

Acorn Pre-School

01761 416767 - www.acornpreschool.co.uk

Ofsted
Outstanding
Early years provider

2013|2014



Prospectus 2017/2018



Registered by
Charity Commission 1037159

Member of the P.L.A

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INTRODUCTION

This prospectus provides all parents and carers, of pre-school children, with the information they need when choosing the best childcare provision for their child. Acorn Pre-School had an OFSTED inspection carried out (May 2014), where we were rated as 'Outstanding'.

It outlines Acorn Pre-schools aims and purposes, and details our policies, concerning the day care that we provide, ensuring that a high standard of childcare is maintained at all times.

Play is essential for the children's development and for building their confidence as they are learning to explore, to think about problems and to relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. Therefore, we will help the children to develop a positive sense of themselves and of others, respect others and enable them to achieve their full potential within a caring and supportive environment.

Please browse through the prospectus at your leisure, and we will be pleased to answer any questions you may have.

Contact Us:

Leader: Joy Comer

Chairperson: K. Brookbank

Address: Paulton Village Hall
Farrington Road
Paulton
Bristol
BS39 7LW

Phone: 01761 416767 (during opening hours)

Mobile: 07582 685355 (during opening hours)

Email: acornpreschool@hotmail.co.uk

Website: www.acornpreschool.co.uk

Last updated: 1st September 2017

ADMISSIONS POLICY

To make Acorn Pre-school accessible to EVERYONE in the community, we have tried to ensure our admissions policy is a fair one.

Acorn Pre-School allows children to start throughout the year. If you would like to enrol your child with us you need to complete a registration form. This is available from the setting or to download from our website.

If the session you require is full, then at your request we can add your child's name to a waiting list. We also run a waiting list system for the following academic year, should you want to register an interest with us early-on. We arrange our waiting list, in order of birth, and on a first come first served basis, within age order.

Confirmation of your child's place and their start date will be communicated to you via a telephone call or by post by the term before they are due to start.

In the interest of your child's safety, it is paramount that your registration document contains the latest information and if these need to be updated at any point during the year, please speak to the leader ASAP (e.g. address, contact numbers and also any medical information).

We keep children's places during holidays and sickness, but parent / carers are still liable for payment to cover these sessions. Should your circumstances change, the pre-school require one months notice for any changes in session attendance, to enable us to fill the spaces and therefore have no loss in revenue.

We ensure the Equal Opportunities Policy is available to families at all times. (There is a copy included in this prospectus and also a copy on the Pre-school notice board).

FACILITIES

Acorn Pre-school has been running within the premises of Paulton Village Hall for over 30 years. The pre-school takes advantage of the large space which the hall provides. We have a book corner and a home area for imaginative play (incorporating dressing up clothes for role play.) We have a laptop with fun but educational software. This not only allows the children to gain knowledge of the world around them, but also to develop their skills in turning on and operating some ICT equipment and developing their mouse and keyboard skills. As we have a separate modern kitchen area, with excellent facilities, it enables us to offer children cooking experiences, within a safe and secure environment.

There are activity tables, which are set up every session, to allow the children to enjoy crafts, painting, writing, colouring, play-dough, cutting, gluing, games, puzzles, small world play and also construction materials to allow them freedom of choice and encourage their development further through play and exploration. Water and sand are available to the children in purpose made trays. Aprons are provided for all painting activities and water play.

We have introduced a free-flow outside area, which is a valuable resource for outside play and exploration, allowing the children to experience environmental changes and extend their learning. The children also get the opportunity to go on nature walks to allow them to experience the outside world and local community, with supervision from the practitioners.

We also sometimes clear away the activities after snack time, giving us a large equipment-free area. At this time we have a variety of equipment to bring out, including a climbing frame and slide, trampoline, seesaw, tunnels, bats and balls as well as ride on toys such as bicycles etc, to allow the children to experiment with movement and develop their skills of co-ordination, control and manipulation. We support them in understanding the importance of physical activity and to develop a positive sense of well-being. We also offer this equipment within our outside area, giving the children more opportunities and choice during free-flow play and exploration.

AIMS AND PURPOSES

Parents/carers are the first educators of their children. The aim of Acorn Pre-school is to support their essential work by working in partnership with them. This enables us to meet the needs of all children through the sharing of information with the parent / carers, and keeping them informed and involved in their children's learning.

Through offering a variety of activities in an exciting way, and within a caring atmosphere, we encourage each child to become aware of their own choices. At Acorn Pre-School we promote the children's development further through play and exploration and recognise the balance between activities planned by the adult and those initiated by the child/children.

Our practitioners understand that every child's learning journey is based upon their own individual interests, experiences and the opportunities that are on offer. Through observation and supporting and extending the children's shared interests and fascinations, we are able to extend the children's learning, enable them to take responsibility for their own learning, encourage sustained shared thinking and develop further possible lines of development.

We encourage children to express themselves, to create new experiences and to develop their skills in Three PRIME areas and Four SPECIFIC areas.

