are not allowed in the child's lunch box and parents are actively encouraged to provide a healthy balanced lunch time meal for their child. We discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. We reserve the right to return this food to the parent as a last resort.

The lunch box must be clearly labelled with the child's name and be suitable for the purpose of food storage. We recommend that parents use ice packs within lunch boxes and thermal cool bags. If a child is not provided with a drink in their packed lunch we will offer a choice of water or semi skimmed milk. We will also provide plates, cups and, if necessary, cutlery during lunch clubs.

Our lunch clubs run from 12.00 noon until 1.00 pm or 2.00pm; some children attend for a full afternoon session to 3pm. A child's place at lunch club needs to be booked by the parent / carer at least the day before attendance. Block bookings may be made in advance, subject to the availability of spaces. Any children joining us from Featherstone Wood Nursery will be collected at 11.50 am and if required will remain in the nursery (supervised by preschool staff) until 12.00 noon dependant on the number of children already in our classroom.

Food safety advice for children age 5 and under

How to reduce the risk of choking

Choking can happen with any food, but there are steps you can take to minimise the risks.

It takes an adult away from supervising the children at the lunch tables if we need to cut fruit etc that is provided from home, therefore we reserve the right not to serve food provided from home if we deem it unsafe for children.

Food preparation:

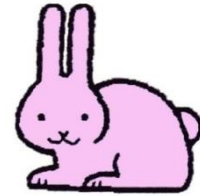
- Please remove any stones and pips from fruit before serving.
- Cut small round foods, like grapes, strawberries and cherry tomatoes, lengthways and into quarters.
- Cut large fruits like melon, and hard fruit or vegetables like raw apple and carrot into slices instead of small chunks.
- sausages should be avoided due to their high salt content, but if offered to children these should be cut into thin strips rather than chunks and remove the skins.
- remove bones from meat or fish.

- Do not give whole nuts to children under five years old.
- Do not give whole seeds to children under five years old.
- Cut cheese into strips rather than chunks.
- White bread can form a doughy ball in the throat, consider wholemeal or toasted bread and for very young children cut all types of bread into strips.
- Do not give popcorn as a snack.
- Do not give children marshmallows or jelly cubes from a packet either to eat or as part of messy play activities as they can get stuck in the throat.
- Do not give children hard sweets.

The above is government guidance. To view the whole document please visit <https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/food-safety#food-safety-advice-for-children-age-5-and-under>



Bunnies Preschool (Shephall)



Allergies policy

AIM

Bunnies Preschool aims to be inclusive and wherever possible include a child with allergies.

1. Our registration forms require parents to disclose any allergy (dietary or otherwise) suffered by their child. It is the parents' or primary carers' responsibility to report this to the preschool before the child is admitted.
2. Group leaders should follow up any such disclosure and discuss with the child's parent or primary carer the specific needs of the child with regard to the allergy.
3. The group leader should ascertain the following:
 - The nature of the allergy
 - The severity of the allergy
 - Symptoms of an adverse reaction
 - Provision of medication in the event of an allergic reaction/anaphylactic shock
 - Precautions to be taken to avoid allergic reaction.

These details should be noted in the appropriate format.

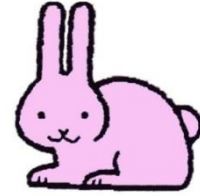
4. Before the child is admitted the leader will carry out a risk assessment, particular to the child. Appropriate precautions will be put in place to minimise the risk to the child as far as possible. These precautions will be instigated in full and complete discussion with all members of staff. Each member of staff will be required to sign the risk assessment document to confirm that they have been informed of the specific risks to the child and that they understand all precautions to be taken. The risk assessment will also be shared with the child's parent/primary carer who will also be required to sign to show their agreement to and satisfaction with the precautions to be undertaken.
5. All staff will then be responsible for ensuring, as far as possible, the safety of the child and ensuring that he/she does not come into contact with any food-stuff or substance which may lead to any allergic reaction.
6. In the event of a child requiring medication such as an epi-pen, the preschool leader will arrange for at least two members of staff to receive the appropriate training in administering the medication.
7. Parents/carers leaving push-chairs, buggies, prams etc. on the pre-school premises will be asked to ensure that no items, food-stuffs or otherwise, are left in them.

