



Wingle-Tye Pre-School 1

Information for Parents



Wingle-Tye Pre-School

Fairkytes Centre
53 Billet Lane
Hornchurch
RM11 1AX
01708 438282

Nelmes School
Wingletye Lane
Hornchurch
RM11 3BX
01708 478449

**Opening hours – 9.00 am to 3.00 pm
Monday, Tuesday, Wednesday, Thursday & Friday**

Welcome to Wingle-Tye. We are situated next to the Infants Department of Nelmes School, Wingletye Lane, Hornchurch.

We aim to provide an educational programme for the care of children in the local community, within a happy, healthy, safe and stimulating environment and where parents are able to feel confident that their children are being cared for by experienced, qualified staff. We have high expectations for our children's academic achievement while respecting and valuing individuals. Everyone in our school is entitled to facilities and resources that are continually being improved.

Wingle-Tye is to be enjoyed. We aim to teach **learning through play** with plenty of stories to help with listening and language skills and games to enable number recognition. We offer a varied selection of activities which will promote the development of fine and gross motor skills – all mixed with lots of sharing and socialising, which are very important skills for preparing the children for school.

We will encourage children to become confident and independent. We will also foster respect for themselves as well as for other individuals.

Young children learn best when:

- It is pleasurable and enjoyable
- The experiences are practical and relevant to the child.
- The child feels successful and confident as a learner.
- The environment is safe and they can try things out without fear of failure.
- Learning is fun.

As parents/carers you can help by:

- Watching and listening.
- Giving praise and developing their confidence.
- Being a role model in reading/writing.
- Joining in with their play – but letting them take charge in games, making up their own rules.
- Making them independent by letting them try things out without telling them it is wrong.
- Stopping when the child has had enough and is becoming bored with the activity.

Please remember that helping your child does not have to cost money. Your time is the most valuable resource you have. Please take the time to read our policies and procedures in this booklet and if you have any worries or concerns please feel free to come and talk to us. We can talk to you privately and anything said will be kept in the strictest confidence.

DIRECTORS

SUE CROSSLEY

Cert Ed
Level 4 Practitioner
Paediatric First Aid Certificate
Child Protection Certificate
Food Hygiene
Prevent Duty

ANDREW COTTINGTON (Administration)

Qualified Teacher Learning & Skills
Cert Ed
Paediatric First Aid Certificate
Child Protection Certificate

LISA COLLIN (Administration)

Level 3 Practitioner
Paediatric First Aid Certificate
Child Protection Certificate
Food Hygiene
Prevent Duty

PRACTITIONERS

KAREN WHITEHOUSE

MANAGER
SEND
DESIGNATED SAFEGUARDING LEAD
HEALTH & SAFETY OFFICER
E-SAFETY CO-ORDINATOR
Paediatric First Aid Certificate
Level 3 Practitioner
Further Child Protection Certificate
Food Hygiene
Prevent Duty
Manual Handling

DEBBIE FISHER

DEPUTY MANAGER
RISK ASSESSMENT OFFICER
Level 2 Practitioner
Child Protection Certificate
Prevent Duty
Manual Handling
Food Hygiene
Paediatric First Aid Certificate

SAM BROWN

2 YEAR OLD LEAD
Level 3 Practitioner
Paediatric First Aid Certificate
Child Protection Certificate
Food Hygiene
Prevent Duty
Manual Handling

LISA ANDREWS

DEPUTY DESIGNATED
SAFEGUARDING LEAD
Level 2 Practitioner
Paediatric First Aid Certificate
Child Protection Certificate
Food Hygiene
Prevent Duty
Manual Handling

SINEAD SCUFFELL

NCFE CACHE Level 2 Award in Support
Work in Schools and Colleges
Paediatric First Aid Certificate
Prevent Duty
Manual Handling

LYNDSEY SEDGLEY

Paediatric First Aid Certificate
Child Protection Certificate
Prevent Duty
Manual Handling
Fire Warden



AIMS AND OBJECTIVES

The aims of Wingle-Tye are:

- To recognise that the child's needs and safety are paramount and must override all other considerations.
- To provide an environment that is not only safe but stimulating and happy.
- To work in partnership with parents, carers and other professionals.
- To take account of the children's needs arising from race, culture, language and religion.
- To provide quality care and education for children.
- To actively promote the development of positive self image within the children.
- To eliminate racism and create a non-sexist atmosphere throughout its whole structure.
- To create a developmentally appropriate curriculum to meet the children's individual needs.
- A keyperson will work on a 1:5 or 1:8 ratio with a group of children monitoring their progress throughout the year and report their findings to parents/carers.
- To provide places for special needs children if appropriate, with staff who are trained to give the child and parent/main carer support.
- To support the children's families.
- To share information, resources and practical advice.
- To formulate and encourage equal opportunities for both children and adults.
- To support staff on training courses enabling them to develop skills and confidence through sharing full responsibility for their group.

OPENING TIMES

Full day care	9.00 am – 3.00 pm	children to bring a packed lunch
Morning care	9.00 am – 12.00 pm	
Afternoon care	12.00 pm – 3.00 pm	children to bring a packed lunch

ADMISSIONS POLICY

It is our intention to make our Pre-School accessible to children and families from all sections of the local community.

Wingle-Tye accepts children from the age of 2 and we usually have only one intake of children every September. Children normally attend our setting for two years.

We have a waiting list for children wishing to attend Wingle-Tye but **being on the waiting list does not guarantee a place**. Should the number of children on the list exceed the number of places available, the following criteria will apply:-

Returning children are given priority.

New admissions, where consideration is given to age and location.

