

# Section 3 - Childcare

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### 3.1 Admissions & Registrations



Parent Admin

**Download our App**





## 3.1 Admissions & Registrations

### Policy

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

### Procedures

- We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community. Any advertisement, design-work or marketing schemes are authorised and monitored by the settings manager(s) and directors.
- The directors update the website on a regular basis and run several regular schemes to help parents save money. These are advertised on our website under 'help with fees', these include:

#### Siblings Discount

In order to support families who attend our setting(s), we are pleased to offer:

- 10% siblings' discount if you have 2 children with us
- 15% siblings discount if you have 3 children with us

If a parent already has a child at a setting we will offer reduced fees to support all parents with more than one child in our care. This sibling discount will be applied to the eldest child's fees and is not valid in conjunction with any other offer or discount. Discount cannot be applied to a F.E.E child or the youngest child in connection with F.E.E. Siblings discount cannot be deducted from 'meals'. All other terms & conditions apply.

#### One Month Free Offer

This offer is only open to new children who have never been registered and attended a setting. This offer is for 1 free month childcare. (Claiming their 2nd month free). This offer is only available at certain times of the year and is advertised by the individual setting and is the decision of the directors. The offer depends upon availability. Children must register and start prior to the expiry date, unless agree with director who puts this in writing. The offer will identify a age.

Parents must pay for the non-refundable registration fee of £35 in advance. Parents must pay for their first full month and then can claim their 2nd full month free. If a child starts part way through a month then the free month will apply to the third month they attend. Payment must be made to the setting prior to the child starting. Parents cannot reduce their sessions/ days whilst they are on the offer or for a period of 6 months in total, otherwise they will be liable for the costs. Parents can change and increase their sessions / days whilst they are on the offer however cannot reduce their monthly plan. All other settings terms and conditions apply.

#### NHS & Police 5% Discount

If a parent or carer are employed by the NHS or Police they can enjoy a fantastic 5% discount off the setting(s) fees. This discount gets applied to 'family discount' and is taken off any/all children attending. The legal guardian of the child must be an employee of the NHS or police. Proof of employment will be required for eligibility. Not valid in conjunction with any other offer or discount. The setting has the right to ask the parent/ carer for an ID checks at any time during their time using our service.

#### Tax Free Childcare

You can get up to £500 every 3 months (£2,000 a year) for each of your children to help with the costs of childcare. If you get Tax-Free Childcare, the government will pay £2 for every £8 you pay your childcare provider. This is paid via an online childcare account that you set up for your child. You can get Tax-Free Childcare at the same time as 30 hours free childcare if you're eligible for both.

Apply online for Tax-Free Childcare:

<https://www.gov.uk/apply-for-tax-free-childcare>

Information cards in our entrances



#### 2, 3, 4 year old, 15 Hours 'Free Early Education' known as F.E.E

All 3 to 4-year-olds and some 2-year-olds in England can get 15 hours per week for 38 weeks per year, that's 570 hours of free early education (FEE) per year. Our setting(s) has rounded this entitlement up to 12 hours per week spread over 51 weeks per year, that's 612 hours of free early education (FEE) per year, giving our parents more. We have chosen to spread this entitlement across 51 weeks to support the working parent and consistency for the children. This offer is exclusive to our setting(s). Parents are never charged for FEE hours. The FEE does not include breakfast or nursery meals, additional services are chargeable.



#### 3 & 4 year old, 30 Hours 'Free Early Education' known as F.E.E

You may already know that the government from September 2017 is rolling out a scheme offering '30 hours free childcare' to some families with children aged 3 to 4-years-old. The '30 hours free childcare' scheme is great news for eligible families, who could claim up to double the amount of free childcare they are currently entitled to. We spread this free entitlement over 12 months (instead of 38 weeks), to help spread the savings throughout the year. This could take your free childcare entitlement from 570 hours a year up to 1,140 hours a year. How it works: Parents will apply online and will be given a unique code; they must give this code to their provider, along with their national insurance number and child's date of birth, so that the provider can confirm with their local authority or a provider portal that it is a valid code. If they are eligible, they will receive a 30 hours eligibility code. Parents will then have the choice to select the options available from the setting.

## Stage 1

### Enquiries & Visiting Us

- We ensure that information about our setting is accessible, in digitally written and spoken form and, where appropriate, in more than one language. Where necessary, we will try to provide information in Braille, or through British Sign Language. We will provide translated written materials where language needs of families suggest this is required as well as access to interpret the home language.
- When a parent or carer makes an inquiry to book a visit, parents complete the following information:

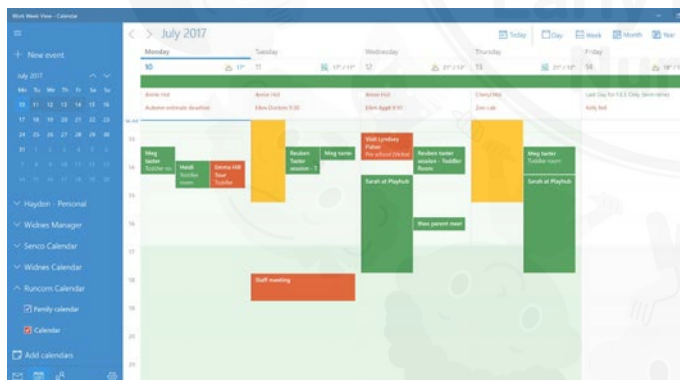
#### Visit Us:

If you would like to visit us, please complete the following form and a member of the team will be in touch!

