

# Ben Rhydding Pre-School's Practice Policy and Procedures

Ben Rhydding Pre-School

January 2024

Signed by Chairperson(s):



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## Aims

It is our intention to make Ben Rhydding Pre-school ("Pre-School") accessible to children and families from all sections of the local community through open, fair and clearly communicated procedures. We aim for all children in our care to feel safe, happy, and eager to participate and to learn.

This policy is designed to provide you with an introduction to Ben Rhydding Pre-School, our routines, our approach to supporting your child's learning and development and how we aim to work together with you to best meet your child's individual needs

## Objectives

- When children join the setting, they need to feel safe, happy and eager to participate and learn. It is their *entitlement* to be settled comfortably into a new environment.
- To feel securely settled and ready to learn, children from two to five years need to form attachments with adults who care for them, primarily to a key person, but also with other adults and children too. In this way children feel part of a community of learners; they can contribute to that community and receive from it.
- Prime times of the day make the very best of routine opportunities to promote 'tuning-in' to the child emotionally and create opportunities for learning. We actively promote British values, inclusion, equality of opportunity and the valuing of diversity.
- We operate a positive behaviour management approach. Our behaviour policy and procedures cover how staff should respond to all aspects of behaviour, including children who exhibit challenging behaviour towards other children.

Our approach to learning is based on the following statements;

1. Learning is a lifelong process, which enables children and adults to contribute to and shape their world. Our values promote children's curiosity and foster a love of learning.
2. We want the curriculum we provide to help children to learn to:
  - be confident and independent
  - be aware of and responsive to their feelings
  - make caring and thoughtful relationships with other people
  - become increasingly curious about the world around them
3. We provide a wide range of interesting child-chosen and adult-initiated activities which:
  - give children opportunities to use all their senses
  - help children of different ages and stages to play together
  - help children be the directors of their own learning
  - help children develop an inquiring and questioning attitude to the world around them

## Pre-School and your child's early education

Welcome to Ben Rhydding Pre-School and we look forward for your child starting with us. We know how important your child is and aim to deliver the highest quality of education and care to help them to achieve their best.

Our setting aims to:

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

## Parents

You are regarded as 'trustees' 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

## Children's development and learning

We aim to ensure that each child:

- is in a safe and stimulating environment
- has a named key person who makes sure each child makes satisfying progress and is your link to our setting
- is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer 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
- is in a setting that sees parents as partners in helping each child to learn and develop
- is in a setting in which parents help to shape the service it offers

## About The Early Years Foundation Stage

Provision for the development and learning of children from birth to five years is guided by the Early Years Foundation Stage. Pre-Schools provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage* (DfE 2024):

### 1. A Unique Child

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

### 2. Positive Relationships

Children learn to be strong and independent through positive relationships.

### **3. Enabling Environments**

Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between educators, parents and/or carers.

### **4. Learning and Development**

Children develop and learn 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 (SEND).

**The Areas of Learning and Development comprise:**

#### **Prime Areas**

- Personal, social and emotional development.
- Physical development.
- Communication and language.

#### **Specific Areas**

- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

## **Our approach to learning and development and assessment**

Alongside the Early Years Framework, we refer to the non-statutory curriculum guidance 'Development Matters' to support our planning and assessment cycle. We use the children's interests and their next steps in learning to create a curriculum that is ambitious and meets every child's needs.

### **Learning through play**

Being active and playing supports young children's learning and development through doing and talking. We use the EYFS education programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves and activities planned and led by educators.

### **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 Early Years Foundation Stage as:

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

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

## **Assessment**

We assess how young children are learning and developing by observing them. We use information that we gain from observations of the children, to understand their progress and where this may be leading them. We believe that parents know their children best and we will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development.

Half termly we make assessment summaries of children's achievements based on our on-going observations. During staff meetings we have a professional discussion around each child and this help us to build a picture of a child's progress during their time with us.

## **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. We aim to complete this within their first term at Pre-School.

Your child's key person is responsible for completing the check using information from on-going observations carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals. Parents are invited to meet with their child's key worker and discuss their child's progress at a mutually convenient time.