SAFETY PROCEDURES FOR PARENTS ENTERING AND LEAVING PRE-SCHOOL

Although we are now following Government Guidelines – Living with Covid, it is still important for parents to adhere to the following:

- If anyone in your household is unwell with coronavirus symptoms, we would **advise** that you **DO NOT SEND YOUR CHILDREN INTO THE SETTING**. This would help to ensure that we do not have a covid outbreak at the setting.
- Do not send in your children if they are showing signs of coronavirus - **NEW AND CONTINUOUS COUGH OR HIGH TEMPERATURE OR LOSS OF OR CHANGE IN NORMAL SENSE OF TASTE OR SMELL**.
- Do not send your children into the setting if they have a **PERSISTENT RUNNY NOSE** because this can lead to hand to mucous membrane transfer (eyes, nose and mouth). Also, do not send in your children if they have been given medication such as **CAPOL**. Staff will use a laser thermometer if they feel your child may be unwell.
- Parents/Carers to ensure that children have washed their hands before leaving home.
- Parents/Carers to strictly adhere to the time they have been given for leaving and collecting their children.
- Only bring in bags if your child is in nappies or is being toilet-trained.
- If your child is reluctant to leave you, we will ask you to stand outside the building so as not to hold up the queue and try again once the other children are in the setting. Staff will try to coax the children into the school.
- There is a hand sanitiser are at the entrance to the setting. Please use this.
- The signing in sheet will be completed by the designated staff member at the door to the main room. You must inform the staff member if someone else will be collecting your child and let us have a password.

POLICY STATEMENT ON COLLECTING & LEAVING YOUR CHILDREN

It is Wingle-Tye's policy for children to be signed into the setting by a staff member. If the circumstances for collection change during the session, please notify us by telephone using a password.



Staff will also sign the children out of Wingle-Tye. No child will be allowed to leave with anyone other than the parent/carer who admitted them, unless we have been previously told. Please note, a sibling is not allowed to collect a child. Once your child is returned to you, please leave promptly keeping the door

area clear. If you need to speak to a member of staff, please wait until all the children have been returned to their parents/carer.

It is most important that children are not allowed to wander around the car park. Your co-operation would be appreciated.

HYGIENE POLICY

Wingle-Tye will maintain a high level of hygiene and encourage both adults and children to achieve a good standard of cleanliness.

- Children will wash their hands thoroughly and more often than usual. We will promote handwashing with soap and water for at least 20 seconds. Where this cannot not be achieved hand sanitiser will be used.
- Paper towels will be used.
- Good respiratory hygiene procedures will be in place by promoting catch it, bin it and kill it. Children will be encouraged to cough into their elbows and will wash their hands after sneezing or coughing.
- Parents will be advised that children should be kept at home if they are unwell or displaying any coronavirus symptoms. Staff will use a laser thermometer if necessary.
- Children will have access to plenty of fresh air during outdoor activities.
- Snacks will be prepared by adults suitably qualified.
- Children will be supervised at snack and lunch times.
- The setting operates a no smoking policy in all areas including outdoors.

We aim to encourage children to take care of their physical well-being and personal hygiene and to give children an awareness of their own worth whilst encouraging respect for others and understanding their needs.

SETTLING IN POLICY

The staff at Wingle-Tye will work in partnership with parent/carers to settle their children into the Pre-School environment. We want children to feel safe and happy in the absence of their parents, to recognise other adults as a source of authority, help and friendship and to be able to share their new learning experience with their parents. We also want parents to feel welcome and involved from the beginning. Children will not learn or play successfully if they are anxious or unhappy. Our policy is designed to help both parents and children feel comfortable with us and to ensure that children gain all they can from Pre-School, confident that their parents will return at the end of the session.

We recognise that children adapt differently to new environments. As parents you know your child well and we rely on you to guide us. We ask that parents/carers leave and collect their children at the door to the main room. However, we understand starting a new Pre-School can be daunting for both you and your child and children may become upset. If this happens we will work with you until their confidence has built up. Each child is an individual with different needs. We encourage children to leave their comforters in their bags – so they know they are in a safe place.

On leaving your child we ask you to return to your home contact number for the first few sessions so that you can be contacted quickly if your child becomes distressed.

Please remember children need to attend regularly and need to know that you would like them to attend on their own.



ABSENCES

Safeguarding guidance states that all absences must be recorded. Parents **MUST** contact us if their child is not going to attend. Failure to do so will result in a member of staff contacting you and if unsuccessful they will contact all other numbers in turn on the child's Enrolment Form.

COVID POLICY

Responding to a suspected case of Covid:

Staff should follow the procedure below:

- Anyone who begins to display coronavirus symptoms whilst in the setting should be sent home immediately.
- If a child is waiting to be collected, they should be separated from the group and isolated with one member of staff.
- A facemask should be worn by the staff member whilst looking after a child who is symptomatic and awaiting collection.
- If a risk assessment determines there is a risk of splashing to the eyes, for example from coughing or spitting, then eye protection should also be worn.
- Anyone who displays symptoms of coronavirus are advised to stay at home and avoid contact with other people until they feel well enough to resume normal activities and no longer have a high temperature.

Once the child or member of staff has left the setting, we will follow the DfE guidance *COVID-19: cleaning in non-healthcare settings* to ensure areas they have been in are disinfected and any PPE and other waste is disposed safely.

EMERGENCY CLOSURE POLICY

In the event of unforeseen circumstances including adverse weather conditions and **contagious infections and diseases**, it may be necessary to close the setting without prior notice. There may be occasions when, due to unforeseen circumstances, Wingle-Tye Pre-School may be forced to close for a limited time.