8. Children with Allergies Attending Lunch Club:

- a. All children attending lunch club are required to bring their own packed lunch.
- b. In the event of a child with a severe food allergy wishing to attend our lunch club, it will be important to avoid cross-contamination of food from other children's lunches. Lunch-time staff must be made aware of any child with an allergy. This will be done through the procedure at paragraph 4 above. The child's name allergies will be clearly marked on the snack register.
- c. As part of the risk assessment, it may be necessary to write to parents of all children attending the lunch-club, informing them (whilst keeping the identity of the child completely confidential) that we do have a child with a severe food allergy in the group and asking them to refrain from putting particular foodstuffs in their children's lunch-boxes. However, we cannot dictate what parents feed their children and we will also seek parents co-operation that, if they cannot comply with this, then they mark the outside of their child's lunch-box declaring that it contains particular food-stuffs (e.g. *This lunch-box contains peanut butter sandwiches*).
- d. However, we cannot assume that all parents will be diligent enough to remember to do this and the responsibility for the child's safety must lie with the lunch-time staff. Therefore:
 - i) In the first instance, no child must be allowed to share his/her food with another child.
 - ii) Staff should seat a child with a food allergy as far as possible (preferably on a separate table) whilst considering being inclusive from other children whose lunch-boxes contain food-stuffs to which they may be allergic. This must be done sensitively without drawing adverse attention to the child at risk.
 - iii) Staff should pay scrupulous attention to wiping tables using soapy water and anti-bacterial spray, to avoid a child at risk of allergies coming into contact with a hazardous food-stuff. Staff should also ensure that those children who have been in contact with food-stuffs which may be potentially hazardous to children with allergies, wash their hands to avoid contamination of surfaces, toys, resources etc.
 - iv) In the event of nut allergies staff will be asked to ensure that no nuts are brought onto the premises.
- e. As stated above, we can only do our best to ask the parents of other children not to put food-stuffs which may be a potential risk to children with allergies into lunch-boxes sent from home. Parents/primary carers of children with severe allergies will therefore be asked to sign the risk assessment document to confirm that they understand that we will have done our utmost to minimise risks to their child but that they accept full responsibility for requesting their child's attendance at the lunch club, in the case of any reaction arising from cross-contamination of food from other children's lunch-boxes.



Bunnies Preschool (Shephall)



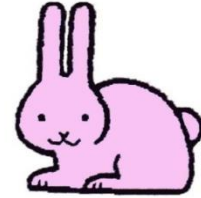
Procedure to be carried out in the event of a child consuming inappropriate food

In the event of a child with a known allergy consuming food which is inappropriate and potentially harmful the following procedures will be followed:

- a. Administer any medication as indicated by the child's parent /primary carer. Medication must be administered according to the preschool's procedures laid down for administering medicines.
- b. Whilst medication is being administered, a member of staff will be designated by the group leader to call an ambulance immediately, and then notify the child's parent/primary carer.
- c. Emergency First Aid will be administered by a trained first-aider as necessary whilst waiting for the emergency services to arrive.
- e. A full investigation into the incident will be carried out by the preschool manager and Ofsted will be alerted that the emergency services were in attendance.



Bunnies Preschool (Shephall)



Outings policy

Before taking your child out of the grounds of Featherstone Wood School on a pre planned outing we would ask for your permission to do so in writing. If a short notice outing is planned (for example on days of unexpected low attendance) permission will be requested via phone.

Our staff ratio would increase to ensure that the Early Years Foundation Stage requirements were met both for the children on the outing and those children remaining in the setting. This would be achieved by asking for parents to attend or by employing more staff for the outing.

If this ratio cannot be met then the proposed outing would have to be cancelled.

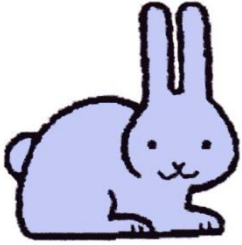
If a child requires any long term medication such as an asthma inhalers or epi pen these would be taken out with us along with copies of the relevant health care plans. These would be the responsibility of a designated first aid trained member of staff on the outing.