## **Completing the progress check at age two**

- Where any concerns about your child's learning and development are raised these are discussed with the parents, the SENCo and the manager.
- If concerns arise about your child's welfare, they must be addressed through our Safeguarding Policy.
- The key person must be clear about the aims of the progress check as follows:
  - to review a child's development in the three prime areas of the EYFS
  - to ensure that parents have a clear picture of their child's development
  - to enable educators to understand the child's needs and, with support from educators, enhance development at home
  - note areas where a child is progressing well and identify any areas where progress is less than expected
  - describe actions the provider intends to take to address any developmental concerns (working with other professionals as appropriate)

## **Learning journeys**

We keep an online learning journey for each child through Tapestry. Your child's learning journey 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.

## 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.

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
- allow the children to explore and be adventurous in safety

The staff who work at our setting are:

Name	Job Title	Qualifications and Experience
Sarah Irwin	Pre-School Manager & DSL	<ul style="list-style-type: none"> <li>• PGCE – Early Years and Primary Education</li> </ul>
Helen Northway	Business Manager & DSL	<ul style="list-style-type: none"> <li>• HND Business &amp; Finance BTEC</li> <li>• Post Grad. In Marketing Management</li> </ul>
Becky Nash	Deputy Manager	<ul style="list-style-type: none"> <li>• Level 3 diploma childcare practitioner</li> </ul>
Helen Tear	Practitioner	<ul style="list-style-type: none"> <li>• Diploma in Pre-School Practice (DPP) level 3</li> </ul>
Janelle Hein	Practitioner	<ul style="list-style-type: none"> <li>• Level 3 Child Care &amp; Education</li> </ul>
Imy Gurney	Practitioner	<ul style="list-style-type: none"> <li>• B.Ed (Hons) Level 6</li> </ul>
Samatha Slassor	Practitioner	<ul style="list-style-type: none"> <li>• NVQ level 3</li> </ul>
Heidi Hoad	Practitioner	<ul style="list-style-type: none"> <li>• PGCE Primary Education</li> </ul>
Hannah Lyons	Practitioner & DSL	<ul style="list-style-type: none"> <li>• NVQ L2, Children's Learning &amp; Development</li> </ul>
Jo Higgs	Practitioner	<ul style="list-style-type: none"> <li>• Training in Level 2 Children's Learning &amp; Development</li> </ul>
Lana Slaveska	General Assistant	

## **Parent Partnership**

Pre-School recognises parents as the first and most important educators of their children. All our 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 our setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with our staff
- contributing to the progress check at age two
- sharing their own special interests with the children
- being part of the committee
- joining in community activities, in which the setting takes part
- building friendships with other parents in the setting
- attending stay and play, open days and trips.

## **The role of the key person**

Our setting uses a key person approach. This means that all practitioners have 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 and early education 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 our activities.

- A key person builds an on-going relationship with the child and his/her parents and is committed to that child's well-being.
- Every child that attends is allocated a key person before they begin settling in
- If needed, due to sessions they attend, a 'secondary' key person is also identified.
- The number of children for each key person takes into account the individual needs of children and the capacity of the key person to manage their cohort; it is also influenced by part-time places and part time staff.
- Photographs of key persons and their key groups are displayed clearly.
- The key person is responsible for the child's developmental records, completing the progress check at age two, and for sharing information about progress with the child's parents.
- The key person helps to ensure that every child's learning and care is tailored to meet their individual needs.
- If a child's progress in any of the prime areas gives cause for concern, the key person must discuss this with the setting manager or SENCO and the child's parents.



## The setting's timetable and routines

We open term time only, which is 38 weeks a year. We are open Monday to Friday.

Sessions are 9am – 12pm or 9am – 3pm every day.

Early Bird drop off at 8:45am.

Lunch club is 12pm – 1pm.

Wednesday and Thursday – after school club 3pm – 4pm.

The routines and activities that make up the day in our 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
- 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 adult-led or child-initiated activities. We set up activities designed to 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 all areas of learning and development, including their health and their knowledge of the world around them.

### Arrivals and departures

Arrivals and departures are key times in the day and make the very best of routine opportunities to promote 'tuning-in' to the child emotionally and to create opportunities for learning. We aim to make the transition from parent to Pre-School as smooth and happy as possible as well as recognising that these times of day also pose a certain level of risk as parents and carers come and go. All staff are aware of the potential risks and take measures to minimise them.