Possible reasons for closure could be (not limited to)

- Weather, e.g. snow, flooding – resulting in staff not being able to get to work, access to site is not safe, or temperatures are prohibitively low
- **Outbreak of illness or contagious diseases** – leading to not enough staff to maintain ratios and to stop cross-contamination
- Structural problem with surrounding building areas – this may result in the Pre-School being unable to provide a safe and healthy environment for both children and staff
- Gas leak – or power cut – leading to lack of heat or light to the setting

Should these conditions occur **before** the start of sessions you will receive an **email** notification of the Pre-School closure. email@wingle-tye.co.uk Please check your junk mail.

If these conditions occur **during** a session, staff will contact parents/carers by telephone and request they come and collect their child within the hour or as soon as feasibly/safely possible. If parents cannot be reached, emergency contacts will be contacted. It is **VITAL** that correct contact numbers are kept up to date.

If the setting closes due to these circumstances which are beyond our control, fees will still be due for the session. In all circumstances and subject to availability, parents/carers may be offered an alternative session as soon as possible. This will only be if there are available spaces on other days.

EDUCATION PROGRAMME

Wingle-Tye follows the framework for learning, development and care of children - The Early Years Foundation Stage. Children **learn through play**. Play allows them to understand the world around them and also helps them to develop both socially and emotionally. The curriculum allows children to develop and learn through quality play, which is child led. We have a large range of toys and materials, which will enhance the children's learning in a creative and challenging environment. Our practitioners will introduce learning through your children's interests at their own pace. This enables them to all reach their full potential.



By understanding that every child is unique, Wingle-Tye encourages the child's

- engagement in play and exploration;
- active learning through motivation; and
- ability to create and think critically.

Wingle-Tye has been inspected by OFSTED. The quality and standards of the nursery education and care are **GOOD**.

Early learning goals are organised into the following areas:

Personal, Social and Emotional Development

Early Years Foundation Stage Statutory Educational Programme states that **“Children's personal, social and emotional development is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.”**

Children will be provided with experiences and support to enable them to develop a positive sense of themselves. Constructive relationships will be established to take account of differences and different needs and expectations. Children will be positively encouraged with practitioners acting as positive role models and opportunities will be created for children to work alone and in small and large groups. Children will be allowed to develop their own interests and activities will be made available to promote educational, moral, spiritual and social development, together with promoting autonomy and the disposition to learn. Children's thinking will be challenged and they will be helped to embrace differences in gender, ethnicity, religion, special educational needs and disabilities. Children's religious beliefs and cultural backgrounds will be acknowledged and play and learning opportunities will be provided. Children will be encouraged to become increasingly independent in selecting activities, dressing and their personal hygiene. Children will be provided with support to achieve successful social and emotional development. Children will be encouraged to develop respect for others, to develop social skills and learn how to manage feelings – whilst also understanding appropriate behaviour in groups and gaining confidence in their own abilities.

Communication and Language

Early Years Foundation Stage Statutory Educational Programme states that **“The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.”**

Children will be provided with opportunities to communicate thoughts, ideas and feelings and to build up relationships with adults and each other. Communication and language will be incorporated in activities in each area of learning. Opportunities will be created to share and enjoy a wide range of rhymes, music, songs, poetry, stories etc., together with linking language with physical movement, role play and practical experiences. The environment will reflect the importance of language through signs, notices and books. and opportunities will be created for children to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations. Attention will be paid to identifying and responding to any difficulties in children's language development, working closely with other professionals.

Physical Development

Early Years Foundation Stage Statutory Educational Programme states that **“Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness.”**

Children will be encouraged to develop skills of co-ordination, control, manipulation and movement, by providing opportunities to be active and interactive. They will be encouraged to gain confidence in what they do and to feel the positive benefits of being healthy and active. Challenges will be created and resources will be made available to support specific skills. The language of movement will be introduced alongside their actions and time and opportunities will be made available for children with physical disabilities or motor impairments to develop their physical skills, working with other professionals as necessary. Children will be helped to understand the importance of physical activity and to make healthy choices in relation to food.

Literacy

Early Years Foundation Stage Statutory Educational Programme states that **“It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around**

them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.”

Children will be encouraged to link sounds and letters and to begin to read and write. Children will be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. The environment will reflect the importance of literacy through signs, notices and books and opportunities will be created for children to experiment with writing and children will be made aware of languages and writing systems other than English.

Mathematics

Early Years Foundation Stage Statutory Educational Programme states that **“Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.”**

This area of learning includes providing children with opportunities to develop and improve their skills in counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, and calculating simple addition and subtraction problems. Children will be encouraged to describe shapes, spaces and measurements. Mathematical understanding will be developed through stories, songs, games and imaginative play so that children enjoy using and experimenting with numbers.

Understanding of the World

Early Years Foundation Stage Statutory Educational Programme states that **“Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them.”**

Children will be encouraged to develop the crucial knowledge, skills and understanding that will help them to make sense of their physical world and their community, which will form the foundation for later work in sciences, design and technology, history, geography and information and communication technology. Children will be guided to explore, observe, and find out about people, places, technology and the environment. Children will be encouraged to participate in a wide range of activities that will stimulate their interest and curiosity, including the use of ICT.

Expressive Arts and Design

Early Years Foundation Stage Statutory Educational Programme states that **“The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.”**

A stimulating environment will be made available in which children will be able to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. Activities will allow children to respond using their senses and opportunities will be created to explore and develop their ideas.

Records will be made of our children’s attainment and progress. Reports will be made available to parents on a regular basis. We operate a keyperson system whereby one member of staff is responsible for monitoring the progress of their allocated children. Parent/keyperson interviews are arranged throughout the year.