A mobile phone would be carried for use in an emergency and a register of the children on the trip would be carried.

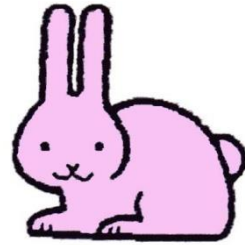
If for any reason you did not wish for your child to be included in the proposed trip you may be asked to keep your child at home on that day and any fees paid would be returned to you.

Before any trip took place, a risk assessment of the area would be carried out by a senior member of staff to help maintain a safe environment at all times.

If you have any concerns about any of this procedure, please do not hesitate to speak to a senior member of staff or your child's designated key person.



Bunnies Preschool (Shephall)



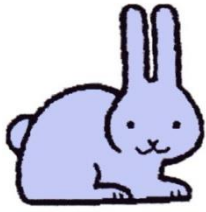
Uncollected children policy

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. Parents/carers, when unavoidably delayed, can be assured that their child will be properly cared for at setting in the care of two fully-vetted workers until the child is safely collected either by the parents, or, in extreme circumstances by a social worker.

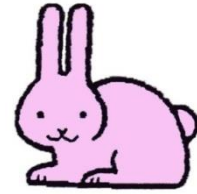
The following procedures will be applied by the setting:-

- Parents must inform us if they are not able to collect the child as planned, so that we can begin to put in place back-up procedures. We provide parents with our contact telephone number upon admission to the setting to ensure that in an emergency we can be contacted.
- If you fail to collect your child within 10 minutes of their school session finishing and have not alerted us to your delay we will try to contact you and your named emergency contacts for up to one hour. Depending on circumstances, we reserve the right to charge parents a late collection fee of £10.00 and then £5.00 for every 15 minutes thereafter, to cover our costs as staff may have to be paid overtime.
- Parents must ensure that contact details are kept up to date and provide alternative contact details for use in such an emergency. (See admissions policy).
- In the event that their children are not collected from setting by an authorised adult and the staff on site can no longer supervise the child on our premises – we will alert Children Schools and Families (CSF) on 0300 123 4040 who will take over responsibility for the child.

A full written report of the incident will also be made and will be held with the child's records in the setting.



Bunnies Preschool (Shephall)



Parent partnership policy

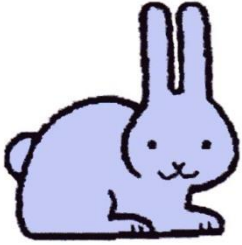
We believe that in order for children to receive quality care and early learning that suits their individual needs, parent, carers, and preschool staff need to work together in a close partnership and two-way sharing of information is key to this. We therefore welcome parents as partners and understand that this relationship needs to be built on trust and understanding. It is important that we, as practitioners, are able to support parents in an open and sensitive manner.

We do this by:-

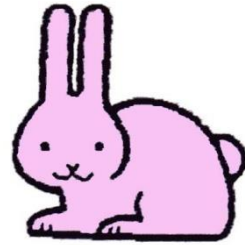
- Recognising and supporting parents as their child's first and most important educators, and to welcome them into the life of the preschool
- Generate confidence and encourage parents to trust their own instincts and judgement regarding their own child
- Welcome all parents into the preschool – this is currently usually by appointment only to ensure that we can limit the number of adults in the setting at any time thus reducing infection risks
- Ensure wherever possible that preschool documentation and communications are in a format to suit individual parent's needs
- Ensure that all parents are aware of the nursery's policies and procedures. A detailed parent prospectus is provided alongside our registration forms and our full policy documents are available to parents on request as hard or electronic documents
- Maintain regular contact with parents to help us to build a secure and beneficial working relationship for their children
- Support parents in their own continuing education and personal development and inform them of relevant conferences, workshops and training where applicable
- Inform parents about preschool activities and events through regularly distributed newsletters and our parents notice board
- Operate a key person system to enable a close working relationship with all parents (see also key persons policy)
- Support two-way information sharing regarding each child's individual needs
- Holding bi-annual parent consultations sessions and remaining flexible to ensure that all parents can meet their child's key person at a mutually convenient time. All consultations are currently being completed via telephone calls wherever possible
- Inform parents on a regular basis about their child's planning and progress and involve them in the shared record keeping
- Find out the needs and expectations of parents. These will be obtained through regular feedback via questionnaires, parents voice activities, our annual survey and day to day discussions. These are

then evaluated by the preschool to promote and enhance our practice, policy and staff development.

