



10.1 Early years prospectus

Scout HQ

Houchin Drive
Fyfield Essex
CM5 0RF

Telephone: 01277 899678

Email: info@fyfieldpreschool.co.uk

Our setting aims to:

- provide high quality care and education for children below statutory school age;
- work in partnership with parents to help children to learn and develop;
- add to the life and well-being of the local community; and
- offer children and their parents a service that promotes equality and values diversity.

Parents

Parents are regarded as members of our setting who have full participatory rights. These include a right to be:

- valued and respected;
- kept informed;
- consulted;
- involved;
- included at all levels.

As a community based, voluntary managed setting, we also depend on the good will of parents and their involvement to keep going. Membership of the setting carries expectations on parents for their support and commitment.

Children's development and learning

We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer parent helpers;
- has the chance to join in with other children and adults to live, play, work and learn together;

- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- has a personal key person who makes sure each child makes satisfying progress; is in a setting that sees parents as partners in helping each child to learn and develop; and
- is in a setting in which parents help to shape the service it offers.

The Early Years Foundation Stage

The provision for children's development and learning is guided by the Early Years Foundation Stage (DfE 2012). Our provision reflects the four overarching principles of the Statutory Framework for the Early Years Foundation Stage.

A Unique Child

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships

Children learn to be strong and independent through positive relationships.

Enabling Environments

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

Learning and Development

Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.

How we provide for development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Development and Learning comprise:

Prime Areas

Personal, social and emotional development.

Physical development.

Communication and language.

Specific Areas

Literacy.

Mathematics.

Understanding the world.

Expressive arts and design.

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know, and be able to do, by the end of the reception year of their education.

The *Development Matters* guidance sets out the likely stages of progress a child makes along their learning journey towards the Early Learning Goals. Our setting has regard to these matters when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need for:

Personal, social and emotional development

Making relationships;
Self-confidence and self-awareness; and
Managing feelings and behaviour.

Physical development

Moving and handling; and
Health and self-care.

Communication and language

Listening and attention;
Understanding; and
Speaking.

Literacy

Reading; and
Writing.

Mathematics

Numbers; and
Shape, space and measure.

Understanding the world

People and communities;
The world; and
Technology.

Expressive arts and design

Exploring and using media and materials; and
Being imaginative.

Our approach to learning and development and assessment

Learning through play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the Development Matters in the Early Years Foundation Stage guidance to plan and provide a range of play activities, which help children to make progress in each of the areas of learning and development. In some of these activities, children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities, information from 'Development Matters' the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

Characteristics of effective learning

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Development Matters the Early Years Foundation Stage guidance as:

- playing and exploring - engagement;
- active learning - motivation; and
- creating and thinking critically - thinking.

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

Assessment

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they, as parents, are supporting development.

We make periodic assessment summaries of children's achievement based on our ongoing development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals, as well as times of transition, such as when a child moves into a different group or when they go on to school.

The progress check at age two

The Early Years Foundation Stage requires that we supply parents and carers with a short written summary of their child's development in the three prime areas of learning and development: personal, social and emotional development; physical development; and communication and language; when a child is aged between 24 - 36 months. The key person is responsible for completing the check using information from ongoing observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

Records of achievement

The setting keeps a record of achievement for each child. Your child's record of achievement helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work in partnership with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. You and the key person will then decide on how to help your child to move on to the next stage.

Working together for your children

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. We also have volunteer parent helpers, where possible, to complement these ratios. This helps us to:

- give time and attention to each child;
- talk with the children about their interests and activities;
- help children to experience and benefit from the activities we provide; and allow the children to explore and be adventurous in safety.

The staff who work at our setting are:

Name	Job Title	Qualifications and Experience

We are open for		weeks each year.
We are closed		
We are open for		days each week
The times we are open are		
We provide care and education for young children between the ages of		
and		years.