3 Prime Areas	4 Specific Areas
Communication and Language	Literacy
Physical Development	Mathematics
Personal, Social and Emotional development	Expressive art and design
	Understanding the world

THE REVISED EARLY YEARS FOUNDATION STAGE

Our curriculum encourages good quality education in line with the revised EYFS (Early Years Foundation Stage) - September 2012, outlined by the government and focuses on getting children ready for education and increasing the attainment of all children between birth and 60months (the end of the foundation year - the reception year at school)

Each area of learning and development encompasses different aspects:

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative

All areas of learning and development are important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

These three areas are called the PRIME areas:

Personal, Social & Emotional Development

1. Making Relationships

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

2. Self-Confidence and Self-Awareness

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

3. Managing feelings and behaviour

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Physical Development

1. Moving and handling

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

2. Health and Self-Care

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Communication and Language Development

1. Listening and attention

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

2. Understanding

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

3. Speaking

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Practitioners must also support children in four SPECIFIC areas, through which the three PRIME areas are strengthened and applied.

The specific areas are:

Literacy

1. Reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

2. Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics

1. Number

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

2. Shape, Spaces and Measures

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the World

1. People and Communities

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

2. The World

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

3. Technology

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive Arts and Design

1. Exploring and using media and materials

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

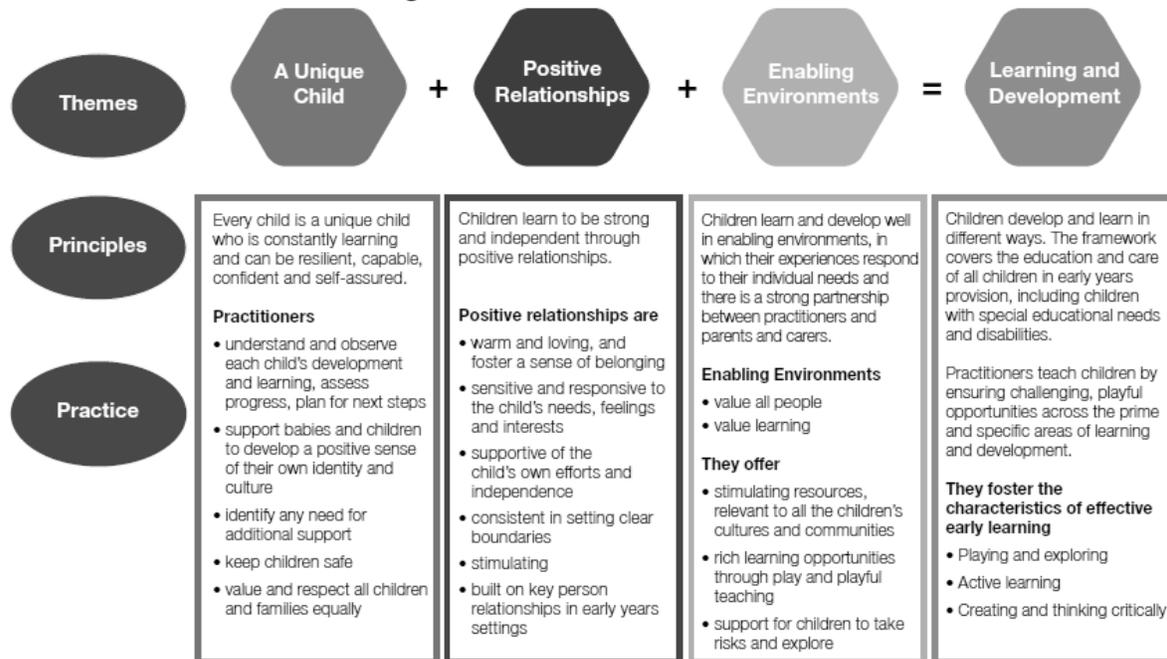
2. Being imaginative

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them.

Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments

The development matters document shows how themes and the principles that inform them work together for children in the EYFS.



SESSIONS

The session fee is £11.00 per session.

Day	Start Time	Finish Time
Monday	9.00am	12.00pm
	12.30pm	3.30pm
Tuesday	9.00am	12.00pm
Wednesday	9.00am	12.00pm
	12.30pm	3.30pm
Thursday	9.00am	12.00pm
	12.30pm	3.30pm
Friday	Closed	Closed

Acorn also offers a lunch club on a Monday, Wednesday and Thursday (between the morning and afternoon sessions) and this at present is charged at £2.50 per child, per day.

FUNDING

Every child will be eligible for funding from the start of the term following their third birthday (terms are split into the traditional three academic periods - September to December, January to March and April to August).

The funding entitles you to 5 x 3 hour sessions per week, 15 hours in total.

These 'free' places are allocated through BANES and cover 38 weeks of the academic year.

3rd Birthday Between	Funding from the following
1st September and 31st December	1st January
1st January and 31st March	1st April
1st April and 31st August	1st September

If your child attends more than one provider, your entitlement can be split between two different providers. This will be done by sharing the entitlement on a pro-rata basis between them.

If your child does attend more than one Early Education Provider, you must inform us.

The funding money will automatically be apportioned between your two chosen providers when your entitlement exceeds the maximum 15 hours.

The entitlement is for regular attendance agreed between the parent and the provider.

SESSION LAYOUT

As Acorn Pre-school provides for ages two and a half through to four year olds, the ability of the children is varied. Structure of the sessions is therefore very important; to achieve a balance between free play and more structured activities.