- Consider and discuss all suggestions from parents concerning the care and early learning of their child and preschool operation
- Provide opportunities and support for all parents to contribute their own skills, knowledge and interests to the activities of the preschool
- Provide opportunities for parents to learn about the Early Years Foundation Stage (EYFS 2025) and about young children's learning in the preschool and at home
- Respect the family's religious and cultural backgrounds and beliefs and to accommodate any special requirements wherever it is possible and practical to do so



Bunnies Preschool (Shephall)



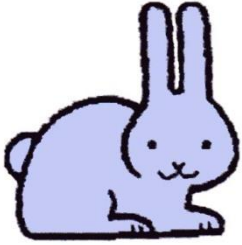
Photography Policy

Photographs are a valuable tool for recording and assessing children's activities and achievements in Bunnies Preschool. Photographs will only be taken by the preschool with digital camera. Staff mobile phones must be kept either in staff handbags, in the kitchen area or on the shelf adjacent to the main desk, and not handled or answered during sessions, except with the permission of the session leader (eg. if a member of staff is telephoned by the school their child attends). Any member of staff found using a mobile phone without permission may be subject to disciplinary action by the preschool. Mobile phones may only be answered in the kitchen area or outside the preschool if staff ratios allow for this.

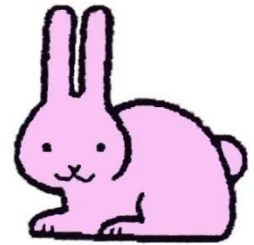
Photographs will only be taken of children during normal Pre School activities. Cameras will never be taken into the toilets/changing areas. A child will never be photographed when their clothes or nappy are being changed. Only members of Bunnies Preschool staff who have an Enhanced DBS disclosure are permitted to take photographs within the Pre School. Parents on rota duty/settling their children in, volunteers and other visitors are not permitted to take photographs during Preschool sessions. However, at public preschool events for example at Christmas concerts, picnics etc parents and carers, family members and press photographers may take photographs of the public activity. If parents/carers do not wish their child to be included in such photographs, it is their responsibility to inform the preschool leader of this.

Parents/carers are asked to read and sign our registration forms upon starting their child at preschool; this includes a section on the taking and using of photographs within the setting. If a parent/carer does not give permission for their child to be photographed, all staff will be informed so that all reasonable steps can be taken to ensure that the child is not included in any photographs.

Photographs taken in the setting by staff may be printed and displayed within the preschool, used in newsletters, included in the children's Learning Journeys, staff coursework and other activities related to the running of the preschool. Photographs may also be used on our social media sites, for example on the preschool website and our Facebook page; photos of children are only ever posted online following parental permission and children are only ever identified by their first names.



Bunnies Preschool (Shephall)



Sleep and rest policy

Every child's needs are different so at Bunnies Pre-School we provide flexibility and opportunities for children to take naps and rest as they need and regard it to be a highly important part of their personal and developmental need.

We recognise parent/ carers' knowledge of their child in regards to sleep routines and will, where possible, work together to ensure each child's individual sleep routine and well-being continues to be met.

Rest Area

Children who require a power nap will be placed in a quiet area of the preschool for the duration of their nap. This may be on the yoga mats or in a reclining buggy.

Parent's Wishes

Parent's wishes are always valued and respected and staff work closely with them, to ensure each child's individual needs are carefully met. Some parents prefer their children to only have a short sleep – fearing that it infringes on their night time sleep and this will be taken into account PROVIDED it is also clearly in the child's best interests. We will never force a child to stay awake or go to sleep.

Comfort Blankets

Comfort blankets and soft toys are most welcome as they bring enormous comfort and reassurance to small children especially when they are new to the nursery and during rest and sleep times.