Parent Details	Parent Email
Full Name	Parent Email
Telephone	Confirm Email
Child Details	Visit Details
Full Name	Visit Date
Date of Birth	Visit Time
	Please Select
Submit	



- Every tour information is recorded on the 'Calendar' to communicate effectively to working colleagues. The calendar is accessible on each of the settings devices and is part of the secure online network. All employees review and add information to the calendar.



(example of the calendar)

- All information is stored on Nursery in a box.
- If applicable we arrange a waiting list. In addition, our policy may take into account the following:
  - the vicinity of the home to the setting; and
  - siblings already attending the setting.
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
- Tours are booked in advance, we aim for these to take place between:
  - AM 9:30am to 11am
  - PM 1:30pm to 5pm

We avoid busy spells within the nursery to minimise any disruption to the children in our care (for example: meal or sleep time) however, we try to accommodate parent's needs.

- The director, manager or secretary contacts the parent 2 working days after the tour to receive feedback. They then record the parents decision or feedback.

- Tours are only conducted by directors, managers, deputy manager(s), supervisors. Designated person who the directors have trained and approved to do tours.
- It is normal for the manager of the setting
- to conduct these on a regular basis and is their main role and responsibility to ensure current and future parents are inducted correctly, overseeing the 'settling in' and 'role of the key person' (Workforce – Section2).
- We describe our setting and its practices in terms that make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders.
- We describe our setting and its practices in terms of how it treats each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion and ethnicity or from English being a newly acquired additional language.
- We describe our setting and its practices in terms of how it enables children and/or parents with disabilities to take part in the life of the setting.
- We monitor the gender and ethnic background of children joining the group to ensure that our intake is representative of social diversity.
- We make our Valuing Diversity and Promoting Equality Policy widely known.
- We consult with families about the opening times of the setting to ensure we accommodate a broad range of family need.
- We offer set attendance patterns to accommodate the needs of individual children and families. We provide easy-to-read advice cards to support parent's and carer's. Our setting(s) patterns offer continuity in the setting and provides stability for all the children. These options are consistent/ regular and cannot vary week-to-week, however, parents can choose to attend from one session up to five full-days. Parents can request to change their day(s) or session(s) depending on availability and in line with the terms and conditions.

## Nursery Fees

How Fees are calculated:

It is calculated: Weekly Fee x 51 / by 12 = Nursery Monthly Fee

Our childcare year runs from September 1st to August 31st. We close for one week at Christmas and all other Bank Holidays. The fees payable by the parent/ guardian are calculated by taking the child's weekly attendance fee, multiplying the same by 51, being the number of weeks, the setting is open, and dividing by 12 to give a monthly payment. The payment of fees is monthly. The nursery does not permit the payment of fees on a daily or weekly basis. Please refer to the nursery terms and conditions for more information.

Registration Fee: £25.00  
(one off advance payment to secure childcare place)

Reviewed: 01/02/19  
Fees Effective from: 01/04/19

**ELN CUSTOMER CARE**  
ELNCUSTOMERCARE@OUTLOOK.COM  
**01514244954**  
MONDAY - FRIDAY 9.30AM - 5PM

Our Customer Care team supports with:

- Registrations • Updating Details • Invoicing •
- Settling Up or Making Payments •
- Eligibility HMRC Free Early Education (F.E.E) Code •
- Booking Extra Days or Sessions •
- Booking Pattern Changes • Terms & Conditions •

Full Days			
Our Full Day(s) are 11 hrs per day:			
Full Days: 7am – 6pm			
Number of Day(s)	Day Rate	Weekly Rate	Monthly Rate
5 (Discounted Offer)	£39.50	£197.50	£839.38
4	£42.50	£170.00	£722.50
3	£42.50	£127.50	£541.88
2	£42.50	£85.00	£361.25
1	£42.50	£42.50	£180.63

Half Days			
Our Half Day(s) are 5 1/2 hrs per session, you can choose from:			
Morning Sessions: 7am – 12:30pm      Afternoon Sessions: 12:30pm – 6pm			
Number of Day(s)	Half Day Rate	Weekly Rate	Monthly Rate
5 (Discounted Offer)	£24.00	£120.00	£510.00
4	£26.00	£104.00	£442.00
3	£26.00	£78.00	£331.50
2	£26.00	£52.00	£221.00
1	£26.00	£26.00	£110.50

**Charges**

- Kids Uniform (Optional): £10.00
- Late Collection of child: £20.00
- Late Payment of Fees: £50.00

**Meal Times:** Breakfast: Is at 7am to 8:30am every day.  
**Morning AM Meal:** We will provide a 2-course meal for each session a main-hot-meal and dessert. Our morning meal is at 11am.  
**Afternoon PM Meal:** We will provide a 2-course meal for each session a main-hot-meal and dessert. Our afternoon meal is at 3pm.

**Download Our App**

We have made life easier for our parents to communicate with us. Here are the benefits of 'ParentAdmin':

View & Download:	View & Confirm:	View & Communicate:
<ul style="list-style-type: none"> <li>✓ Your Invoice History</li> <li>✓ Your Payment History</li> <li>✓ Your Outstanding Balance</li> <li>✓ Your Voucher Payments</li> <li>✓ Your Booking Patterns</li> </ul>	<ul style="list-style-type: none"> <li>✓ Collection Passwords</li> <li>✓ Emergency Contacts</li> <li>✓ Medical Records</li> <li>✓ Personal Information</li> <li>✓ Permissions &amp; Consents</li> </ul>	<ul style="list-style-type: none"> <li>✓ Send &amp; Receive Notifications</li> <li>✓ Reporting Child Absence</li> <li>✓ Update Eligibility F.E.E (HMRC) Code &amp; Expiry Dates</li> <li>✓ Update Banking / Payment Details</li> </ul>

www.parentadmin.com

Example of our Nursery Fees Form



- Practitioners support the tour by introducing themselves to parents/ carers and child. Staff should try and beam into the needs of the child and incorporate them into any activity.
- From the moment the parent or carer is being shown around it is a team effort to ensure they feel welcomed.
- We encourage every parent or carer to take part in a tour prior to making their decision. We believe this is an important part about getting to know about the setting.