- 9.00am Arrival and settle in time. The children take part in free-play.
- 9.15am All children sit on the mat for registration and the morning song.
- 9.25am Morning wake & shake to enable the children to become familiar with the importance of exercise.
- 9.40am Children can move around the setting and / or outside, taking part in activities of their choosing.
- 10.30am Children help pack away the activities and toys.
- 10.40am Quiet time, children sit on the mat to share a story.
- 10.55am Children line up and wash their hands and are encouraged to look for their names and take a seat at the snack table (milk, water, with a savoury snack and a selection of fruit).
- 11.10am Other resources are selected and brought out from the cupboard to encourage choice. Physical play is usually then provided either inside or outside the setting.
- 11.45am Song time and sharing time.
- 11.55am Goodbye song / children given their bags.
- 12.00am End of session.

This is only an example of our session timetable. We do provide activities both inside and outside of the setting to ensure the children have the opportunities to further their development through play and exploration, building on their likes and interests. The afternoon sessions follows a similar structure, ensuring children's interests are maintained and offering stimuli to ensure further development takes place.

STEPPING STONES

When a child is due to start school in September, we provide an additional, more structured session. This begins by Easter - sometimes earlier, depending on a parental demand.

We have close contact with Paulton Infant School. This includes visiting the school throughout the year, and also the teachers coming into Pre-school to meet the children. This helps to make the transition from Pre-school to school smoother.

STEPPING STONES

LAYOUT OF ACTIVITIES

- Arrive and settle
- Change library book
- Registration
- Hello song
- Sit at table with key worker
- Move around each activity table (3 times)
- Pack away
- Story time
- Toilet (if required), and hand washing
- Snack time
- Free play
- Goodbye song
- Hometime

Incorporated are personal, social and emotional development, physical development, communication and language development, literacy, mathematics, expressive arts and design and understanding the world.

As well as this pencil control, scissor skills, helping to pack away and sitting still for story and snack time. This all aids preparation for the move to Infant School.

STAFFING POLICY

A high adult to child ratio is essential when providing good quality Pre-School care. In our Pre-School we have an adult to child ratio of:

1:4 for 2 $\frac{1}{2}$ to 3 year olds

1:8 for 3 to 4 year olds

A Keyperson system is in place in our Pre-School for all children. Each Keyperson has a special responsibility for a group of children and will ensure that the needs of their children are recognised within the pre-school. This is to help the child become familiar with the setting, offering a settled relationship for the child. This is achieved through observation, planning and assessment, consultation with parent / carers, the leader, other professionals and also liaising with other providers (should your child attend more than one setting).

Pre-School staff meetings take place each half term. At these meetings we discuss planning for the term and also the children's progress and next steps to ensure that we are meeting the needs of all children and moving them on in their development. A copy of the minutes is kept in the filing cabinet.

Our Pre-School budget includes funds for staff courses, to ensure staff are continually updating their training. All our staff are expected to attend relevant up to date childcare courses each term throughout the year.

If a complaint was made against a member of staff, from another member of staff or a parent/carer, the allegation would be investigated to ensure that a satisfactory outcome had been reached. If necessary, the staff member would be suspended whilst this takes place.

STAFF INDUCTION

When a job vacancy arises, the Leader, Deputy Leader and Chairperson interview the applicant, then show them around the Pre-school. The successful applicant will be subject to a 3 month trial. The applicant will be given a days induction where they will be introduced to other staff members and showed how the pre school operates on a daily basis, including the fire procedure. They will be encouraged to participate in any training courses and workshops made available to them.

STAFF RECRUITMENT POLICY

If we need to employ a new member of staff we advertise in our local newspapers, providing a closing date for applications. We abide by OFSTED requirements in respect of obtaining a DBS check and references for all staff and volunteers, to ensure that no unsuitable persons work at the setting, or have access to the children.

The Committee, Leader and Deputy Leader will then look at application forms, they will consider and shortlist candidates they wish to interview. The leader will then contact the applicants to arrange a day/time for an interview.

As part of our interview process, we will invite the shortlisted candidates to come into the setting to work alongside the staff and children (ensuring that they are observed at all times).

The Pre-School Leader, Deputy Leader, Chairperson and Treasurer will perform the interviews which will be held at the setting Candidates will be informed of the need to carry out 'enhanced disclosure' texts with the Disclosure and Barring Service (DBS). Where possible this will be obtained before the successful candidate starts their employment.

Following the interviews all applicants will be discussed and the successful applicant will be contacted, offering the position verbally.

When the applicant begins work they will be shown around the setting by the Leader, they will be introduced to the relevant legislation and policies, they will sign a declaration stating they have read and acknowledged them.

If DBS checks have not come through before candidates start, then these new practitioners would not be left alone with the children or allowed to carry out personal hygiene duties until we have obtained it.

Each member of staff will be appraised annually by the Leader, this will be kept in the employee's folder along with copies of references.

All staff are required to go on regular training courses as and when required in order to keep updated with procedures and legislation. This is discussed during staff supervision meetings and at the appraisal, and an agreement is signed and dated to document training the leader has highlighted would be beneficial or the practitioner has asked to complete, to further help them in their role within the Pre-School.

STAFF AT ACORN PRE-SCHOOL

Leader

Joy Comer

NVQ 3 in Children's Care Learning and Development.