Dummies

Dummies are not encouraged within Pre-School as they can hamper a child's speech, interaction with others and are a major cause of speech delay.

Staff

Staff are fully aware of the fact that children need to rest and sleep and appreciate that children have individual needs and routines which vary as they grow and develop.

Children are encouraged to indicate and say when they are tired and need to rest and are also encouraged to take a rest or nap if they need to.

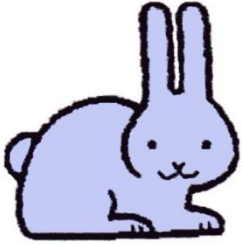
Staff will not force a child to sleep or keep them awake against his or her will.

Parents are kept informed regarding their child's sleep rest verbally on collection of their child.

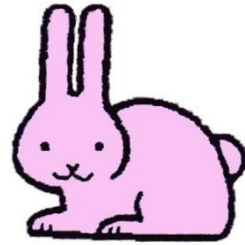
Children will be monitored visually when sleeping and will never be left in a separate room to sleep.

When monitoring a sleeping child the staff member will look for the rise and fall of the chest, and if the sleep position has changed.

Should a child fall asleep while being nursed by a practitioner they will be transferred to a safe sleeping surface to complete their rest.



Bunnies Preschool (Shephall)



Whistle blowing policy

Whistle blowing is raising a concern about malpractice within an organisation.

Bunnies are committed to delivering a high quality pre-school service, promoting organisational accountability and maintaining public confidence.

This policy provides individuals in the workplace with protection from victimisation or punishment where they raise a genuine concern about misconduct or malpractice in the organisation. The policy is underpinned by the Public Interest Disclosure Act 1998, which encourages people to raise concerns about misconduct or malpractice in the workplace, in order to promote good governance and accountability in the public interest. The Act covers behaviour, which amounts to:

- A criminal offence
- Failure to comply with any legal obligation
- A miscarriage of justice
- Danger to health and safety of an individual and/or environment
- Deliberate concealment of information about any of the above.

It is not intended that this policy be a substitute for, or an alternative to the group's formal complaints procedure, but is designed to nurture a culture of openness and transparency within the preschool, which makes it safe and acceptable for employees and volunteers to raise, in good faith, a concern they may have about misconduct or malpractice.

An employee or volunteer who, acting in good faith, wishes to raise such a concern should normally report the matter to the preschool leader who will advise the employee or volunteer of the action that will be taken in response to the concerns expressed. Concerns should be investigated and resolved as quickly as possible.

If the complaint is about myself, (Rachel Crossley) or you feel your concerns have not been dealt with sympathetically enough, you can also speak to a member of the Ofsted Early Years team by telephoning 0300 123 4666. This is the governing body for all preschools and whose code of practice we have to adhere to.

If an employee or volunteer feels the matter cannot be discussed with the manager, he or she should contact OFSTED by phone on:- 0300 123 1231

Or by Email whistleblowing@ofsted.gov.uk

Or by post to:-

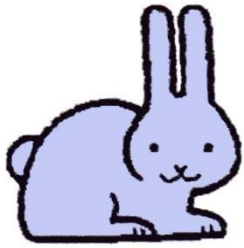
WBHL
Ofsted
Piccadilly Gate
Store Street
Manchester M1 2WD

A disclosure made in good faith to the manager will be protected. Confidentiality will be maintained wherever possible and the employee or volunteer will not suffer any personal detriment as a result of raising any genuine concern about misconduct or malpractice within the organisation. See also our complaints procedure.

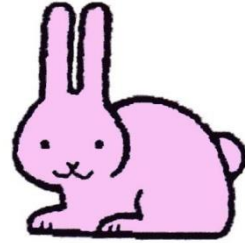
The setting will follow the guidance of the Area Safeguarding Children Committee when responding to any complaint that a member of staff or volunteer has abused a child. We will also pass on all relevant information to the local authority designated officers (LADO's) as soon as possible for their advice.