## Stage 2

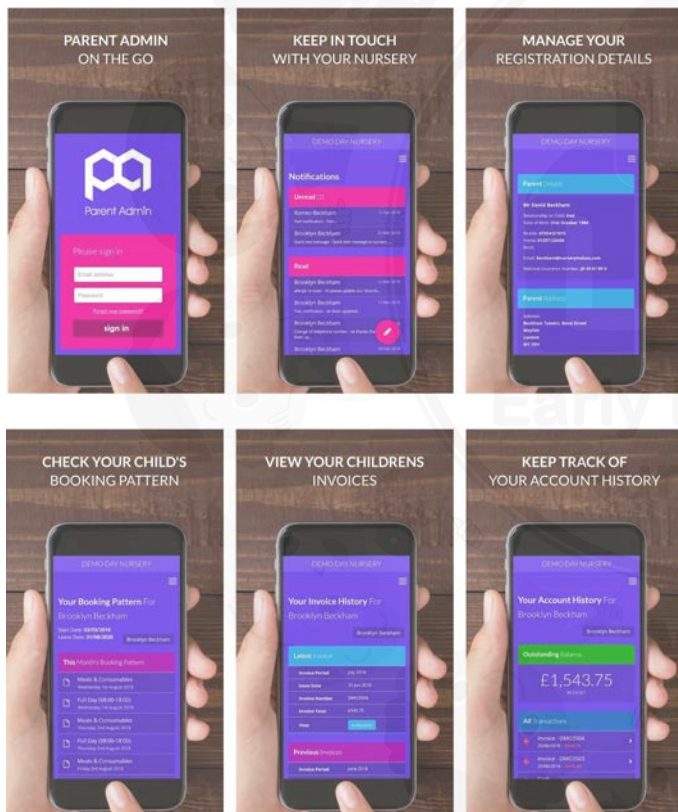
### Registration

- As part of the tour parents are offered to complete an initial registration online via Nursery in a Box. Step-by-step support is provided. Once completed the parent will be sent a notification automatically to pay their registration fee. If they are applying for a F.E.E (free early education) place, then this is free.
- The customer care team will check to ensure registration fee has been received and confirm all the details with the parent/ carer.

### Sent ParentAdmin login

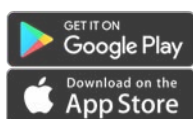
- Once registration payment is received the customer care team or manager will send details for the parent to log into their families 'ParentAdmin' account. Parents are sent a unique password which they will need to reset.

ParentAdmin Link: <https://uk.parentadmin.com/login.php>



### Registration Forms Tracker

- Parents are able to download the parentadmin app on different platforms. We track the progress of all registration forms.



- Every registration needs to be reviewed and checked by a manager so they have an awareness of the family and child in our care.
- Each parent will be asked to read the setting(s) terms and conditions. Terms and conditions are still complete even if the child does not pay for any childcare. Failure to comply with the setting(s) terms and conditions (*for example: payment of fees*) may ultimately result in the provision of a place being withdrawn.

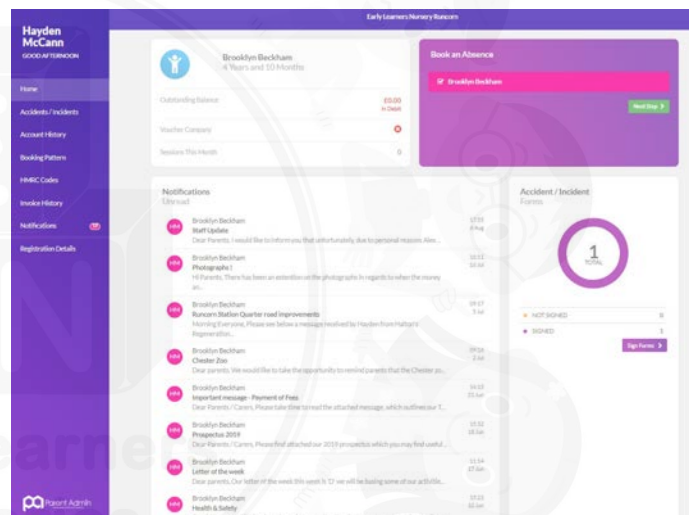
## Stage 3

### Taster Sessions & All About Me

- The taster session(s) are booked by the setting(s) manager and put on the calendar and communicated with the team.
- Registration information is again then checked by the 'key person' prior to the taster session(s).
- On the first tour the key-persons:
  - Introduces the team
  - Explains about the classrooms daily routine,
  - Reviews the registration with the parent, *for example clearance, dietary requirements, immunisations and doctors details.*
  - Logs notes about the child's needs
  - The parent is sent the 'All About me'
- Once taster sessions are complete and all information is up-to-date the setting will require the first months fees in advance. Please refer to terms and conditions.

### Notifications

- The key person is responsible for ensuring the information is gained and kept up-to-date, as well as informing the office. The team communicate effectively via sending notifications regularly through ParentAdmin.
- These notifications will be sent directly to your email as well as be stored on your personal ParentAdmin Account.