OUTDOOR PLAY

Wingle-Tye recognises the importance of outdoor play and ensures that activities and experiences are planned to include the outdoor area, where sensory awareness can be encouraged and explored. Outdoors is used in all weathers with staff ensuring the safety of your children at all times.

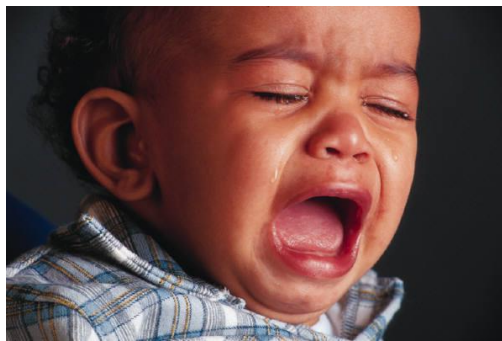


LATE COLLECTION OF CHILDREN

It can be very distressing to children if they are the last to leave the setting when all other children have been collected.

For exceptional circumstances the parent/carer should of course contact us before the collection time, when we will be able to put in place alternative arrangements for looking after your child.

Although it is appreciated that there may be times when you are unavoidably detained in collecting your child, it is the setting's policy to record these delays and a charge of £1 each minute past the collection time will be incurred.



Failure To Collect A Child

If a child is not collected **within 15 minutes** at the end of the session and no message has been received, the following safeguarding procedures are implemented:

- The parent would be contacted via their home number and mobile number (if applicable).
 - Emergency telephone numbers would be contacted.
 - All calls and numbers tried would be logged, recording the time and whether a message had been left.
 - The child stays in Pre-School until the child is safely collected by the authorised person. If it is at lunchtime the child may join the other children and subsequently join in with the afternoon session.
 - The child must only leave the premises with those named on the Enrolment Form or anyone who parents have given permission to collect (with the password), or any other person the Pre-School has been notified of in an emergency.
 - There must always be **two members of staff** present with the child.
- If a child is not collected **within 1 hour** of the end of the session and no message has been received **this becomes a safeguarding issue and the Multi Agency Safeguarding Hub would be contacted:**

Day time (9am – 5 pm)	01708 433222
Out of hours	01708 433999

Under no circumstances are staff to look for the parent, nor do they remove the child from pre-school.

A full written report of the incident must be recorded by the person in charge.



HEALTHY EATING POLICY

Wingle-Tye will promote healthy eating at all times. Milk and water will be provided. Morning/Afternoon snack/drink times and lunch time will be treated as social experiences, where children can interact with each other and learn about each other's culture. Snack time will also be used to enhance learning through listening to music and/or using symbol cards to promote colours, numbers, shapes and healthy eating.

Allergies and Intolerances

Individual dietary requirements are taken into account at all times. A notice is displayed in the snack area where dietary requirements whether due to allergies or cultural considerations are followed by all staff. It is important that the medical section on the Enrolment Form is completed.



Packed Lunches

Parents/Carers please bear in mind:

- We advise you only to give children food they can easily manage.
- Don't give them more than they can eat.

A typical packed lunch could be:-

Half a sandwich/wraps/crackers
Fruit juice in a carton or plastic bottle

and a selection of any the following:-

Half a packet of crisps (as it takes children a long time to eat a full packet)
One small pot of fruit or vegetables
One yogurt

- Chocolate bars, sweets, nuts, Nutella, satay chicken or fizzy drinks are not permitted.
- Staff will "ENCOURAGE" children to eat their lunch NOT "INSIST". Any food not eaten will be placed back into their packed lunch box. If you are concerned about how much your child is eating, please speak to a member of staff.
- Remember our children are given a snack during the morning session.
- Please ensure that fruit such as grapes are cut, possibly in quarters, to avoid becoming a choking hazard.

Thank you for your co-operation.

POLICY ON DEALING WITH NAPPY CHANGING, INCIDENTS OF SOILING AND POTTY TRAINING

- **Toilet training** is handled in accordance with specific requests of parents and according to the developmental needs of children in our care and is always supervised.
- We **promote independent toileting** and parents are asked to promote this independence at home, especially during and after using the toilet. Children use our toilets freely and staff may not always be aware if assistance is needed. Although parents may tell us that a child is toilet trained whilst at home, please be aware that in a large group situation children may have accidents. It is difficult to ask your child, say every 10 minutes if they need the toilet or constantly watch them for specific signs.
- Children will be sensitively asked throughout the session if they need to use the toilet.
- **Please ensure that your child is in a clean nappy before entering Pre-School.**
- Children who may still be in nappies when starting Pre-School are checked throughout the session. Please do not put your child in “pull ups” unless we are working with you to toilet train them.
- Parents are asked to bring in a change of clothing and nappies/wipes in a **“draw-string” type bag**. Pre-School has a selection of extra clothing if needed and parents are asked to wash and return when convenient.
- Any soiling or wetting accidents are treated sensitively and calmly by all members of staff. No child will be punished or humiliated for soiling or wetting; forced to remain in soiled clothing or on the toilet.

MEDICATION POLICY

Wingle-Tye staff are not in a position to administer medication. However, we recognise that there will be occasions when children will need to be given specific medication for a **chronic** medical condition when they are using the provision.

Following Government guidelines prescription medication can only be administered by staff if the parent/carer has completed and signed a **Medical Administration Form** and the medication is in its original package, with the child's name and dosage clearly stated (including a 5ml medicine spoon or oral syringe for administering liquid medicines).