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All of the staff see themselves as partners with parents in providing care and education for their children. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with the staff;
- contributing to the progress check at age two;
- helping at sessions of the setting;
- sharing their own special interests with the children;
- helping to provide and look after the equipment and materials used in the children's play activities;
- being part of the management of the setting where appropriate;

- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- joining in community activities, in which the setting takes part; and
- building friendships with other parents in the setting.

The parents' rota

The setting has a dated rota which parents can sign if they would like to help at a particular session or sessions of the setting. Helping at the session enables parents to see what the day-to-day life of the setting is like and to join in helping the children to get the best out of their activities.

Joining in

Joining the rota is not the only means of taking part in the life of the setting. Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the setting to play the clarinet for the children, show pictures of the local carnival held in their neighbourhood, and show the children their collection of shells.

We welcome parents to drop into the setting to see it at work or to speak with the staff.

Key person and your child

Our setting uses a key person approach. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that the childcare that we provide is right for your child's particular needs and interests. When your child first starts at the setting, she/he will help your child to settle and throughout your child's time at the setting, she/he will help your child to benefit from the setting's activities.

Learning opportunities for adults

As well as gaining childcare qualifications, our staff take part in further training to help them to keep up-to date with thinking about early years care and education. The setting also keeps itself up-to-date with best practice, as a member of the Pre-school Learning Alliance, through Under 5 magazine and other publications produced by the Alliance. The current copy of Under 5 is available for you to read. From time to time the setting holds learning events for parents. These usually look at how adults can help children to learn and develop in their early years.

The setting's timetable and routines

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in the setting are provided in ways that:

- help each child to feel that she/he is a valued member of the setting;
- ensure the safety of each child;
- help children to gain from the social experience of being part of a group; and provide children with opportunities to learn and help them to value learning.

The session

We organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities, which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor playroom.

Snacks and meals

The setting makes snacks and meals a social time at which children and adults eat together. We plan the menus for snacks and meals so that they provide the children with healthy and nutritious food. Please tell us about your child's dietary needs and we will make sure that these are met.

Clothing

We provide protective clothing for the children when they play with messy activities. We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this.

Policies

Copies of the setting's policies and procedures are available for you to see at the setting.

The setting's policies help us to make sure that the service provided by the setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

The staff and parents of the setting work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling the setting to provide a quality service for its members and the local community.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices ensure children against the likelihood of abuse in our settings and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

Special needs

As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The setting works to the requirements of the Special Educational Needs Code of Practice (2001).

Our Special Educational Needs Co-ordinator is	Beccy Jessop
---	--------------

The management of our setting

A parent management committee - whose members are elected by the parents of the children who attend the setting - manages the setting. The elections take place at our Annual General Meeting. The committee is responsible for:

- managing the setting's finances;
- employing and managing the staff;
- making sure that the setting has, and works to, policies that help it to provide a high quality service; and
- making sure that the setting works in partnership with the children's parents.

The Annual General Meeting is open to the parents of all of the children who attend the setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

Fees

The fees are £5.00 per hour and payable termly in advance. Fees must still be paid if children are absent without notice for a short period of time. If your child has to be absent over a long period of time, talk to the Supervisor.

For your child to keep her/his place at the setting, you must pay the fees. We are in receipt of nursery education funding for three and four year olds; where funding is not received, then fees apply.

Starting at our setting

The first days

We want your child to feel happy and safe with us. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle into the setting. Our policy on the Role of the Key Person and Settling-in is available from the Pre-School Supervisor.

We hope that you and your child enjoy being members of our setting and that you both find taking part in our activities interesting and stimulating. The staff are always ready and willing to talk with you about your ideas, views or questions.

This policy was adopted at a meeting of	Fyfield Preschool Committee
Held on	November 2016
Date to be reviewed	November 2017
Signed on behalf of the provider	
Name of signatory	Nicola Daly
Role of signatory (e.g. chair, director or owner)	Chairperson



10.2 Admissions

Policy statement

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

Procedures

We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.

We ensure that information about our setting is accessible and provided in written and spoken form.

We will provide translated written materials where language needs of families suggest this is required, as well as access to an interpreter. Where necessary, we will try to provide information in Braille, or through British Sign Language.