### Some of the benefits of ParentAdmin

Parents can view and download invoice history, payment history, outstanding balance, voucher payments, see booking pattern. Parents can also view and confirm collection passwords, emergency contacts, medical records, update personal Information for example permissions & consents. They can simply record their child absence, sign for accidents and incidents forms and also leave messages for a particular department.

### Additional Support

We also benefit from having our own Customer Care team.  
T: 01514244954

This policy was adopted for: (Company Name)	
Held on:	8 <sup>th</sup> August 2019
Signed on behalf of the management:	
Name of signatory:	Hayden McCann
Role of signatory:	Director

	Date:	Reviewed by:
Reviewed:		
Reviewed:		
Reviewed:		
Reviewed:		

# What does 'ParentAdmin' registration from look like?

## Parents Details

<b>Parent Details</b> Title <input type="text" value="Mr"/> First Name <input type="text" value="Dave"/> Middle Name <input type="text"/> Last Name <input type="text" value="Becks"/> Date of Birth <input type="text"/>	<b>Address Details</b> House Name or Number <input type="text"/> Address 1 <input type="text"/> Address 2 <input type="text"/> Town / City <input type="text"/> County <input type="text"/> Post Code <input type="text"/>	<b>Contact Details</b> Mobile <input type="text" value="9847343058703"/> Phone <input type="text" value="894457982779347"/> Work <input type="text"/>
<b>Relationship To Child</b> Relationship to Child <input type="text" value="Dad"/>	<b>Collection Password</b> Collection Password <input type="text"/> Confirm Password <input type="text"/>	<b>Email Address</b> Email Address <input type="text" value="elnenquiries@outlook.com"/>
<b>National Insurance</b> Are you happy to provide your national insurance number? <input type="text" value="Yes"/> National Insurance Number <input type="text"/>	<b>Childcare Vouchers</b> Do you claim childcare vouchers? <input type="text" value="Yes"/>	<b>How Did You Hear About Us?</b> How did you hear about us <input type="text" value="Please Select"/>

## Child's Details

<b>Child Details</b> First Name <input type="text" value="Brooklyn"/> Middle Name <input type="text"/> Last Name <input type="text" value="Becks"/> Gender <input type="text" value="Male"/> Date of Birth / Day / Month <input type="text" value="06/08/2019"/>	<b>Emergency Contact 3</b> First Name <input type="text"/> Last Name <input type="text"/> Relationship to Child <input type="text" value="Relationship to child"/> Collection Password <input type="text"/> Mobile Number <input type="text"/>	<b>Emergency Contact 4</b> First Name <input type="text"/> Last Name <input type="text"/> Relationship to Child <input type="text" value="Relationship to child"/> Collection Password <input type="text"/> Mobile Number <input type="text"/>
<b>Child Address</b> <input type="text" value="Same as parent address? Click here"/> House Name/Number <input type="text"/> Address 1 <input type="text"/> Address 2 <input type="text"/> Town <input type="text"/> County <input type="text"/> Post Code <input type="text"/>	<b>Nationality &amp; Religion</b> Nationality <input type="text" value="Please Select"/> Religion <input type="text" value="Please Select"/> Country of Birth <input type="text" value="Please Select"/> Language & Ethnicity First language spoken at home <input type="text" value="Please Select"/> Second language spoken at home <input type="text" value="Please Select"/> Ethnicity <input type="text" value="Please Select"/>	<b>Previous Nursery</b> Attached to previous nursery? <input type="text" value="Yes"/> Preferred School <input type="text"/> Preferred School After Nursery <input type="text"/> Has your child attended this school? <input type="text" value="Yes"/> Has your school state been confirmed? <input type="text" value="Yes"/>

## Further Information, Permissions & Consents:

<b>Doctor</b> Dr Name <input type="text"/> Telephone <input type="text"/> Surgery Name <input type="text"/> Address 1 <input type="text"/> Address 2 <input type="text"/> Town / City <input type="text"/> County <input type="text"/> Post Code <input type="text"/>	<b>Dentist</b> Name <input type="text"/> Telephone <input type="text"/> Dentist Surgery Name <input type="text"/> Address 1 <input type="text"/> Address 2 <input type="text"/> Town / City <input type="text"/> County <input type="text"/> Post Code <input type="text"/>	<b>Health Visitor</b> Name <input type="text"/> Telephone <input type="text"/> Surgery Name <input type="text"/> Address 1 <input type="text"/> Address 2 <input type="text"/> Town / City <input type="text"/> County <input type="text"/> Post Code <input type="text"/> Has your health check completed? <input type="text" value="Yes"/>
<b>Social Care Worker</b> Name <input type="text"/> Telephone <input type="text"/> Surgery Name / House Number <input type="text"/> Address 1 <input type="text"/> Address 2 <input type="text"/> Town / City <input type="text"/> County <input type="text"/> Post Code <input type="text"/>	<b>Permissions &amp; Consents</b> Administer Calpol <input type="text" value="Yes"/> Administer Medication <input type="text" value="Yes"/> Apply Nappy Cream <input type="text" value="Yes"/> Apply Sun Cream <input type="text" value="Yes"/> Authorise Emergency Treatment <input type="text" value="Yes"/> Authorise Insect Bite Treatment <input type="text" value="Yes"/> Authorise Teething Gel <input type="text" value="Yes"/> Understand how to access our Policies & Procedures <input type="text" value="Yes"/> Allow Off Premises Trips or Visits <input type="text" value="Yes"/> Allow Photographs to be Taken (Assessment & Tracking Purposes) <input type="text" value="Yes"/> Allow Photographs on Social Media (Facebook) <input type="text" value="Yes"/> Allow Photographs on Website <input type="text" value="Yes"/>	