Whenever possible the Manager or Deputy Manager will be responsible for administering medicine for chronic long term conditions. If this is not possible a member of staff who holds a current First Aid certificate will administer the medicine, overseen by another member of staff to ensure good practice. A record will be kept on the **Medical Administration Form** and signed by both staff members and the parent/carer will be asked to read and sign it when they collect their child.

Wingle-Tye Pre-School staff will use their best endeavours to carry out these arrangements – no legal liability can be accepted by Wingle-Tye Pre-School staff in the event of any adverse reaction by the child to the administration of the drug.

Wingle-Tye Pre-School will make every effort to access training for specific medical needs of children in our care so as not to discriminate but promote the good health of children.

Epipens, ventilators etc will be kept in a safe place accompanied by a letter from the parents stating exactly when and how they are to be administered. All our staff have been trained to use Epipens.

It is the parent/carers responsibility for keeping medicines up-to-date, for the removal of out of date medicines (and returns to dispensing pharmacy).

For safety all medicines will be kept in a lockable cupboard out of the reach of children, but accessible to staff.

ANAPHYLAXIS

Anaphylaxis – especially an allergy to nuts - is a condition, which appears to be on the increase. It is difficult to diagnose in advance and is often discovered only when a child eats a nut for the first time. For this reason, we ask all parents/carers to discuss any allergies with the Manager to ensure their children are placed in a provision, which has staff that can administer the medicines needed to treat such conditions.

ILLNESS POLICY

We at Wingle-Tye Pre School realise that all children have minor illnesses that do not prevent them from attending. However, in the following circumstances children will be excluded from the Pre-School:

- Diarrhoea and/or vomiting
 - Doubtful rash
 - Conjunctivitis
 - Impetigo
 - Worms
 - Infectious illness
- For example:**
- Chicken-pox
 - Mumps
 - Measles etc
 - Fever or temperature of 38 degrees centigrade or over.

Sometimes there may be times when a child is not so ill as to require medical attention but should not attend Pre-School because they are unwell.

Good practice dictates that children **should not attend if they have a heavy cold (green discharge)** as infection is easily transmitted. We would also ask parents to be vigilant not to send their children if they suspect medical conditions such as **conjunctivitis or impetigo** as these conditions are extremely contagious.

Children **should not attend the setting whilst they are on anti-biotics prescribed by their doctors and are still unwell.** If your child is still taking anti-biotics but you feel they are well enough to attend, please consult with the Manager to ascertain when your child may return to the setting.

Finally, should your child have diarrhoea and/or sickness (for whatever reason) they should not attend **for 48 hours after the cessation of the condition.**

If a child arrives at Pre-School unwell, the senior member of staff will take the decision as to whether the child is fit to attend or not. If not, the parent will be asked to take the child home. If a child becomes unwell at Pre-School, we will take responsibility for informing the child's parents/carers and they will be asked to collect the child.

Whilst waiting for the parent, the child will be comforted and given the chance to rest in a quiet area.

Parents/carers are asked to inform the Pre School if the child has a communicable disease, so that we can inform other parents/carers.



BEHAVIOUR POLICY

By positively promoting good behaviour, manners, valuing co-operation and a caring attitude we hope to ensure that children will develop as responsible members of society. We believe that children enjoy being in an environment in which they know what is expected of them and where they can develop in a safe area without fear of harm. To enforce this we would like children to respect each other and to respect and take care of our equipment and our surroundings. Children will be praised for good behaviour, such as kindness, sharing, politeness and helpfulness. Adults will not shout or speak in a threatening manner. Corporal punishment will not be used.

We aim to encourage self-discipline, consideration for each other, our surroundings and property. Children must be encouraged to recognise that bullying, fighting, hurting and racist comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

Appropriate limits are set for the children and maintained consistently by all staff members. Staff will be expected to behave in a friendly, caring and courteous way towards each other, parents and children – providing a positive role model.

Pictorial reminders on promoting appropriate behaviour are displayed throughout the setting.

Should a child bite another child we will contact both parents and the parents of the child who has bitten will be asked to collect their child from the Pre-School as soon as is possible. Letters will be given to both parents outlining procedures.

BEHAVIOUR PROCEDURE

At Wingle-Tye we have a consistent policy that children who behave in an inappropriate manner will be:

- Removed from the situation and spoken to in a quiet and discreet manner.
- If this does not rectify the problem, the adult will continue to distract the child with another activity. In our experience praising the positive aspects of a child's behaviour far outweighs the negative.
- After a short while the child will be allowed to return to the previous situation if they so wish. If inappropriate behaviour continues – then the above process will be repeated.
- If a child's unacceptable behaviour persists, the parent/carer will be informed and will be invited to discuss the matter with the Manager and keyworker further and an action plan agreed.

Anti – Bullying Policy

Wingle-Tye recognise their duty of care and responsibility to safeguard all participants from harm. The Pre-School will promote and implement this anti-bullying policy in addition to our child protection policy and procedures.

Bullying behaviour is not accepted or condoned and we will take action to investigate and respond to any alleged incident of bullying. The Pre-School will encourage children to take an active part to address any form of bullying and respect every child's needs, feelings and views.

Procedure

- 1 Staff will report any incident of bullying to Manager and/or Director.
- 2 An investigation will take place and the incident dealt with at the developmental level of the child in our care. Should this practice continue, then a meeting will be arranged with the children's parents to establish a plan of action.
- 3 Support will be given to the child who has bullied and to the child who is the victim.
- 4 Staff are aware of procedures regarding peer on peer abuse.
- 5 Any staff who feel they are being bullied should refer to their Grievance Procedure issued with their annual employment contract.

PARENTAL INVOLVEMENT POLICY

Parents as Partners: Statement of Policy

The Wingle-Tye team will work with parents as partners in providing quality care for their children.