We operate a waiting list when sessions are full. Our policy may take into account the following:

- the vicinity of the home to the setting; and
- siblings already attending the setting.

We keep a place vacant, if this is financially viable, to accommodate an emergency admission.

We describe our setting and its practices in terms that make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders.

We describe how our practices treat each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion and ethnicity or from English being a newly acquired additional language.

We describe how our practices enable children and/or parents with disabilities to take part in the life of the setting.

We monitor the gender and ethnic background of children joining the group to ensure that our intake is representative of social diversity.

We make our Valuing Diversity and Promoting Equality Policy widely known.

We consult with families about the opening times of the setting to ensure we accommodate a broad range of families' needs.

We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.

This policy was adopted at a meeting of	Fyfield Preschool Committee
Held on	November 2016
Date to be reviewed	November 2017
Signed on behalf of the provider	
Name of signatory	Nicola Daly
Role of signatory (e.g. chair, director or owner)	Chairperson



10.3 Application to join

10.4 Registration form

This policy was adopted at a meeting of	Fyfield Preschool Committee
Held on	November 2016
Date to be reviewed	November 2017
Signed on behalf of the provider	
Name of signatory	Nicola Daly
Role of signatory (e.g. chair, director or owner)	Chairperson



10.5 Parental involvement

Policy statement

We believe that children benefit most from early years education and care when parents and settings work together in partnership.

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

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

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

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

Procedures

We have a means to ensure all parents are included - that may mean we have different strategies for involving fathers, or parents who work or live apart from their children.

We consult with all parents to find out what works best for them.

We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.

We inform all parents about how the setting is run and its policies, through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.

We encourage and support parents to play an active part in the governance and management of the setting.

We inform all parents on a regular basis about their children's progress.

We involve parents in the shared record keeping about their children - either formally or informally – and ensure parents have access to their children's written developmental records.

We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.

We inform parents about relevant conferences, workshops and training.

We consult with parents about the times of meetings to avoid excluding anyone.

We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.

We hold meetings in venues that are accessible and appropriate for all.

We welcome the contributions of parents, in whatever form these may take.

We inform all parents of the systems for registering queries, complaints or suggestions and we check to ensure these are understood. All parents have access to our written complaints procedure.

We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.

In compliance with the Safeguarding and Welfare Requirements, the following documentation is in place:

- Admissions Policy.
- Complaints procedure.
- Record of complaints.
- Developmental records of children.

This policy was adopted at a meeting of	Fyfield Preschool Committee
Held on	November 2016
Date to be reviewed	November 2017
Signed on behalf of the provider	
Name of signatory	Nicola Daly
Role of signatory (e.g. chair, director or owner)	Chairperson

Other useful Pre-school Learning Alliance publications

- Complaint Investigation Record (2012)
- Engaging Mothers & Fathers (2010)
- Safeguarding Children (2010)
- Looking at Learning Together (2005)
- The First and Foremost Series (2008)



Safeguarding and Welfare Requirement: Information and Records

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to ensure the needs of all children are met.

10.6 Children's records

Policy statement

We have record keeping systems in place that meet legal requirements; the means we use to store and share that information takes place within the framework of the Data Protection Act (1998) and the Human Rights Act (1998).

This policy and procedure is taken in conjunction with the Confidentiality and Client Access to Records Policy and the Information Sharing Policy.

Procedures

We keep two kinds of records on children attending our setting:

Developmental records

These include observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports.

These are usually kept in the playroom and can be freely accessed, and contributed to, by staff, the child and the child's parents.

Personal records

These include registration and admission forms, signed consent forms, correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.

These confidential records are stored in a lockable file or cabinet and are kept secure by the person in charge in an office or other suitably safe place.

Parents have access, in accordance with our Client Access to Records Policy, to the files and records of their own children, but do not have access to information about any other child.

Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.

We retain children's records for three years after they have left the setting, except records that relate to an accident or child protection matter, which are kept until a child reaches the age of 21 years. These are kept in a secure place.