## Understanding your child:

<b>Illnesses and Immunisations</b> Chicken Pox <input type="text" value="Yes"/> Diphtheria <input type="text" value="Yes"/> Hepatitis A <input type="text" value="Yes"/> Hepatitis B <input type="text" value="Yes"/> Measles <input type="text" value="Yes"/> Meningitis C <input type="text" value="Yes"/> Mumps <input type="text" value="Yes"/> Pneumonia <input type="text" value="Yes"/> Polio 2 Months <input type="text" value="Yes"/> Polio 3 Months <input type="text" value="Yes"/> Polio 4 Months <input type="text" value="Yes"/> Rubella <input type="text" value="Yes"/> Scarlet Fever <input type="text" value="Yes"/> Tetanus <input type="text" value="Yes"/> Whooping Cough <input type="text" value="Yes"/>	<b>Health</b> Regular Medication <input type="text" value="Yes"/> Respiratory Problems <input type="text" value="Yes"/> Visual Impairment <input type="text" value="Yes"/> List Regular Medications (if any) <input type="text"/> Other Health Problems <input type="text"/> MIS Number <input type="text"/> Special Educational Needs & Disabilities (SEND) Diagnosis (Select all that apply) <input type="text" value="Nothing selected"/> Procedural difficulties with your child (Select all that apply) <input type="text" value="Nothing selected"/> Opening Disability Access Fund (DAF) <input type="text" value="Yes"/> Opening Disability Living Allowance (DLA) <input type="text" value="Yes"/> DLA Reference Number <input type="text"/> Anything else you think we should know <input type="text"/>
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## Terms & Conditions and digital signature:

**Accept & Sign Registration Form**

You confirm that the information you have provided is both complete and accurate and you understand that the giving of false information could invalidate your childcare contract with your nursery. By submitting this form, you agree to the [terms and conditions](#) and privacy policy set out by your nursery.

Your Signature (use your mouse or your finger in the box below)

## Resetting your password:

**Set Password**

**Update Your Password**

Username is automatically your personal email address [elnenquiries@outlook.com](mailto:elnenquiries@outlook.com)

Type your old password and then new password twice and click update to save.

**Old Password**

  
**New Password**



### 3.2 Partnership with parents & carers



## 3.2 Partnership with parents & carers

### Policy

We believe that children benefit most from early years education and care when parents and settings work together in partnership. Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting. We also aim to support parents in their own continuing education and personal development.

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

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

### Procedures

#### Details of Parent(s) and/ or Carer(s):

- When a parent joins our setting they complete an online registration.
- 'Parental responsibility' is all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.
- We ask the parent(s) and carer(s) of the name of the person and the address of where the child normally lives.
- We ask if any legal enforcement is put in place and if the parent may or may not have legal contact. If applicable we ask for copies of such 'court orders' and/ or injunctions and the emergency contact details.
- We ask for any other working professionals and the contact details.
- We endeavour to include both parents— that may mean we have different strategies for involving fathers or parents who work or live apart from their children.
- We consult with all parents to find out what works best for them.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.
- We encourage and support parents to play an active part in the governance and management of the setting.
- We inform all parents on a regular basis about their children's progress.
- We involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written developmental records.

#### Family Observations

- We provide opportunities for parents to contribute to their child's profile. We do this through 'family observations' whereby the parent can send pictures, videos to add to their child's learning book.
- When joining the setting parent will be sent details to log into there 'LearningBook' account:

<https://mylearningbook.co.uk/Login?ReturnUrl=%2f>

#### Learning Book:

LearningBook gives parents a smart, flexible way to review and interact with their child's early years education by transforming the link between home and the classroom.

#### Support your child's learning

*Do you know what your child did today at nursery, or what they're doing tomorrow? More importantly, do you know how that fits into their learning journey or what milestones they are currently working towards?*

We understand that parents face enough time constraints as it is, and keeping up to date with your child's daily progress is not made any easier by limited contact time with their teachers and key workers. Parents need to be able to follow, review and understand what their son or daughter gets up to at nursery in order for parents to give them the right support at home. LearningBook is a complete digital solution for learning journeys where we can record, analyse and share information on their progress.

Paper learning journeys are outdated, impractical and often unavailable to parents, which is why we've developed a smarter, safer and more accessible way of capturing and presenting your child's Early Years progress. LearningBook brings learning journeys to the digital age, providing parents with an electronic version of their child's learning journey which they can access and engage with at any time. Increased visibility means parents can support the skills their son or daughter is learning at school or nursery by using the same teaching styles and processes at home when planning fun and educational activities.

#### With LearningBook, you can:

- View and comment on observations taken at school through the MyLearningBook portal.
- See how each observation is linked to the EYFS curriculum and what link means.
- Give extended or overseas family access to view your child's learning journey.
- View your child's overall progress throughout the early years curriculum.
- Upload your own photos from home activities to enhance your child's learning record.
- Request pdf download of learning journey from your child's school, preschool, nursery etc.
- Purchase a beautifully designed hardback book or memory stick keepsakes of your child's learning journey.





### Joining In

- We inform parents about relevant conferences, stay-&-plays workshops and training our team have been taking part in.
- We offer parents the opportunity to discuss with the children their own work place, skills, knowledge and interests about home life. This may be implemented into the settings planning.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.
- We hold meetings in classrooms that are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.