First Aid / Fire Marshall.

Behaviour management named person.

Equal Opportunities named person.

Deputy Leader

Abbé Parker - Bastable

BA (Ed) Hons degree specialising in the 3-8 years age range.

First Aid.

Safeguarding Named Person

Tracy Harvey

NVQ 3 in Children's Care Learning and Development.

First Aid / Fire Marshall.

SENCO Representative.

Equal opportunities named person.

Debbie Redwood

Level 3 Diploma in Children and Young People in the Workforce.

First Aid.

Kim Davies

Level 3 Diploma in Children and Young People in the Workforce.

First Aid / Fire Marshall.

INDUCTION POLICY FOR NEW STAFF (& STUDENTS)

On arrival at the Pre-school the leader will show them around the building, making them aware of Fire Exits & the Fire Procedures detailed on our notice board.

Next they will be given a copy of the prospectus detailing all of our policies which will be discussed with them. This will include Health & Safety, Risk assessment and confidentiality issues etc.

The job description will be issued to them ensuring they know what is expected of them whilst they are working at the Pre-school. They will fill out an Induction Check Record alongside the leader and asked to sign and date after discussion.

STUDENT PLACEMENTS

In co-operation with educational providers, we will welcome students into the Pre-school, on the following conditions:

- The needs of the children are paramount.
- Students will not be admitted in numbers that will hinder the essential work of the Pre-school.
- Any information gained by the students about the children, their families and other adults in the Pre-school, must remain **CONFIDENTIAL**.
- Unless police checked (DBS) students will not have unrestricted access to the children.

COMMITTEE

Acorn Pre-school is a registered charity, so it has to have an active committee, in order to run. All parents/carers are invited to attend committee meetings to help with fund raising ideas, raise any concerns or to make suggestions.

ROLES AND RESPONSIBILITIES

CHAIRPERSON - takes charge of the meetings. They have the difficult and important task of seeing that meetings are effective, that decisions are taken and implemented, in a way that reflects the needs and wishes of the Pre-school members. The chairperson is usually the line manager of any staff. The chairperson must support and authorise the work of the Treasurer. This includes counter signing all cheques.

SECRETARY - deals with the groups official paperwork, writing letters etc. With the chairperson, drawing up and circulating an agenda before meetings. Ensuring dates & times of committee meetings are told to everyone involved. Keeping minutes of meetings.

TREASURER - prepares in advance the receipts and payments budget for the year. Maintain the groups bank account, updating the list of signatures as necessary. Enters all money from fees and fundraising into the bank and entries into accounts book. Ensure that staff wages and expenses are paid. Make recommendations to the group about its finances.

COMMITTEE MEMBER - helps with fund raising ideas, also buying new equipment with the staff for the Pre-school. Making sure that the pre-school is a safe environment for the children and adults.

CHAIRPERSON - Kelly Brookbank
SECRETARY - Helen Hawkins
TREASURER - Jo Doble

PARENTAL INVOLVEMENT

We at Acorn Pre-School recognise that parents are the first educators of their children. Our aim is to support this essential work by working in partnership with them. We let parents be aware of the groups systems and policies, by the use of this prospectus.

We will:

- **Offer the opportunity for parent / carers to discuss their children informally at the start and / or end of the session.**
- **Inform parents on a regular basis of their child's progress by sharing their developmental file with them, and give parent / carers access to all written records about their children.**
- **We encourage parent / carers to take part in shared record keeping about their child, through communication with the keypersons, to ensure the needs of the children and their parents are met at all times.**
- **We will discuss with parent / carers any concerns about their child's development / behaviour and seek permission before involving any outside agencies / professionals for advice and support.**
- **Important information is supplied via a newsletter at the start of each term, through correspondence sent out throughout the term and our website. We also encourage parents to read the notice board in the foyer, for up to date information.**
- **Make known to all parents the registering, queries, complaints and suggestion procedures (e.g. parent / carer questionnaire and suggestion box).**
- **All the staff are friendly and approachable and are there to support the parents and children, as well as opportunities for parents to get to know each other and the staff better at social / fundraising events.**
- **A parental rota is available to help out in the Pre-school if desired - opportunities for parent / carers to share their own skills, experience, knowledge and interests in our activities.**

Last updated: 1st September 2017

J. Comer Pre-School Leader

K. Brookbank Committee Chairperson

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Acorn Pre-school aims to regard the code of Practice 2001, on the Identification and Assessment of 'Special Educational Needs', and to provide learning opportunities for all children.

Children with special needs are admitted to the Pre-School as usual, by consultation with the Pre-School Leader and the parent / carers.

We ensure our provision is inclusive to all children with special educational needs, and should a child need constant one-to-one support, then an appropriately qualified member of staff will be assigned to the child and family.

We support parents and children with these additional needs, by working in partnership with parents and outside agencies, such as speech and language therapists, occupational therapists, health visitors and social workers, the Area SENCO (Karen Jarvis), in meeting children's specific individual needs.

We have a Special Educational Needs Co-ordinator (SENCO) within the pre-school (Tracy Harvey) who can offer support to the child, their family and also staff who are working with the child, ensuring that their needs are met within the Pre-School.