Other records

We keep a daily record of the names of the children we are caring for, their hours of attendance and the names of their key person.

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

Students on Pre-school Learning Alliance or other recognised qualifications and training, when they are observing in the setting, are advised of our Confidentiality and Client Access to Records Policy and are required to respect it.

Legal framework

Data Protection Act (1998)

Human Rights Act (1998)

Further guidance

Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

This policy was adopted at a meeting of	Fyfield Preschool Committee
Held on	November 2016
Date to be reviewed	November 2017
Signed on behalf of the provider	
Name of signatory	Nicola Daly
Role of signatory (e.g. chair, director or owner)	Chairperson



Safeguarding and Welfare Requirement: Information and Records

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

10.7 Provider records

Policy statement

We keep records and documentation for the purpose of maintaining our business. These include:

- Records pertaining to our registration.
- Landlord/lease documents and other contractual documentation pertaining to amenities, services and goods.
- Financial records pertaining to income and expenditure.
- Risk assessments.
- Employment records of staff including their name, home address and telephone number.
- Names, addresses and telephone numbers of anyone else who is regularly in unsupervised contact with the children.

We consider our records as confidential based on the sensitivity of information, such as with employment records. These confidential records are maintained with regard to the framework of the Data Protection Act (1998) and the Human Rights Act (1998).

This policy and procedure is taken in conjunction with the Confidentiality and Client Access to Records Policy and Information Sharing Policy.

Procedures

All records are the responsibility of the management team who ensure they are kept securely.

All records are kept in an orderly way in files and filing is kept up-to-date.

Financial records are kept up-to-date for audit purposes.

Health and safety records are maintained; these include risk assessments, details of checks or inspections and guidance etc.

Our Ofsted registration certificate is displayed.

Our Public Liability insurance certificate is displayed.

All our employment and staff records are kept securely and confidentially.

We notify Ofsted of any change:

- in the address of the premises;
- to the premises which may affect the space available to us or the quality of childcare we provide;
- to the name and address of the provider, or the provider's contact information;
to the person managing the provision;

- any significant event which is likely to affect our suitability to look after children; or any other event as detailed in the Statutory Framework for the Early Years Foundation Stage (DfE 2012).

Legal framework

Data Protection Act 1998
Human Rights Act 1998

This policy was adopted at a meeting of	Fyfield Preschool Committee
Held on	November 2016
Date to be reviewed	November 2017
Signed on behalf of the provider	
Name of signatory	Nicola Daly
Role of signatory (e.g. chair, director or owner)	Chairperson

Other useful Pre-school Learning Alliance publications

Accident Record (2010)
Accounts Record (2005)
Safeguarding Children (2010)
Recruiting and Managing Employees (2010)
Financial Management (2010)
Medication Record (2010)
Daily Register and Outings Record (2012)
Managing Risk (2009)
Complaints Investigation Record (2012)



Safeguarding and Welfare Requirement: Information and Records

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

10.8 Transfer of records to school

Policy statement

We recognise that children sometimes move to another early years setting before they go on to school, although many will leave our setting to enter a nursery or reception class.

We prepare children for these transitions and involve parents and the receiving setting or school in this process. We prepare records about a child's development and learning in the Early Years Foundation Stage in our setting; in order to enable smooth transitions, we share appropriate information with the receiving setting or school at transfer.

Confidential records are shared where there have been child protection concerns according to the process required by our Local Safeguarding Children Board.

The procedure guides this process and determines what information we can and cannot share with a receiving school or setting.

Procedures

Transfer of development records for a child moving to another early years setting or school

Using the Development Matters in the Early Years Foundation Stage guidance and our assessment of children's development and learning, the key person will prepare a summary of achievements in the seven areas of learning and development.

The record refers to:

- any additional language spoken by the child and his or her progress in both languages;
- any additional needs that have been identified or addressed by the setting;
- any special needs or disability, whether a CAF was raised in respect of special needs or disability, whether there is a Statement of Special Educational Needs, and the name of the lead professional.

The record contains a summary by the key person and a summary of the parent's view of the child. The document may be accompanied by other evidence, such as photos or drawings that the child has made.