- 1 Wingle-Tye has an open house policy where parents are always welcome to come in and discuss any issues they may have. However, sometimes in view of safety, parents may be asked to make an appointment or wait until the end of the signing in/out of the children into/from the setting.
- 2 A copy of all the policies can be found on our website www.wingle-tye.co.uk
- 3 Wingle-Tye welcomes and encourages any parent/carers who wish to support us by reading stories, cold cooking, telling children about their jobs, culture or customs or by providing raw materials. In fact any help that you can offer would be gratefully received. We are always receptive to views and ideas of all parent/carers.
- 4 Wingle-Tye staff will make themselves available to discuss any worries or information you may have concerning your child and allow access to their child's records. If a parent/carers has any difficulty for whatever reason in understanding the written policies or any information about the Pre-School, they are welcome to speak to the Manager and this will be treated in confidence.
- 5 Wingle-Tye requires you as parent/carers to help us carry out our policies.
- 6 Wingle-Tye will provide newsletters and details of our activities.

IT IS ESSENTIAL THAT YOU PUT OUR EMAIL ADDRESS INTO YOUR CONTACTS LIST – OTHERWISE THEY WILL BE LOST IN YOUR JUNK FOLDER.

We hope that between us we can make Wingle-Tye a happy and interesting place for the children and we welcome all the support and encouragement you can offer.

MISSION STATEMENT ON SAFEGUARDING CHILDREN AND CHILD PROTECTION

All our children have the right to learn and develop in an environment that is both safe and secure. Wingle-Tye Pre-School offers an environment where risks are minimised and well managed and where our children are protected from harm and abuse. We are also committed to early intervention should we feel that a child may be vulnerable or likely to become vulnerable.

We are constantly reviewing any safeguarding issues and welcome input from our parents and visitors alike.

Child Protection

- Wingle-Tye has a strong Child Protection Policy, which outlines our procedures for responding to and recording concerns about children.
- All staff receive regular training in child protection matters and have a good awareness of the signs and symptoms of abuse. Karen Whitehouse is our Designated Safeguarding Lead and Lisa Andrews is our Deputy Designated Lead. They are responsible for co-ordinating child protection procedures – ensuring all concerns are addressed promptly and appropriately. Karen Whitehouse is also our SENDCo and Sam Brown is our 2 Year Old Offer lead.
- All staff who have unsupervised access to children have been cleared by the Disclosure and Barring Service (DBS) (formerly Criminal Records checks CRB) and no new employee will be appointed without a current DBS. All students must also have a current DBS check and are never left unsupervised.
- Wingle-Tye has a Whistle Blowing Policy and a procedure for allegations against staff.
- No member of staff is allowed to keep their mobile phone on their person.

Promoting Health & Wellbeing

- Wingle-Tye promotes good health and wellbeing by having high standards of hygiene and cleanliness. This helps prevent the spread of infections in the setting. Staff are trained in food hygiene procedures and first aid. We have procedures for administering medication and supporting children with medical needs or those who suffer from allergies.
- Wingle-Tye has strict leaving and collection procedures – using passwords in emergencies and will not under any circumstances let a child leave with anyone not known to them. We also have procedures for dealing with late collection of children and if a child were to go missing.

Risk Assessments

- Regular risk assessments are carried out to identify any aspects, which may pose harm and daily risk assessments are undertaken on all areas of the setting. Debra Fisher is our Risk Assessment Officer and Karen Whitehouse our Health & Safety Officer.
- Our premises are safe and secure. Visitors have to make an appointment before coming to the setting and show identification (unless a prospective parent) before entering. Visitors must sign in and out of the setting and are not left unsupervised with the children.
- Regular fire drills are undertaken on a termly basis and records kept.

All policies & procedures are regularly reviewed and updated.

If you feel a child is or maybe at risk from harm or abuse please speak to Karen Whitehouse.

POLICY STATEMENT ON CHILD PROTECTION **(Please read full statement on website)**

The Director / Manager and staff of Wingle-Tye Pre-School fully recognise the contribution it makes to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our children from harm.

All staff at Wingle-Tye Pre-School provide a caring, positive safe and stimulating environment, which promotes the social, physical and moral development of the individual child.

The aims of this policy are:

To support the child's development in ways that will foster security, confidence and independence.

To raise the awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

To provide a systematic means of monitoring children known or thought to be at risk of harm.

To support children who have suffered abuse in accordance with his/her agreed Child Protection Plan.

To emphasise the need for good levels of communication between all members of staff.

To set out a structured procedure within the setting in cases of suspected abuse.

To develop and promote effective working relationships with other agencies, especially the Police and Social Care.

We have a Designated Safeguarding Lead who has responsibility for Child Protection and who undertakes regular training for this role. This person is Karen Whitehouse and can be contacted on 01708 478449.

All members of staff understand the signs and indicators of abuse and their responsibility for referring any concerns. All members of staff know how to respond to a child who discloses abuse.

Our setting ensures that we practice Safe Recruitment by undertaking enhanced DBS checks of staff and volunteers who work with children.

If your child sustains an injury or serious bruising outside the Pre-School, please inform a member of staff before the session begins. This will clarify the cause and alert us to any discomfort your child may be in as a result.

If staff feel there is cause for concern regarding a child's welfare and clarification is not forthcoming with regard to these concerns, we have a duty as a registered carer to liaise with the Multi Agency Safeguarding team.



MOBILE PHONE/CAMERA POLICY/E-SAFETY

Mobile Phones

Staff and volunteers do not carry their mobile phones on them in person whilst in the setting. Parents entering the setting are to switch mobile phones off at the entrance to Pre-School.