#### Arrivals

- A staff member welcomes each child at the sliding door at the beginning of each day (9am) or Early Birds (8:45).
- Another staff member stands at the entrance to the playroom sees the children in through the door, ensuring the gate closes behind each person as they enter. Their name is ticked on the register as they come in.
- Other staff will then greet the children and encourage them to pick up their name cards and choose an activity.
- A further whole group 'main' register is taken at carpet time around 9.15 am.
- If a child who is expected fails to arrive, the management team is immediately notified so that they can contact the child's parents to find out why the child is absent following procedure.

- The member of staff ensures there is a clear indication of who will be collecting the child, and at what time.
- We encourage parents to say goodbye to their child and say when they are coming back, such as 'after lunch', rather than just 'later'.

### **Injuries noted on arrival**

If a child is noted to have visible injuries when they arrive at the setting the parent needs to fill out a 'Incident not in setting form'

### **Departures**

- The member of staff on 'door out' will greet parents when they arrive. They hand over the child personally and enter the time of departure in the register. Any accident forms are discussed and signed on Tapestry.
- Only persons aged over 16 years should normally collect children. If a parent has no alternative, then this is agreed with the setting manager and a risk assessment completed and signed by the parent. In all cases the Pre-School manager will ask the parents to ensure that in future alternative arrangements are made. If the parent is under 16 years of age a risk assessment will be completed. No child will be collected by anyone who has not reached 14 years of age.
- Practitioners verbally exchange information with parents.
- Confidential information should be shared with the Pre-School manager to pass on.

### **Snacks and meals**

Children are supervised during mealtimes and always remain within sight and hearing of staff. Fresh drinking water is available to children all day.

We plan snacks so that they provide the children with healthy and nutritious food. Your child's dietary needs are requested within induction paperwork. If an allergy arises, please inform staff immediately.

### **Snack times**

- A healthy snack is prepared mid-morning and mid-afternoon. This will consist of a carbohydrate and a choice of two fruits or vegetables in the morning and fruit only in the afternoon.
- Children may be given little jobs to help set the table with the number of cups or plates. Small, lidded plastic jugs are provided with choice of milk or water and children are encouraged to pour their own drinks.
- Children wash their hands before and after snack-time.
- Snack operates as a rolling snack bar that remains open for 30 minutes. Children arrive as they want snack and leave when they have had enough. Children are not made to leave their play if they do not want to have a snack.
- Staff join in conversation and encourage children's independence by allowing them to pour drinks, butter toast, cut fruit etc.

### **Lunch time**

- Children wash their hands and sit down next to their lunch box.
- Children are given time to eat at their own pace and are not hurried.

- In order to protect children with food allergies or specific dietary requirements, children are discouraged from sharing and swapping their food with one another. See our Health Policy for full details.
- Mealtimes are relaxed opportunities for social interaction between children and the adults who care for them.

Information for parents is displayed on the parent's notice board, including:

- Ten Steps for Healthy Toddlers [https://infantandtoddlerforum.org/media/upload/pdf-downloads/HR\\_toddler\\_booklet\\_green.pdf](https://infantandtoddlerforum.org/media/upload/pdf-downloads/HR_toddler_booklet_green.pdf)
- Identification of any foods containing allergens using our allergen matrix.

## **Intimate care, nappy changing and toileting**

Nappy changing times are key times in the day for being close and promoting security as well as for communication, exploration and learning.

- Young children are changed within sight or hearing of other staff whilst maintaining their dignity and privacy at all times.
- The register has a self-care list to track each child and ensure they are changed regularly.
- Nappy changing areas are warm; there are no bright lights shining down in children's eyes.
- There are mobiles or other objects of interest to take the child's attention.
- All members of staff are familiar with the hygiene procedures and carry these out when changing nappies.
- Staff ensure that nappy changing is relaxed and a happy time for children
- Staff never turn their back on a child or leave them unattended on a changing mat.
- Very soft, watery stools are signs of diarrhoea; strict hygiene needs to be carried out in cleaning the changing area to prevent spread of infection.
- Sometimes a child may have a sore bottom. This must be noted and discussed with the parent and nappy cream such as Sudocrem or metanium will be applied. Permission is given on initial information form.
- Older children use the potty or toilet when needed and are encouraged to be independent, though staff are always on hand to support.
- Members of staffs will wipe older children's bottoms when the child has asks for help.
- Parents are encouraged to provide enough changes of clothes for 'accidents' when children are potty training.