When a child transfers to a school, most local authorities provide an assessment summary format or a transition record, which we will follow as applicable.

If there have been any welfare or protection concerns, a star is placed on the front of the assessment record

Transfer of confidential information

The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in the setting and what was done about them.

A summary of the concerns will be made to send to the receiving setting or school, along with the date of the last professional meeting or case conference. Some Local Safeguarding Children Boards will stipulate the forms to be used and provide these.

Where a CAF has been raised in respect of any welfare concerns, the name and contact details of the lead professional will be passed on to the receiving setting or school.

Where there has been a s47 investigation regarding a child protection concern, the name and contact details of the child’s social worker will be passed on to the receiving setting or school – regardless of the outcome of the investigation.

This information is posted or taken to the school or setting, addressed to the setting or school’s designated person for child protection and marked as 'confidential'.

Legal framework

- Data Protection Act (1998)
- Freedom of Information Act (2000)
- Human Rights Act (1998)
- Children Act (1989)

Further guidance

- What to do if You're Worried a Child is Being Abused (HMG 2006)
- Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

This policy was adopted at a meeting of	Fyfield Preschool Committee
Held on	November 2016
Date to be reviewed	November 2017
Signed on behalf of the provider	
Name of signatory	Nicola Daly
Role of signatory (e.g. chair, director or owner)	Chairperson



Safeguarding and Welfare Requirement: Information and Records

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

10.9 Confidentiality and client access to records

Policy statement

'Confidential information is information that is not normally in the public domain or readily available from another source, it should have a degree of sensitivity and value and be subject to a duty of confidence. A duty of confidence arises when one person provides information to another in circumstances where it is reasonable to expect that the information will be held in confidence.'

Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

In our setting, staff and managers can be said to have a 'confidential relationship' with families. 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 their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements; the means we use to store and share that information takes place within the framework of the Data Protection Act (1998) and the Human Rights Act (1998).

Confidentiality procedures

We always check whether parents regard the information they share with us to be confidential or not.

Some parents may share information about themselves with other parents as well as staff; the setting cannot be held responsible if information is shared beyond those parents whom the person has 'confided' in.

Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it.

We inform parents when we need to record confidential information beyond the general personal information we keep (see our Children's Records Policy) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.

We keep all records securely (see our Children's Records Policy).

Client access to records procedures

Parents may request access to any confidential records held on their child and family following the procedure below:

Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the setting leader or manager.

The setting leader informs the management team and sends a written acknowledgement.
The setting commits to providing access within 14 days, although this may be extended.

The setting's leader and chair, director or owner prepare the file for viewing.

All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. Copies of these letters are retained on file.

'Third parties' include all family members who may be referred to in the records.

It also includes workers from any other agency, including children's social care, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.

When all the consents/refusals to disclose have been received, these are attached to the copy of the request letter.

A photocopy of the complete file is taken.

The setting leader and chair, director or owner go through the file and remove any information which a third party has refused consent to disclose. A thick black marker is used, to score through every reference to the third party and information they have added to the file.

What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.

The 'clean copy' is photocopied for the parents, who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by the setting leader, so that it can be explained.

Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another (third party) agency.

All the undertakings above are subject to the paramount commitment of the setting, which is to the safety and well-being of the child. Please see also our policy on Safeguarding Children and Child Protection

Legal framework

- Data Protection Act (1998)
- Human Rights Act (1998)

Further guidance

Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

This policy was adopted at a meeting of	Fyfield Preschool Committee
Held on	November 2016
Date to be reviewed	November 2017
Signed on behalf of the provider	
Name of signatory	Nicola Daly
Role of signatory (e.g. chair, director or owner)	Chairperson



Safeguarding and Welfare Requirement: Information and Records

Confidential information and records about staff and children must be held securely and only accessible and available to those who have a right or professional need to see them.

10.10 Information sharing

'Practitioners need to understand their organisation's position and commitment to information sharing. They need to have confidence in the continued support of their organisation where they have used their professional judgement and shared information professionally.'