Cameras

The setting's own camera is only to be used for observation purposes, with the permission of the parents/carers (see enrolment forms). These photographs are then printed on the setting's computer and either put on the individual children's files or the group photograph album. All photographs on the camera are then deleted.

On no account must photographs be taken of the children except with prior permission when a professional photographer is engaged in taking fund-raising photographs. Any professional photographer must have a DBS and will be clearly informed of the photographs required. The photographer will not be left unsupervised with the children.

E-Safety

Computers and "Amazon Fire kids" tablets are owned by Wingle-Tye Pre-School Limited and the Pre-School will ensure safe internet use. We promote E-Safety with our children when working on our

computers. Karen Whitehouse is our E-Safety Co-ordinator and takes responsibility for all issues regarding E-Safety.

We have posters on our notice boards reminding parents of the importance of E-Safety at home. All staff understand the importance of misuse or access to inappropriate materials and are aware of the consequences. Staff will observe children when using the internet and ensure that it is appropriate. They listen to children and challenge parents if their child raises concerns regarding sites or games, which staff feel may be inappropriate for their age group.

Pre-School internet access will be tailored expressly for educational use and will include appropriate filtering. Staff discuss using the internet with children, using age appropriate language and will guide children in online activities that will support their learning.

The internet is also used to support professional work of staff to allow effective planning and to enhance the Pre-School's administration systems. Social networking sites will not be accessed during working hours. Staff may access the internet via their smart phones in their own time and during their staff breaks.

CONFIDENTIALITY POLICY

Our work with children and their families will bring us into contact with confidential information. We aim to ensure that all parents can share information in the confidence that it will only be used to enhance the welfare of their children. We meet the requirements of the Human Rights Act 1998 with regard to protecting the individual's rights to a private family life, home and correspondence. We will only breach confidentiality where we believe that a child may be at risk of significant harm, to prevent a crime or disorder. We meet the requirements of the Data Protection Act 1998 with regard to the information kept about families, including how it is collected, stored and used. We will only share information with other professionals or agencies on a "need to know basis", with consent from parents - or without consent in specified circumstances relating to safeguarding children.

PROCEDURE

We will respect confidentiality in the following ways:-

- Parents will have ready access to the files and records relating to their own child.
- Confidential records are stored securely.
- Staff will not discuss individual children unless for the purposes of curriculum planning/management, with people other than the parents/carers of that child.
- Information given to the Manager or keyperson by parents/carers will not be passed to any other adults without prior consent.
- Students or volunteers will be advised of our confidentiality policy and required to respect it.
- Any anxieties or evidence relating to a child's personal safety will be kept in a confidential file accessed only by the child's keyperson and the Manager.
- The names of children who may have caused injury to other children while at the Pre-School are not to be disclosed to parents, or anyone other than the staff members.
- We will not seek consent from parents to share information where we believe that a child, or a vulnerable adult, may be endangered by seeking to gain consent. For example where we have cause to believe a parent may try to cover up abuse or threaten a child.
- Issues to do with employment of staff will remain confidential to people directly involved with making personnel decisions.

POLICY STATEMENT ON EARLY EDUCATION FUNDING

Early Education Funding Eligibility

2 year old children

There are two ways parents can apply for 2 year old funding:

- 1 Parents can get a funded place for 15 hours a week for their 2 year old if they receive some additional forms of financial support from the Government and their household income is £15,400 a year or less after tax. Parents can check the eligibility criteria for more details to see if they are eligible for a free 15 hour place and make an application at www.havering.gov.uk
- 2 Parents can get an expanded funding place for up to 30 hours a week if they are **working**. The parent and any partner must **each** expect to earn on average at least £183 per week (equal to 16 hours at the National Minimum Wage or Living wage). Parents can find out more and apply for free childcare if you are working at www.gov.uk. You will be given a code for free childcare to give to Wingle-Tye.

3 and 4 year old children

All families in England with 3 and 4 year old children can get **Universal** funding (up to 15 hours a week) for childcare or early education for 38 weeks.

Working families in England with 3 and 4 year old children can get **Extended** funding (up to 30 hours a week). Full details of how 30 hours funding is applied, the timescales and cut off dates that are applied to claims can be found on line at www.childcarechoices.gov.uk.

Children can take up **Universal** and **Extended** funding at the start of the funding period following their third birthday.

Early Years Pupil Premium (EYPP)

If your child is accessing an early years funding place, Wingle-Tye may be eligible for extra funding to help support your child. EYPP is paid direct to the setting based on the first 15 hours of funding.

Disability Access Funding

If your child is accessing an early years funding place and is in receipt of **Disability Living Allowance** Wingle-Tye could be eligible for extra funding to help support your child. This is paid annually to the provider.

Parents or carers must complete and sign a **Parent Declaration Form** each funding period (term) to:

- Confirm, the agreement between Wingle-Tye and the parent for the duration of the funding period.
- Record the number of hours/weeks of free childcare for the duration of the funding period.
- Record if parents are accessing funding over one or more providers to prevent double claims being made. We may charge for the hours your child attends more than his/her **Free Early Years Funding Entitlement** if you have not declared accurately how many hours your child is attending with another provider.
- Give consent that the information provided on the **Parent Declaration Form** can be shared with the Local Authority.

Parents accessing **Extended** funding (up to 30 hours) entitlement **must reconfirm eligibility every three months**. If you fail to do so you could lose your eligibility for an **Extended** funding entitlement place at Wingle-Tye.

Government legislation states that free early education sessions can be delivered only between the hours of 6 am and 8 pm for a minimum session of 1 hour per day up to a maximum of 10 hours a day. Wingle-Tye delivers funding up to 15 or 30 hours a week over 38 weeks only.