We use the graduated response system identifying, assessing and responding to children's additional needs. If a child needs extra assistance with their learning, or has persistent emotional and / or behavioural difficulties, then an IEP (Individual Education Plans), action plans, behaviour plans and additional observations would be written.

We ensure that our provision is inclusive for all children to create a positive and stimulating environment, including the use of a visual timetable.

We have wheelchair access to the front and rear of the building and also a disabled toilet.

CONFLICT RESOLUTION POLICY

The basis for our Conflict Resolution (Behaviour Management) Policy is to create an environment for the children to grow in safely and to respect others. We believe that children and adults develop best in an ordered environment in which everyone knows what is expected of them, and children are free to develop their play and learning without fear of being hurt or hindered by anybody else. We aim to work towards a situation in which children can develop self - discipline and self - esteem in an atmosphere of mutual respect and encouragement. A child's stage of development and individual needs will be considered when managing behaviour.

All the practitioners are familiar with the Pre-schools policies, and through showing consistency, we help the children develop good habits of behaviour. By establishing clear boundaries according to the child's level of understanding, children become aware of the settings, routines and procedures.

Through praise and consistency, children have the security of knowing what to expect and can build up useful habits of behaviour. It is important not to ONLY give children attention for bad behaviour. All adults will be a positive role model for the children with regard to friendliness, care and courtesy and will praise and endorse desirable behaviour, such as kindness and willingness.

If a child was showing inappropriate behaviour which could injure themselves or others and may require physical intervention or restraint, this will be recorded in our incident book and we will ask the parent/carer to date and sign at the end of the session.

Practitioners WILL give the child one to one attention to sort out the problem, address it, and try to encourage the child's interest in an activity, rather than in negative behaviour. If a child shows unacceptable behaviour, it will be the behaviour that we will not accept, NOT the child. They will be supported by an adult to recognise the problem and work towards a solution or improved behaviour pattern.

Recurring problems will be discussed between Pre-school practitioners and the parents/carers, to try to find a way forward for the child. Joy Comer is the named Behaviour Management person.

HEALTH & SAFETY POLICY

Acorn Pre-school promotes a healthy lifestyle, and hygiene standards are set for both adults and children.

We achieve this by:

Asking all parents to keep sick/unwell children away from Pre-school, and to inform us of any infections, so that we can alert the other parents. Then we can observe any child who seems unwell.

We adhere to the BANES guidelines: children who have had sickness/diarrhoea must not return to Pre-school until 48 hours after symptoms subside.

If a child is on a prescribed medication, if possible, the parent will administer the medication. If this is not possible, then the medication should be kept in a clearly labelled container, with the child's name. This should be given to the leader. Written consent from the parent must be given, detailing any instructions, exact dosage and at what time it should be administered.

The Pre-school will ensure that the First Aid equipment is kept clean, replenished and replaced as necessary. Sterile items will be kept in their original packaging until needed.

The Pre-school maintains links with local health visitors to gather health information and advice.

All staff are made aware of the need to monitor the environment with regard to safety, to ensure that no hazards have developed. Risk assessments are done on a daily basis.

HYGIENE

Children are taken to wash their hands after activities involving paint or glue, before snack time, before handling food during cooking activities, and after visits to the toilet.

The children use liquid soap and dry their hands using disposable paper towels; therefore no sharing of towels take place.

STAFF

All staff wear disposable gloves when attending to a sick child and/or clearing away body fluids.

MANUAL HANDLING POLICY

Acorn Pre-School has a moral and legal responsibility to all of its employees to reduce the risk of work associated back problems and other lifting and carrying injuries.

For general guidance, all employees will have to lift and handle objects on a daily basis. Firstly they must consider whether it is necessary to lift the object, whether they can do this alone or need two or more people, or consider any alternatives. Staff are responsible for their own safety and for the safety of others.

When lifting, the correct way to lift is as follows - keep the back straight, place feet slightly apart, bend the knees, grip firmly (with palms not fingertips), then lift slowly holding the object as close to the body as possible. Staff must not twist the body during the lifting procedure.

EQUAL OPPORTUNITIES POLICY

Inclusion and Equality of Opportunities are terms used when thinking about including everyone and providing equality of opportunities for all.

At Acorn Pre-school, we promote Equality of Opportunities and anti-discriminatory practice and we ensure that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability.

Acorn Pre-School believes that the group activities should be available to all children and their families. All children are respected, and their individuality and potential recognised, valued and nurtured.

At Acorn Pre-School we have a responsibility to ensure positive attitudes to diversity and difference, not only so that every child is included and not disadvantaged, but also so they learn from the earliest age to value diversity in others and grow up making a positive contribution to society.

Inclusion is at the heart of the Early Years Foundation Stage. Under this guidance we have to ensure that we are promoting inclusive practice with all children by considering the four themes:

- **A Unique Child** - This recognises that every child is a competent learner from birth.
- **Positive relationships** - This describes how children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.
- **Enabling environments** - The environment plays a key role in supporting and extending children's development and learning.
- **Learning and development** - All children develop and learn in different ways and at different rates. When including all children, we need to think about their age and stage of development to take them forward from their starting point in all the six areas of learning and development, understanding that they are all equally important and interconnected.