## **Clothing**

We provide protective clothing for the children when they play with messy activities but we encourage you to dress your child in clothes that can get messy. We encourage children to gain the skills that help them to be independent, including taking themselves to the toilet or and putting on outdoor clothes, therefore we recommend dressing your child in clothing that is easy for them to manage.

## **Sleep and rest time**

Some younger children will need to sleep during the day. We do not have a designated sleep time, but we can offer sleeping mats and blankets to a child if they need a rest. No child is made to sleep. We follow procedure as per our sleep policy.

## **Special educational needs**

To make sure that our provision meets the needs of each individual child, we take account of any special educational needs a child may have. We work to the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).

See our separate policy for further details.

Our Special Educational Needs Co-ordinator is Sarah Irwin

The deputy SENDCo is Becky Nash

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## **The management of our setting**

Our setting is a charity and as such is managed by a volunteer management committee - whose members are elected by the parents of the children who attend our setting. The elections take place at our Annual General Meeting. The committee make up the registered person with Ofsted and support the management team with:

- managing finances
- making sure that we have, and work to, policies that help us to provide a high-quality service
- making sure that we work in partnership with parents

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

## **Policies**

Our staff can explain our key policies and procedures to you. Copies of which are available from a member of the management team or on our website.

## **Fees**

We are a non-profit making charity.

We accept Early Years funding hours for 2-year olds and 3-4 year olds.

We have a private rate of £7.20 an hour for children not eligible for funding or those who require more hours than provided.

If you receive funded hours, you will be asked to pay for additional services to enable our Pre-School to maintain it's high standards. This is charged at £1.20 an hour. If a family is

struggling to pay this charge, please speak to our management team as we would not like this to hinder your child receiving our service.

Our before and after school clubs cannot be used as part of your funded hours and are charged privately. The early bird rate is £2.20 a session and Little Caterpillars is £7.20.

Fees can be payable monthly, half-termly or termly. 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 business manager. For your child to keep her/his place at Pre-School, you must pay the fees.

## **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, our staff will work with you to decide on how to help your child to settle into the setting.

### **Two-year-olds starting a setting for the first time**

A two-year-old may have little or no experience of group care and we will be guided by the presents and carers as to how a child may respond to a new situation.

- When your child's place is confirmed, you will be offered a date for a home visit from our management team. This is a short visit where we can gather information about your child and plan for their first few days in Pre-School.
- If the child seems unsettled, the management team may suggest to gradually increasing the time a child attends each session instead of staying for a full session on their first day.
- On the first day, we ask for children to be brought in for a later start of 9:30 to avoid busy cross overs and allow staff to give your child time and attention.
- On the first day, parents and carers are encouraged to come into the room and stay with their child until they are playing.
- It is evident that the child is developing a sense of secure base when he or she shows interest in activities and begins to engage with the key person and other children.
- Separation causes anxiety in two-year-olds, as they have no concept of where their parents have gone. We encourage parents to say goodbye and tell them when they will return. Patience with the process will ensure children are happy and eager to come to play and be cared for in the setting.

### **Three- and four-year-olds**

- Most children of this age will begin to settle more quickly and confidently.
- Some children take longer, and their needs for proximity and secure base will be accommodated as much as possible.
- On the first day, we ask for children to be brought in for a later start of 9:30 to avoid busy cross overs and allow staff to give your child time and attention.
- On the first day, the parents are encouraged to come into the room and stay with their child until they are playing.

- Parents are encouraged to explain to their child where they are going, and that they will return.

### **For children whose first language is not English**

- We recognise that the settling in process may take longer as the child is dependent upon the parents' input to make sense of what is going on.
- If the parent does not speak English, it will be helpful for them to see around the setting and be clear about their role in interpreting in the play area.
- The settling-in programme is explained to the parent, and it is emphasised how important it is that they stay with the child and talk to him/her in the home language to be able to explain things.
- The key person will try to gauge the child's level of skills in their home language; this will give the key person an idea of the child's interests and levels of understanding.
- The key person prepares for the child's visits by having a favourite toy or activity ready for the child to provide a means to interact with the child.
- Children will be spoken to as per any other child, using gestures and facial expressions to help.
- When the child feels happy to spend time with the key person (secure base), the parent should leave but know that we would call if the child was distressed.
- Progress with settling in will be done as with any other child; it just takes a little longer to reach dependency/independence.