Wingle-Tye will be claiming free early education hours in 3 hour blocks morning or afternoon sessions and 6 hour blocks for all day sessions. The free early education sessions we offer:

	2, 3 and 4 year old children
Monday	09.00-12.00 12.00-15.00 09.00-15.00
Tuesday	09.00-12.00 12.00-15.00 09.00-15.00
Wednesday	09.00-12.00 12.00-15.00 09.00-15.00
Thursday	09.00-12.00 12.00-15.00 09.00-15.00
Friday	09.00-12.00 12.00-15.00 09.00-15.00

If your child is absent from Wingle-Tye due to sickness, family holidays or days off, we are not required to provide alternative free sessions.

Please inform us of any reason your child is unable to attend by 9.30 am each day.

It is Wingle-Tye's responsibility to maintain accurate records of children accessing early education and childcare funded places, including recording absences and the reasons for them. Early Education Childcare Funding is based on regular participation. Regular non-attendance of a child at the setting may result in funding being withdrawn.

Holiday arrangements:

Parents will not be able to claim alternative free sessions if the child does not attend due to family holidays.

Substituting days

Parents are not able to substitute alternative days. Wingle-Tye has to adhere to a strict adult to child ratio.

Changing funding entitlement

If you are not claiming your full Free Early Years Entitlement, you cannot ask for an additional session as a **one-off**. You can of course increase your free entitlement for the remainder of the funding period (term).

Parents must give four weeks' notice term time if they wish to move their child to another setting.

Additional hours above the Free Early Years Entitlement will be charged at £24 per 3 hour session (£48 per 6 hour session). You will be sent an invoice every half term which clearly shows the funded hours that are free and gives details of charges for additional hours.

More help with childcare costs

Childcare choices is a government website providing:

Information about all the different types of help with childcare costs and a link to the Government childcare-calculator that we recommend parents use to find out what schemes they are eligible for and how much they can get.

Tax Free Childcare. We are registered to accept tax free childcare. If you qualify you can get up to £500 every 3 months (up to £2000 a year) for each of your children to help with the cost of childcare.

Universal Credit

Childcare help if you are training.

COMPLAINTS PROCEDURE

As part of the partnership between Wingle-Tye Preschool Ltd, staff and parents, it is important that parents and staff are able to discuss any matters arising without fear of disapproval.

This procedure is as follows:

When a complaint is received, the Manager or Officer in charge will gain as much information as possible on the nature of the concern. With the relevant information, the Manager or Officer in charge will attempt to resolve the problem with the person either verbally or in writing. All complaints will be treated seriously and always recorded in the appropriate file. However minor they may seem all complaints will be investigated and the result will be confirmed with the complainant.

Any unresolved complaints should be put in writing to the Director, Wingle-Tye Pre-School, who will then take the matter up personally, investigate the complaint and report back within 28 days.

If the complainant is not satisfied with the explanation for action taken by the Nursery, then the complaint can be forwarded to the following:-

OFSTED
Piccadilly Gate
Store Street
Manchester
M1 2WD

Tel: 0300 123 1231

Whistleblower Hotline – 0300 123 3155

This unit is responsible for the registration and inspection of day nursery establishments under the Children's Act 1989. If in any doubt about a complaint, then contact with the above is advised.

LOST CHILD POLICY

It is a requirement from OFSTED that we have a strategy set up should a child become lost. If this occurred, the following procedures would be applied:-

- A thorough search of the premises – buildings and gardens by senior staff and as many other members of staff and volunteers as possible.
- If ratios allowed, any extra staff members would search the local area immediately outside the setting.
- The police would be contacted, the family and the Local Authority.
- A full investigation would take place and a report sent to OFSTED.



GENERAL POLICY

Clothing should be comfortable and suitable for messy play as, even with the greatest care, paint and glue can ruin a new outfit. **Coats, jackets and cardigans must be named.** Our children have use of the outside area daily.

Any bags brought into the setting MUST be a “draw-string type” bag as storage is limited. Any other types of bags will **NOT** be permitted. The wearing of boots throughout the session is not encouraged as accidents may occur during outside play. Please make sure your child has a change of shoes.

Packed lunch containers MUST be named and please avoid wrapping any food in cling film as this can be dangerous. Please open and limit all packaging where possible. This will help staff to safely monitor lunch time without too much contact.

Our rooms get very warm, so a few layers of clothing may be better than a thick jumper or sweatshirt. **Please do not send your children into the setting wearing belts, braces or dungarees.** They can get very frustrated when using the toilet. Many accidents can be avoided by using the pull on type of trousers and socks instead of tights.

The wearing of jewellery is not encouraged as it is easily misplaced if removed and can sometimes lead to accidents. Wingle-Tye will not be held responsible for any loss or damage to jewellery.

Car parking facilities are for school staff only and must not be used. Children should never be allowed to play or wander in that area and for the children's safety parents must always enter and leave via our gate. **Under no circumstances must parents climb over our fence – nor should children be lifted over the Pre-School fence.**

Wingle-Tye has a no smoking policy on the premises.

Once the children are in our care, the play room door is locked from the inside allowing no unauthorised access. The outer gate is also locked. Our fire exit door is alarmed, should any of the children be able to push down on the bar. All visitors that enter our premises will have an appointment and are requested to sign the Visitors Book.

Wingle-Tye will not tolerate bullying or intimidation towards any of their staff or children and will withdraw any places offered if this occurs immediately.



Please visit our website www.wingle-tye.co.uk for the full range of our policies and procedures and any additional information you may require.