Here are a few examples of Stay-&-Play sessions we plan:

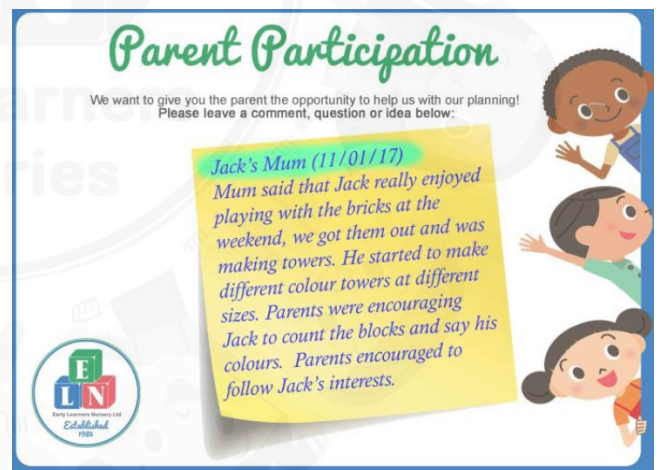


### How can a family contribute with their child's learning?

- All the fun activities that a parent or carer dose with their child at home is important in supporting their learning and development, and has a long lasting effect on their child's learning as they progress through school. Even when their child is very young and is not yet able to talk, talking to them helps them to learn and understand new words and ideas. If a parent makes the time every day to do some of the following things with their child it will make a real difference to their child's confidence as a young learner. Here are a few ideas:



- In each of our classrooms we display our planning forms for parents to view and contribute any ideas. We have a designated section called 'parent participation' where they can leave a message/ idea/ or even a story. This can also be written by the practitioner who spoke to the parent.



(Example of message from parent)

This policy was adopted for: (Company Name)	
Held on:	8 <sup>th</sup> August 2019
Signed on behalf of the management:	
Name of signatory:	Hayden McCann
Role of signatory:	Director

	Date:	Reviewed by:
Reviewed:		
Reviewed:		
Reviewed:		
Reviewed:		

### 3.3 The Learning Cycle





## 3.3 The Learning Cycle

### Policy

Observation, assessment and planning all support children's development and learning. Planning starts with observing children in order to understand and consider their current interests, development and learning.

- **Observation** - Observation describes the process of watching the children in our care, listening to them and taking note of what we see and hear.
- **Assessment** - We assess children's progress by analysing our observations and deciding what they tell us. We also need to find out about children's care and learning needs from their parents and from these we can identify the children's requirements, interests, current development and learning.
- **Planning** - We plan for the next steps in children's development and learning. Much of this needs to be done on the basis of what we have found out from our own observations and assessments as well as information from parents.

### Procedures

#### Observation

- Observation is the formal term for one of the most important aspects of day-to-day professional practice when working with children of all ages. It is how we find out the specific needs of individual children by carefully looking, listening and noting the activities of a child or group of children.
- Observation allows us to see a child as an individual; this is important for every child in whatever setting but even more important in large group settings.
- Observation should be both formal (planned) but much of it will be informal (spontaneous) carried out as our staff work with the children.
- Without observation, overall planning would simply be based on what we felt was important, fun or interesting (or all three) but it might not necessarily meet the needs of the children in our care. Carrying out regular observations is vital because it ensures that we put the child at the centre of our practice.
- We can discover what new skills and abilities emerge over time through observation. *(For example, when a baby is able to sit up steadily, or a young child can pour their own drink, think about somebody else's feelings, assign meanings to the marks they have made on paper, or ride a bicycle without stabilisers).*
- Observation enables us to identify each child's likes and dislikes and their responses to different situations such as care routines or new people. We can find out which experiences, routines or activities a child seems to enjoy or to find difficult and any that seem to make them anxious.
- Observation helps us assess children's progress; we can find out about the specific care and learning needs of each child. We can then plan next steps in children's development and learning.

#### Observation skills

To find out about a child we need to observe them in a way that is valuable to the child and makes best use of our time. This involves a number of skills:

- **Looking** – we need to watch what the individual child is doing during the time of the observation, how and where they like to spend their time. Having a good understanding of child development is important. It also helps if you have some understanding of the child's current development and the particular way the child is learning, for example, gathered through information from parents.
- **Listening** – we must pay attention to the interactions of the individual child with different adults and between different children.
- **Recording** – we can note important features of the child's responses, behaviour, learning and development accurately and as soon as possible after observing them. Not all observations that you make will be recorded, but it is helpful to evidence significant experiences and milestones that children achieve.

- **Being objective** - looking, listening, recording and thinking all require the need for objectivity: not allowing preconceptions to influence what you have observed. *(For example, staff may have concerns that a child does not communicate very often),* but keeping an open mind. By keeping an open mind staff are more likely to gather better evidence to either support or clear up concerns. Staff may find that although the child is often very quiet, he/she is using body language that is being ignored, that he/she communicates well with peers but not with adults or that certain activities or interactions seem to make communication easier or harder for her. Staff observations will also help recognise the child's needs more accurately and to identify if there is any cause for concern. Each child's emotional well-being has a very strong influence on the way the child develops, including their ability to learn, to communicate, their behaviour, their curiosity and their ability to cope with new experiences.

After carrying out our observations, our staff then need to reflect on what they are telling us about the child by:

- **Thinking** – Staff should think about what we have seen and how this leads into assessing and planning. It is important that staff ask the child's parents and other practitioners to contribute.
- **Questioning** – Staff may sometimes need to ask questions in order to clarify, confirm or reject ideas about what we have observed. Where a child is able to respond, and how our questions may be directed to them. Sometimes our questions may be directed to their parents.