The whole Early Years foundation Stage encompasses the Every Child Matters outcomes which are:

- **Be Healthy**
- **Stay Safe**
- **Enjoy and Achieve**
- **Make a Positive Contribution**
- **Achieve Economic Well-Being**

The National Children's Bureau / Early Years Equality also recommends that 'Be equal - feel you belong' is also considered.

It is our policy to challenge, if heard, any derogatory remarks or if we encounter discrimination in any guise, as ignoring such remarks is condoning the behaviour and accepting the remarks. Therefore in line with the statutory guidance in the EYFS, inappropriate attitudes and practices will be challenged. In the event of this happening, we would:

CHILD

Speak to them explaining that it's unacceptable to use such language / behaviour, identifying differences between themselves and others, this would be recorded and shown to parents at the end of the session and asked to sign and date it. If the problem continued, we would work with parents/carers to overcome this.

ADULT

Any adult using inappropriate language will be asked not to use such terms at the premises, as this will not be tolerated. This would also be recorded as above.

STAFF MEMBER

All staff attend training sessions to ensure up to date knowledge of Equal Opportunities. If they fail to work in line with this, disciplinary action will be taken.

EMPLOYMENT OF STAFF

The Pre-school will appoint the best person for the job and will treat fairly all applicants. They will be made aware of the behaviour that will be expected and what is not acceptable and what they can expect of Acorn Pre-School as an employer, which would state that we will ensure a working environment which is free from harassment and bullying in which all people are able to give their best and where all decisions will be based on merit.

EQUALITY OF OPPORTUNITIES

Joy Comer and Tracy Harvey are the Equality of Opportunities leaders. They will work with staff, parents and children and will liaise with outside agencies and organisations to ensure inclusive practices are upheld. The policy will be reviewed, monitored and evaluated annually or as and when necessary. They will attend training and feedback to staff and will lead by example in terms of practice and support other members of staff in implementing the policy.

FESTIVALS

Our aim is to show respectful awareness of all major events in the lives of the children and families of the Pre-school and in our society as a whole, and we acknowledge all festivals which are celebrated in the area.

Without indoctrination in any specific faith, children will be made aware of the festivals, which are being celebrated by their own families or others. This will be done using stories, books, pictures, and talking about them during sessions.

We will encourage the children to welcome a range of festivals, both familiar and unfamiliar, with equal enthusiasm, tasting special food and trying on clothing, becoming involved.

RESOURCES

All toys and resources will be chosen to reflect diversity and promote positive images within society in a balanced way.

Activities and the use of play equipment, offer children opportunities to develop in an environment free from prejudice and discrimination. We avoid stereotyping.

Opportunities are given to children to explore, acknowledge and value similarities/differences between themselves and others.

LANGUAGE

Bilingual children and adults are an asset. They will be valued and their languages recognised and respected in the Pre-school.

We will work in partnership with the parent / carers learning some key words to enable us to communicate with the child / parents and will access support from BANES / outside agencies to ensure the children's and families needs are met within the group.

FOOD

Medical, cultural and dietary needs will be met within the Pre-School through consultation with the parent / carers.

This policy will be reviewed annually.

CONFIDENTIALITY POLICY

The Pre-school work with the children and their families will sometimes bring us in to contact with confidential information. To ensure that those using and working in the Pre-school can do so, with confidence, we will respect confidentiality in the following ways:

Parents will have ready access to the files and records of their own children, but will not have access to information about any other child.

Staff will not discuss individual children with anyone except the parents/carers of the child (other than for purposes of curriculum planning or group management).

Information given by the parents/carers to the Pre-school leader or keyperson will not be passed on to others without the appropriate permission.

Issues to do with employment of staff, whether paid or unpaid, will remain confidential to the people directly involved in making personnel decisions.

Any anxieties/evidence relating to the child's personal safety, will be kept in a confidential file, and will not be shared within the group, except with the child's keyperson, Pre-school Leader and Chairperson.

Students on any child care courses, working within the Pre-school, will be advised of our 'Confidentiality Policy' and will be required to respect it.

All the undertakings above, are subject to the paramount commitment of the Pre-school, which is to the safety and well being of the child. Please also see our 'Child Protection Policy'.

SAFEGUARDING / CHILD PROTECTION POLICY

With regard to the 1989 Children's Act, The Education Act 2002 and the Children Act 2004 it is the duty of the Pre-school staff to be aware of the Child Protection Laws.

Our prime responsibility is the welfare and well being of all children in our care. As such we believe we have a duty to the children, parents / carers and staff to act quickly and responsibly in any instance that may come to our attention.

The Pre-School has a duty to report any suspicions of abuse to the Local Authority which has a duty to investigate such matters. The Pre-School will follow the procedures set out in the LSCB Document and will seek their advice on all steps taken subsequently. All staff are trained to identify the signs of abuse and attend regular training.

Physical Abuse

If a member of staff has reason to believe that there has been a physical injury to a child, including deliberate poisoning, bruising, burns or reasonable suspicion that the injury was inflicted or knowingly not prevented, the procedure we would follow is:

- Any sign of a mark / injury to a child when they come into the pre - school will be recorded
- The incident will be discussed with the parent / carer
- Such discussions will be recorded and the parent / carer will have access to such records.