Information Sharing: Guidance for Practitioners and Managers (DCSF 2008).

Policy statement

We recognise that parents have a right to know that the information they share with us will be regarded as confidential, as well as to be informed about the circumstances when, and the reasons why, we are obliged to share information.

We are obliged to share confidential information without authorisation from the person who provided it, or to whom it relates, if it is in the public interest. That is when:

- it is to prevent a crime from being committed or to intervene where one may have been, or to prevent harm to a child or adult; or
- not sharing it could be worse than the outcome of having shared it.

The decision should never be made as an individual, but with the back-up of the management team. The three critical criteria are:

- Where there is evidence that the child is suffering, or is at risk of suffering, significant harm.
- Where there is reasonable cause to believe that a child may be suffering, or is at risk of suffering, significant harm.
- To prevent significant harm arising to children and young people or adults, including the prevention, detection and prosecution of serious crime.

Procedures

Our procedure is based on the seven golden rules for information sharing as set out in Information Sharing: Guidance for Practitioners and Managers (DCSF 2008).

Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.

Our policy and procedures on Information Sharing provide guidance to appropriate sharing of information with external agencies.

Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could, be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

In our setting we ensure parents:

- receive information about our Information Sharing Policy when starting their child in the setting and that they sign our Registration Form to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult;
- have information about our Safeguarding Children and Child Protection Policy; and
- have information about the other circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.

Seek advice if you are in any doubt, without disclosing the identity of the person where possible.

Managers contact children's social care for advice where they have doubts or are unsure.

Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgment, that lack of consent can be overridden in the public interest. You will need to base your judgment on the facts of the case.

Guidelines for consent are part of this procedure.

Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.

In our setting we:

- record concerns and discuss these with the setting's designated person and/or designated officer from the management committee for child protection matters;
- record decisions made and the reasons why information will be shared and to whom; and
- follow the procedures for reporting concerns and record keeping.

Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.

Our Safeguarding Children and Child Protection Policy and Children's Records Policy set out how and where information should be recorded and what information should be shared with another agency when making a referral.

Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Where information is shared, the reasons for doing so are recorded in the child's file; where it is decided that information is not to be shared that is recorded too.

Consent

Parents have a right to be informed that their consent to share information will be sought in most cases, as well as the kinds of circumstances when their consent may not be sought, or their refusal to give consent may be overridden. We do this as follows:

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.

- We may cover this verbally when the child starts or include this in our prospectus. Parents sign our Registration Form at registration to say they understand this.
- Parents are asked to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider/school.
- Copies are given to parents of the forms they sign.

We consider the following questions when we need to share:

- Is there legitimate purpose to sharing the information?
- Does the information enable the person to be identified?
- Is the information confidential?
- If the information is confidential, do we have consent to share?
- Is there a statutory duty or court order requiring us to share the information?
- If consent is refused, or there are good reasons not to seek consent, is there sufficient public interest for us to share information?
- If the decision is to share, are we sharing the right information in the right way?
- Have we properly recorded our decision?

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

Legal framework

Data Protection Act (1998)
Human Rights Act (1998)

Further guidance

Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

This policy was adopted at a meeting of	Fyfield Preschool Committee
Held on	November 2016
Date to be reviewed	November 2017
Signed on behalf of the provider	
Name of signatory	Nicola Daly
Role of signatory (e.g. chair, director or owner)	Chairperson



Safeguarding and Welfare Requirement: Information and Records

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

10.11 Working in partnership with other agencies

Policy statement

We work in partnership with local and national agencies to promote the well-being of all children.

Procedures

We work in partnership, or in tandem with, local and national agencies to promote the well-being of children.

Procedures are in place for the sharing of information about children and families with other agencies. These are set out in the Information Sharing Policy, Safeguarding Children and Child Protection Policy and the Supporting Children with Special Educational Needs Policy.

Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.

When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.

We follow the protocols for working with agencies, for example on child protection.

Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child(ren) during their visit.

Our staff do not casually share information or seek informal advice about any named child/family.