LADO (Local Authority Designated Officers): 01992 555 420

Online LADO referrals: <https://www.hertfordshire.gov.uk/services/childrens-social-care/child-protection/hertfordshire-safeguarding-children-partnership/professionals-and-volunteers/professionals-and-volunteers.aspx#>



Bunnies Preschool (Shephall)



Complaints procedure

Hopefully such a situation need never arise, but I trust that this detailed procedure will be of some assistance to you should you feel it is necessary.

Making a complaint:

Stage 1

- Any parent who has a concern about an aspect of the setting's provision should first of all talk over their concerns with the preschool leader (Rachel Crossley).
- Most complaints should be resolved amicably and informally at this stage

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent should put the concerns or complaint in writing to the preschool leader.
- If the complaint is about the preschool leader, then the preschool deputy will relieve the leader from investigative duties.
- Written complaints from parents are logged on the child's personal file and are stored in the complaints folder.
- When the investigation into the complaint is completed, the preschool leader (or deputy if they have been dealing with the complaint) meets with the parent to discuss the outcome. Parents must be informed of the outcome of the investigation within 28 days of making the complaint.
- When the complaint is resolved at this stage, the summary is logged in the Complaints folder.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she should request a meeting with the preschool leader and deputy leader. The parent should have a friend or partner present if required and the leader (or deputy) should have the support of a professional colleague. Depending on the context of the complaint, it may be prudent for the leader (or deputy) to talk to both the parent and the staff member separately and then arrange the meeting with all parties to resolve the situation.
- An agreed written record of the discussion is made as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the complaints folder.

Stage 4

- If at the stage three meeting the parent and preschool cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.

- The mediator keeps all discussions confidential. S/he can hold separate meetings with the preschool personnel 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 the preschool representatives 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 Ofsted

- 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 that the Welfare Requirements of the Early Years Foundation Stage are adhered to.
- These details of how to contact Ofsted are displayed on the preschool notice board and in the policies folder.
- If a child appears to be at risk, we follow our Safeguarding Children Policy
- In these cases, both the parent and setting are informed and the setting leader works with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.

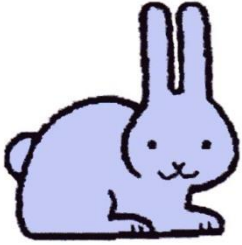
Records

- A record of complaints against the preschool and/or the children and/or the adults working in the preschool is kept, including the date, the circumstances of the complaint and how the complaint was managed.
- All settings are required to keep a summary log of all complaints that reach stage two or beyond. This is made available to parents as well as to Ofsted inspectors.

Rachel Crossley, Preschool Leader

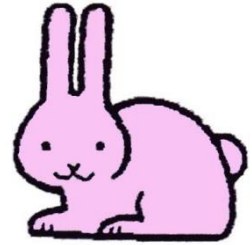
Bunnies Preschool 07754 305 185

admin@broadhallbunnies.co.uk



Bunnies Preschool

Shephall



Useful contact details

Bunnies Preschool

Shephall: 07754 305 185

shephall@bunniespreschool.co.uk

Great Ashby: 07562 341 589

greatashby@bunniespreschool.co.uk

or admin@bunniespreschool.co.uk

Children Schools and Families:

01438 737500 / 0300 123 4043

Stevenage Police:

0845 33 00 222

Families First:

familiesfirstassessment@hertfordshire.gov.uk

Phone: 01438 737575

HSCP - Herts Safeguarding Children Partnership:

0300 123 4043

Female Genital Mutilation (FGM) Helpline:

NSPCC 0800 028 3550

fgmhelpdesk@nspcc.org.uk

LADO (Local Authority Designated Officers):

01992 555 420

Online LADO referrals: <https://www.hertfordshire.gov.uk/services/childrens-social-care/child-protection/hertfordshire-safeguarding-children-partnership/professionals-and-volunteers/professionals-and-volunteers.aspx#>

Ofsted:

general helpline 0300 123 1231

complaints 0300 123 4666

textphone/Minicom users 0161 618 8524

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

www.ofsted.gov.uk/parents

enquiries@ofsted.gov.uk

whistleblowing@ofsted.gov.uk

These policies and procedures are working documents and their effectiveness is constantly being monitored. A formal policy review is made annually.