### **Absence**

In most cases it is reasonable to expect that parents/carers alert the setting as soon as possible, or in the case of appointments and holidays give adequate notice. Parents are advised that they should contact the setting before 9:30am on the day of their absence. If a child who normally attends fails to arrive, we will follow our 'Children missing from Education' procedure from our Safeguarding Policy.

### **Poor/irregular attendance**

Whilst attendance at an Early Years setting is not mandatory, regular poor attendance may be indicative of safeguarding and welfare concerns that should be followed up.

Where there are already safeguarding and welfare concerns about a child or a child protection plan is in place, poor/irregular attendance at the setting is reported to the Social Care worker without delay.

### **Maintaining children's safety and security**

To minimise the risk of a child leaving the building unnoticed the following procedures have been put in place;

- There is a numerical keypad to stop unsupervised entrance to the playroom. Adults leaving are let out and supervised by a member of staff.
- There are alarms on the external doors to ensure we know if a door is being opened and staff are trained to look up to see who is entering / exiting through those doors.

- Alarms and the gate locks are checked at the beginning of each session during the setting up time.
- Our systems prevent unauthorised access to our premises. We have a numerical key-pad on the external entrance to the building itself, therefore visitors can be checked before entry to the playroom and ID/ DBS numbers will be collected.
- Our systems prevent children from leaving our premises unnoticed.

## **Transition to school**

Moving on to school is a major transition in a child's life involving separation from familiar adults and children. However, they need preparation if they are to approach transition to school with confidence and an awareness of what to expect.

### **Partnership with schools**

We recognise that the well-being and learning of children can be enhanced given a positive experience of transition. We are committed to support children and their families at times of transition having high regard to meeting their social and emotional needs. This ethos is reflected in our procedures and practices.

We aim to:

- promote the continuity of care and education for all children in our setting.
- to help staff understand and prepare to meet the needs of all children in our setting and moving on to Primary School.
- to prepare children for a positive experience of transition.
- to personalise support for individual children, particularly those who are vulnerable and have additional needs.
- to ensure that assessment records of children are used effectively at times of transition.
- to enable parent/carers to be fully informed and involved in the transition process.

### **Procedures**

- Details of the school that a child will be attending are recorded in the child's file along with the name of the reception class teacher.
- Details of the local primary school's transition procedures are kept by the setting and are referred to so that members of staff are familiar with them and can develop a consistent approach to transition with teachers, parents and children.
- We have picture books in our setting with photographs of the reception teachers and classrooms, play areas etc of the some of the local schools so that children can see what to expect. Children can take their own photos to add to these books when we visit the school.
- We have dressing up in our role play area which includes book bags and uniform from the local schools so that children become familiar with what they will wear.
- Where possible we will take children going to school to visit the local schools. We go into the reception classrooms and have a play or a story with them.
- We talk to the children about the move including things they may be excited about and things they may have concerns about.

- The reception class teachers are invited and often come and visit the children in our setting and to discuss the children's individual needs.
- A child's learning journey record along with other information that will aid transition and settling in is shared with the reception teacher. Parents also receive a copy of this.
- Any action plans or SEN support plans relating to a child's additional needs are also shared.
- Any safeguarding records will be shared with the setting that the child is moving on to.
- Staff will prepare children for leaving Pre-School by celebrating the child's last day with a graduation ceremony or party.

Our aim is to ensure that in transition to school, children will:-

- Understand what is coming ahead of time
- Have some experience of the new environment and the people within it
- Feel safe, secure and valued in their new school
- Know that staff at school will listen to them and respect what they say
- Understand what is expected of them (learning, behaviour) in school
- Enjoy the experience of moving to the 'big school'
- Feel that they have a measure of control over the process

We recognise that problems arise with transition and our aim is to reduce these to a minimum as far as is possible by recognising the issues such as:-

- Children may be unsettled or upset
- Children may miss our staff team initially
- Different ratios may mean a reduction in individual attention
- Behaviour issues may surface, particularly in those children who are confused by the change
- Progress in learning and development may slow down while children adapt.