Sexual Abuse

Action will be taken under this heading if the staff team have witnessed occasions where a child indicated sexual activity through words, play, drawing or had an excessive pre-occupation with sexual matters or had an inappropriate knowledge of adult sexual behaviour.

Emotional Abuse

If a staff member has reason to believe that there is severe adverse effects on the behaviour and emotional development of a child caused by severe ill treatment or rejection, the procedure we would follow is:

- The concern will be discussed with the parent / carer
- The discussion will be documented and the parent / carer will have access to the records
- Any queries regarding this matter will be referred to the local authority

Neglect

If a staff member has reason to believe that there has been persistent or severe neglect of a child (for example by exposure to any kind of danger, including cold and starvation), which results in serious impairment of the child's health or development including failure to thrive, we will follow the following procedure:

- Discussing the concern with parent / carer
- This will be documented and the parent / carer will have access to the records
- Any queries, the local authority will be notified

Should any member of staff have concerns about the welfare of any child, they will immediately inform the Child Protection Officer - Abbé Parker-Bastable, who will keep accurate records of their observations and anything said to them by the child or staff member in connection with the suspected abuse and then make a referral and liaise with Social Services and other agencies, e.g. Police and Health Visitors etc.

A referral will usually be made with parental consent but if a child appears to be at risk of significant harm, then consent is not necessary and a referral can be made.

It is our aim at Acorn Pre-School to:

- **Ensure that children are never placed at risk whilst at the setting in the charge of the Pre-School staff**
- **Ensure that confidentiality is maintained at all times and all records will be kept secure**
- **Ensure that all staff are familiar with child protection issues and procedures**
- **Regularly review and update this policy**
- **Listen to children if they disclose and act accordingly following the settings procedures, supporting and offering reassurance at all times**

If an allegation is made against a member of staff at the pre - school, OfSTED, the LSCB, the Local Area Designated Officer for B&NES (Jackie Deas) and the pre - school chair person (contact details can be found at the front of this prospectus) will be informed and the member of staff will be suspended.

The Local Area Designated Office (LADO) has responsibility for managing allegations made against members of staff and signing off risk assessments relating to positive disclosures on DBS (Disclosure and Barring Service) for example. Any referrals to the LADO must be made within one working day of the information becoming available or an incident happening. Jackie Deas (LADO and Deputy Head of Safeguarding and Quality assurance) is based at B&NES council. She can be contacted on 01225 396810 or 07530 263372.

**OFSTED
The National Business Unit
Piccadilly Gate
Store Street
Manchester
M1 2WD
Tel:- 0300 123 1231**

**B&NES Children's Services
P.O Box 25
Riverside, Temple Street
Keynsham
Bristol
BS31 1DN
Tel - 0800 073 1214**

E-SAFETY POLICY

E-Safety concerns both the safeguarding of children and staff in the digital world. This encompasses both Internet technology, as well as electronic communications.

Social Networking

All staff are made aware of the potential risks of using social networking. Whilst we respect our staff have the right to a private life, they must protect themselves from legal challenge and ensure that they work within the boundaries of professional behaviour.

Staff must ensure:

- No confidential information about the setting or personal data or information about any individual that could breach the Data Protection Act, is disclosed.**
- No negative comments or insults are used regarding the pre-school itself, or its employees, parents and carers - taking care not to allow their interaction on these website to damage relationships between employees and parents of the setting.**
- Any communication between staff regarding change in working hours, being of sick, rates of pay or leader's decisions that you may or may not agree with are not published.**
- If a parent / carer of a child currently at the preschool requests your friendship on a social networking site, it is inappropriate to accept this request. Remain professional at all times.**
- They conduct themselves in a way that is not detrimental to Acorn Pre-School. Therefore they must maintain professionalism, honesty and respect at all times.**

Use of Mobile Phones

Acorn Pre-School has a very basic Samsung mobile phone, which does not have any photo or video facilities. It can literally call and text, for use within the setting.

As well as our main landline (01761 416767), the mobile number (07582 685355) is there for parents to contact us during opening hours.

All staff, students, volunteers and visitors are asked to place their phones in their bags that are stored away from the children's reach. Staff are asked to give the main landline phone number if they are needed in an emergency during the times that they are working - so that private mobile phones are not in use during this time.

In extreme circumstances, if staff, students, volunteers and visitors do need to use mobile phones they ask the permission of the leader (or deputy in her absence) and take it into the lobby / outside where there are no children.

When taking the children in small groups on outings, the pre-school mobile would be taken by the member of staff leading the activity, in case of emergency.

All staff, students, volunteers and visitors are made aware of the importance that this policy is adhered to at all times, safeguarding the children and themselves!

Use of digital photography and videos

At Acorn Pre-School, we use digital photography and video equipment, to provide evidence of children's achievements whilst they are with us. These are used for their developmental records / learning journals (in line with The Early Years Foundation Stage / EYFS September 2012).

Photos are also used to show the opportunities and activities available to our children, for the benefit of our current parents and also to advertise the pre-school, on our website (www.acornpreschool.co.uk).

These photos can only be viewed and are not downloadable. Photographs of the children will NEVER appear on social networking sites.

Written consent is gained from all parent / carers when they register their children with us. Also the children's permission is sought before a practitioner takes a photo of them. This ensures that we safeguard the privacy, dignity and safety of all our children.