#### Types of observation

There are three types of observation and methods staff choose. Most of the observations carried out in our settings are:

- **Planned Observation** - Planned is when observations are viewed from a distance/ stood back and watching independent play, this should last between 5-10 minutes maximum. This can be when a new child has started and a practitioner does an initial observation.
- **Participant Observations** – are mostly completed on a follow-up activity. This is when a practitioner is participating, playing and working with the children whilst observing.
- **Incidental and Spontaneous Observations**- things you noticed happening which you felt were significant and should be noted down. These observations can be provided by working colleges or even parents. We call this '*in the moment*'.

#### Recording observations

Many practitioners use sticky notes to jot down brief observations and this is a practical way of recording information. You will need to write enough information so that anyone else reading it can understand.

Electronic devices are a key part of successful observation within our settings. This saves time and reduces paperwork and ensures our practitioners don't spend prolonged periods of time away from children.

Our staff use 'LearningBook' to record and share observations with their parent(s) and/or Carer(s). The system uses the Early Years Foundation Stage (EYFS) Principles, the seven Areas of Learning and Development and the Development Matters provided by the department for education (DfE). This system helps us organise our learners and classes, cohort groups, and records the learning experiences how children are progressing.

#### *Capturing Observations on the Move*

Observations will be automatically sent via wifi to a secure website (Web Management Suite) where staff and the settings manager can collate, view, save and print your observations at any time. It is important that practitioners regularly log on and use the Assessment section to assess and evaluate the current data. This will show where a child is emerging, expected and exceeding based on the number of times an objective is tagged.

Staff should monitor gaps in their key groups and identify areas that need to be actioned. Staff and the settings manager should access the number of observations completed during a set period (monthly), practitioners should also review the quality of the observation. This is something the manager will also monitor and support staff with. This information should then feed into planning as areas of learning that need to be explored. At this stage our staff have an in-depth understanding about where a child is under and over-achieving in-line with the 'development matters'. Any missing evidence may have been identified and might need to be actioned. When staff have been assigned a key group and completed their induction they will be given the login details to access 2simple. Practitioners are only allowed to access 'Learning Book' whilst within the setting and no information about a child is to be taken off the premises (*Section 1 – child protection, 1.8 mobile phones, electronic devices and social networking*).

For video presentations, training and guidance please visit the following link and click on the 'Early years video':

<http://www.learningbook.co.uk/our-resources/videos>

#### *Involving parents*

Parents know their children intimately. For practitioners, therefore, building a close, trusting and reciprocal relationship with parents needs to begin before a child starts in a setting. Parents need to be involved as part of the ongoing assessment process, sharing their views and observations about the child's development with practitioners and being involved in planning what opportunities and experiences to offer the child next. For parents where English is not their first language and those who find reading and writing difficult, it is important for practitioners to find ways to meaningfully engage them in the observations, assessment and planning process. Practitioners should do all that they can to ensure effective two-way communication between parents and the setting to support children's learning (*Section 3 – childcare, 3.2 partnership with parents and carers*).

#### *What should I cover in a 'Parent Meetings'*

It is normal practice to conduct a parent meeting at least once every term. During this meeting staff should discuss:

- Welcoming the parent(s) and/ or carer(s) into the setting and introduction about yourself
- Brief explanation of the EYFS, what it stands for and how do we use it
- How we observe, assess and plan
- Child Learning Journey (*a long observation*)
- Discuss child's termly assessments (*emerging, expected and exceeding*) giving the parent an insight on the pupil's progression over the course of the term.
- Discuss and agree future targets to work in partnership with parent
- Email any relevant report to parent(s) and/or carer(s)
- Feedback & review about what they think about the setting.

#### *What happens if a parent does not attend or wishes not to attend a parent meeting*

Within our setting we encourage all parents to attend termly meeting about their child's progress. If a parent or carer fails to attend a parent meeting staff still have a requirement to ensure that they receive their child's information. It is normal practice to give them the opportunities to attend, flexible to suit their needs. If they fail to attend it is best practice to send the information via email so practitioners have a record of when, why and what they have sent.

#### *Assessment*

- Assessment is the process of analysing and reviewing what we know about children's development and learning (*for example, what we observed*).
- We need to ask ourselves: what does our observation and any other evidence of learning we have collected (*such as examples of the child's mark-making, information from parents, a photograph we took or video recordings we have made*) tell us about the child's learning and development? What was new – something we had not observed before?
- Our staff collate the evidence of children's progress over time and we gain insights into children's learning, development and their needs. Effective assessment involves evaluation or decisions about the child's progress and their learning and development needs and gives us the information we need to plan for the next steps.
- Another form of assessment is summative assessment. This is a summary of all the formative assessment carried out over a long period and makes statements about the child's progress. The EYFS Profile is the summative assessment completed by practitioners when a child is two, we call this a 'two year check'. Another summative assessment is completed at the end of the EYFS.

#### *Planning*

Good and effective planning is fundamental to children making high levels of progress and incorporating learning through play is key. Planning brings together a collection of staff '*planned and participant observations*', trends identified in tracking and assessments, children's interest and parent's contributions. Having all this information will enable practitioners to identify and plan activities, experiences, and children's next steps for the follow-up activity.

#### *Who is responsible for the planning*

The planning is led by the key person, they take overall responsibility for the planning of their key children. However, a backup key-person can support and conduct activities/ lesson plans left. It is for the 'back-up' to ensure that the observation and evaluation and feedback is completed and fed back to the key-person. Managers should check planning regularly.