When necessary, we consult with local and national agencies who offer a wealth of advice and information that help us to develop our understanding of the issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

This policy was adopted at a meeting of	Fyfield Preschool Committee
Held on	November 2016
Date to be reviewed	November 2017
Signed on behalf of the provider	
Name of signatory	Nicola Daly
Role of signatory (e.g. chair, director or owner)	Chairperson

Safeguarding and Welfare Requirement: Information and Records

Providers must maintain records and obtain and share information to ensure the safe and efficient

management of the setting, and to help ensure the needs of all children are met.



10.12 Making a complaint

Policy statement

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

Procedures

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

Making a complaint

Stage 1

Any parent who has a concern about an aspect of the setting's provision talks over, first of all, his/her concerns with the setting leader. 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 moves to this stage of the procedure by putting the concerns or complaint in writing to the setting leader and the management team.

For parents who are not comfortable with making written complaints, there is a template form for recording complaints in the Complaint Investigation Record; the form may be completed with the person in charge and signed by the parent.

The setting stores written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, the setting leader may wish to store all information relating to the investigation in a separate file designated for this complaint.

When the investigation into the complaint is completed, the setting leader or manager 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 summative points are logged in the Complaint Investigation Record.

Stage 3

If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the setting leader and the chair, director or owner. The parent may have a friend or partner present if they prefer and the leader should have the support of the management team.

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 Complaint Investigation Record.

Stage 4

If at the stage three meeting the parent and setting 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.

Staff or volunteers within the Pre-school Learning Alliance are appropriate persons to be invited to act as mediators.

The mediator keeps all discussions confidential. S/he can hold separate meetings with the setting personnel (setting leader and chair, director or owner) 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, the setting leader and the chair, director or owner is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.

A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

The role of the Office for Standards in Education, Children's Services and Skills (Ofsted) and the Local Safeguarding Children Board

Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.

The number to call Ofsted with regard to a complaint is:

*Member of Pre-School Learning Alliance Registered by OFSTED -EY269973
Registered Charity Number 1048611*

These details are displayed on our setting's notice board.

If a child appears to be at risk, our setting follows the procedures of the Local Safeguarding Children Board.

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 in relation to our setting, or the children or the adults working in our setting, is kept; including the date, the circumstances of the complaint and how the complaint was managed.

The outcome of all complaints is recorded in the Complaint Investigation Record, which is available for parents and Ofsted inspectors on request.

This policy was adopted at a meeting of	Fyfield Preschool Committee
Held on	November 2016
Date to be reviewed	November 2017
Signed on behalf of the provider	
Name of signatory	Nicola Daly
Role of signatory (e.g. chair, director or owner)	Chairperson

Other useful Pre-school Learning Alliance publications

Complaint Investigation Record (2012)

Safeguarding and Welfare Requirement: Information and Records

Providers must put in place a written procedure for dealing with concerns and complaints from parents and/or carers.



10.13 Social Networking Policy

This social networking policy applies to members of staff, students, committee members, volunteers at Fyfield Pre-School.

This policy also applies to parent/carers of children who attend Fyfield Pre-school

Social media, professional networking sites, and personal Web sites are all useful technologies and every employee has an opportunity to express and communicate on-line in many ways, and the management and pre-school committee do not wish to discourage an on-line presence. However, Fyfield Pre-School does not encourage staff, students, committee members and volunteers to write about their work in any way and would request them not to do so.

Above all else, everyone needs to use good judgement on what material makes its way on-line.

This policy will set forth guidelines that employees should follow for all on-line communications in reference to the preschool: This policy includes (but is not limited to) the following specific technologies:

- Personal Blogs
- Twitter
- Facebook
- MySpace
- Personal Web sites

Responsibility

At no times should any posts be made in reference to Fyfield Pre-School children, parents or other professionals that employees or students may come in to contact with through work. At no time must any photographs or materials be published that identify the setting, its children and pictures of staff may only be used with the express permission of the staff members concerned.