All physical photographs are kept in the locked cupboard when Acorn Pre-School is closed. Our laptop and digital equipment, where the images are stored in order to be printed, are also kept in the cupboard. Once a child has left Acorn Pre-School, we ensure that images of them are destroyed and not retained for further use.

All employees are made aware that photographs of children are to be taken only for the reasons stated above and not for their own personal use, ensuring that they are appropriate, non-intrusive and will not cause distress.

UNCOLLECTED CHILDREN

If you are unable to collect your child, for whatever reason, we will need to be informed, by yourself, before the end of the session.

We will require a password which you have agreed with the adult who you wish us to release your child into their care. This is for safety reasons. We will also require them to sign and date our collection book. We will then only allow the child to leave, following authorisation from the leader / deputy leader, as the child's safety is paramount.

If at the end of the session a parent/carer fails to collect their child, we will telephone the home/or emergency contact numbers, including other named persons named on the registration documents.

If we are unsuccessful in contacting someone, two members of staff will continue to wait with the child.

After two hours we will then inform the duty Social Worker:

Bath Locality Team 01225 396312

North East Somerset Locality 01225 396313

Team

Out of hours situations - 01454 615165

Emergency Duty Team

And also OFSTED (0300 123 1231) would be informed of the situation.

It will be then up to them to take charge of the situation and decide what step to take next, whether the police need to be contacted to help trace the parent/carer.

OUTING POLICY

As it is beneficial for children to go on outings to extend their learning, Acorn Pre-school have the following procedures to follow:

- **A letter obtaining written permission from the parents/guardians, given details of the planned visit will be issued.**
- **We will notify the insurers of the planned visit.**
- **Prior to the planned outing, the venue will be checked for potential hazards, (this will be done by means of a risk assessment), to ensure that the facilities are appropriate, (check where the children can eat, locality and suitability of toilets etc).**
- **Modes of transport will be considered, to ensure children's safety. Keeping records of the vehicles and drivers including licenses, insurance and MOT certificates. Ensuring that the maximum seating is not exceeded and that each child will have a seatbelt.**
- **Take account of the current ratio of adults to children, dependent on the age and ability of the children and the nature of the visit. Also catering for the different needs of the children, for example children with disabilities and different cultural requirements.**
- **There will be sufficient first aiders accompanying the children, (all our staff currently hold an up to date First Aid Certificate.**
- **Any practitioners will be made aware of any medication, e.g. Asthma inhalers, should they be needed and how to administer them, (checking records for necessary details), also allergies, special needs and cultural requirements.**

- A first aid kit, essential toiletries, medication, spare clothing, bags and fresh drinking water will be taken on trips.
- The leader will have a list detailing who has gone on the trip, where they have gone, which route they have taken and what time they are coming back. A system will be in place for emergency contacts, for example if we return late etc. The leader will carry the register, taking it regularly throughout the visit, also doing a head count.
- On arrival, the children and adults will be informed of a central meeting place should anyone become detached from the rest of the group. The children will be asked to repeat the instructions to ensure they understand what to do in an emergency.
- All the children will be issued with a sticker, saying Acorn Pre-School and a mobile telephone number, which the leader will carry with her at all times.

OUTINGS - LOST CHILDREN

In the event of a child going missing from the registered provision, whilst in Pre-school or on a walk or outing, the leader would go and look for the child whilst the deputy looks after the other children and another member of staff will contact the police immediately.

Details of the circumstances surrounding the child's disappearance will be written down, in order to help police with their investigation. The police would then be able to advise the registered person in charge, (e.g. leader or deputy), about informing the parents/guardians of the child and the next steps.

We would then inform OFSTED for our own records.

ANTI - BULLYING POLICY

Acorn Pre-School has an anti-bullying policy to meet the Department of Health and Department for Education and Skills requirements, contained in 'Working Together' and 'Don't suffer in Silence' - also to comply with the Human Rights Act 1998.

The definition of bullying is Behaviour by one person or group intended to cause hurt, pain, suffering, humiliation or degradation to another person or group. Acorn Pre-School has a ZERO tolerance policy towards bullying in any form.

All children have a right to an education free from fear, harassment or humiliation. Bullying is a problem both for the bully and victim alike. Best outcomes follow when the Pre-School can work with parents to address concerns about bullying behaviour.

All staff have a responsibility for dealing with these problems, should they arise, and will follow the Conflict Resolution policy and procedures. When behaviour is unacceptable and recurring, the Pre-School will work in partnership with the parent / carers and the child concerned to work out a suitable strategy for management. A plan will be developed between parent / carers and the leader to work together to overcome this problem. This will be reviewed on a regular basis. The pre-school will involve outside agencies for advice and practical help if needed.

COMPLAINTS PROCEDURE

Staff, Parents and Guardians

If a problem should arise, please speak to the Pre-school Leader, Joy Comer.

If a satisfactory outcome is not reached the matter will be passed to: Kelly Brookbank (chairperson), 'Acorn Pre-school Committee'.

If this response is unsatisfactory then please contact:

**OFSTED
The National Business Unit
Piccadilly Gate
Store Street
Manchester
M1 2WD
Tel:- 0300 123 1231**