Any member of staff or student found to be posting remarks or comments that breach confidentiality and or are deemed to be of a detrimental nature to the Pre-School or other employees or posting/publishing photographs of the setting, children or staff unless staff permission has been gained may face disciplinary action in line with the Pre-School's disciplinary procedures. Students will be asked to leave immediately.

Guidelines

Fyfield Pre-School employees, visiting students, volunteers and committee members are encouraged to use the following guidelines in social networking practices:

Remember that no information sent over the web is totally secure and as such if you do not wish the information to be made public refrain from sending it over a social network site.

Even though you may think you are anonymous or use an alias you may be recognised.

Maintain professionalism, honesty, and respect.

Apply a "good judgement" test for every social networking post that you make. Could you be guilty of leaking information, discussing confidential information? Is it negative commentary regarding Fyfield Pre-School or its employees?

Furthermore if a staff member becomes aware of any social networking activity that identifies or makes reference to Fyfield Pre-School please advise the manager immediately.

Any on-line communication regarding proprietary information such as redundancies, strategic decisions, or reduction of working hours deemed inappropriate for uncoordinated public exchange is forbidden.

This policy was adopted at a meeting of	Fyfield Preschool Committee
Held on	November 2016
Date to be reviewed	November 2017
Signed on behalf of the provider	
Name of signatory	Nicola Daly
Role of signatory (e.g. chair, director or owner)	Chairperson



WHISTLEBLOWING – GUIDANCE

Definition:

Whistleblowing is raising a concern about malpractice within an organisation.

Whistle blowing encourages and enables employees, students, volunteers and committee members to raise serious concerns within the organisation of Fyfield Pre-School rather than overlooking a problem or “blowing the whistle outside”.

Fyfield Pre-School is committed to the highest possible standards of openness, probity and accountability. In line with that commitment we expect employees, and others that we deal with, who have serious concerns about any aspect of our work to come forward and voice their concerns.

The 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.

Condition For Raising Concerns

The Public Interest Disclosure Act 1998 legislation and this policy offers protection only if the:

- Internal disclosure is made in good faith and there is reasonable suspicion that the alleged malpractice has occurred is occurring or is likely to occur.
- Disclosure to a Regulator (e.g. Ofsted and LSCB,) meets the above criteria and the member of staff concerned honestly and reasonably believes the allegations are substantially true.

Fyfield Pre-School recognises that the decision to report a concern can be difficult one to make. If what is being said is true, there should be nothing to fear because the relevant party will be doing their duty to their employer and those that Fyfield Pre-school provides a service for. All concerns will be treated in confidence and every effort will be made not to reveal the identity of the whistle blower if they so wish. At the appropriate time, however, they may need to come forward as a witness.

Fyfield Pre-School is committed to good practice and high standards and wants to be supportive of employees. Fyfield Pre-School will not tolerate any harassment or victimisation (including informal pressures) and will take appropriate action to protect their staff when they raise a concern. Any investigation into allegations of potential malpractice will not influence or be influenced by any disciplinary or redundancy procedures that already affect the staff.

For protection under the legislation external disclosure must also meet one or more of the following conditions:

- The employee believed s/he would be victimised if s/he raised the matter internally
- There is no prescribed regulator and the employee believed the evidence would be concealed or destroyed
- The concern had already been raised with the employer or regulator and had not been dealt with adequately or appropriately
- The concern is of an exceptionally serious nature.

An employee or volunteer who, acting in good faith, wishes to raise such a concern should normally report the matter to the manager, Sally Hadland or, if this is not possible to the Chair of the Pre-School Committee, 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 with the support of the Local Authority Designated Officer if necessary.

If an employee or volunteer feels the matter cannot be discussed or resolved with the manager or the owner he or she should contact the Local Authority Designated Officer (LADO) or OFSTED on 0300 123 3155 for advice on what steps to follow.

Any disclosures 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.

This policy was adopted at a meeting of	Fyfield Preschool Committee
Held on	November 2016
Date to be reviewed	November 2017
Signed on behalf of the provider	
Name of signatory	Nicola Daly
Role of signatory (e.g. chair, director or owner)	Chairperson