#### *How to complete Planning*

Planning should be completed day-by-day following either:

- the children's next steps from previous session(s) or areas that need addressing from the tracking and assessments. (*Preparing to do a planned and participant observation*)
- the children's current interests or '*in-the-moment*' activities (*Instant incidental and/ or spontaneous observations*).

Planning should present a clear message about what activity staff are doing on that day, however this activity may change or be adapted depending on children. There is no requirement to individually plan. A parent, carer or visitor must be able to clearly read planning. Staff need to be careful not to plan too far in advance, planning should not be rushed. Planning should always have the name of the key person and the week commencing date. Planning should be completed with a black pen and not multicoloured. Planning sheets can become creative and we encourage staff to add items (for example: pictures, magazine cut-outs or photographs) to the edges of the sheet.

#### *What does the colour mean?*

A colour is used when a new activity (*planned or spontaneous*) is introduced to the planning sheet. The practitioner continues to use the same colour if there is a follow-up and until it has run to an end. The colour represents the flow and links, so it is easy to trace back and track the 'starting point' and 'end point' of a particular activity. The colour must be a highlighter. The colour should have no reference to the areas of learning. Start dates and end dates must be used.



### Example of planning for a day:

MONDAY	
Areas of Learning: CL PD M	<p>1. Reading our 'Simple Shapes Story'.</p> <p>2. Searching exercise in sandbox. Exploring the sandbox using our magnifying glasses and talking about the items (simple shapes) we have found. Start Date: 16/01/17</p> <p>Simplify: Provide pictures to support what the children are searching for.</p> <p>Extend: Matching items / Recognising and challenging awareness of similarities and patterns.</p> <p>FC: T.B CH . DL .</p>
<p>Key Person(s): Jane Cairnes</p> <p>Week Commencing: 16/01/17</p> <p>PLANNING WHATS NEXT? Experiences and opportunities, learning environment, resources, routines, practitioners role</p> <p>Observation &amp; Evaluation Look later and note in the moment planning - Child initiated Activity</p> <p>Next Step Continue to reinforce simple shapes and patterns in pictures. Beginning to categorise objects according to properties such as shape or size.</p>	<p>Children showed interest in activity by talking about the shapes they were trying to find. - Pictures supported them. Children confidently matched and had an awareness of similarities of shapes. Children used descriptive words like 'big' and 'little' in play. Children all took part, however activity needed to be shorter as some children lost interest near to the end.</p>

### Planning, Observations / Evaluations & Next Steps

Use this space to record your observations, evaluations and next steps. It is a good idea to use this space to record your observations, evaluations and next steps. It is a good idea to use this space to record your observations, evaluations and next steps.

Are you planning? In the moment child initiated planning?

### Parent Participation

We want to give you the parent the opportunity to help us with our planning! Please leave a comment, question or idea below:

Jack's Mum (11/01/17)  
Mum said that Jack really enjoyed playing with the bricks at the weekend, we got them out and was making towers. He started to make different colour towers at different sizes. Parents were encouraging Jack to count the blocks and say his colours. Parents encouraged to follow Jack's interests.

(Example of planning, showing the flow and flow-up activity)

### What is 'In the moment planning'?

It is all about capturing the children's current interests at that particular time 'incidental and spontaneous observations'. This form of planning is based on what the child is doing and practitioners need to interact with the child to build on what the child is already doing (*in the moment*).

For many practitioners working in our settings, this type of planning is simple and effective as it allows those crucial moments to be captured and extended there and then. It is child lead and real-time planning. Children's, current interests are identified regularly and practitioners can plan and evaluate from day to day as a pose to week by week. Practitioners need to identify the child's interests and know when and how to intervene to help move the child's learning on. It could mean a spontaneous change in plan which a practitioner takes advantage of. It is a unique learning opportunity to capture.

It could be a new experience which a child is displaying and is current. It could be linked to feedback, discussions or an activity provided by a parent.

### How do I record this change in planning

Simply record the change in activity onto a post-it note covering the planned activity with a 'in-the-moment' new activity. In some cases the current activity may of changed based on the children's interests. It is all evidence based. The practitioner needs the skills to be able to see the teachable moment from the child's perspective and be skilled enough to know when to intervene (*give support*) and when to stand back and observe. Practitioners needs to use their professional judgement when and if to adapt planning. Below is an example of how we do 'in-the-moment' planning.

MONDAY	
Areas of Learning: CL PD M	<p>Children were playing with the bricks in the construction area. Children carefully selected the same size and shape (maths) and made towers with them (PD).</p> <p>Children pointed to their towers and started making counting noises using some of thier new counting words (maths / C &amp; L). I sat with the group and together we used our fingers to point at the bricks and count.</p> <p>Start Date 16/01/17</p> <p>Children discussed having blocks and construction toys at home. Find out more about what these children enjoy doing at home and plan some activities to link into his interests.</p> <p>Build more towers with group to support their interest. Maybe use Lego or different resources in different environments (inside &amp; out). Research images/ could link a story</p>
<p>Key Person(s): Jane Cairnes</p> <p>Week Commencing: 16/01/17</p> <p>PLANNING WHATS NEXT? Experiences and opportunities, learning environment, resources, routines, practitioners role</p> <p>Observation &amp; Evaluation Look later and note in the moment planning - Child initiated Activity</p> <p>Next Step</p>	

### Parent Participation

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Mum said that Jack really enjoyed playing with the bricks at the weekend, we got them out and was making towers. He started to make different colour towers at different sizes. Parents were encouraging Jack to count the blocks and say his colours. Parents encouraged to follow Jack's interests.

### What does simplify and extend means?

- **Extend** - challenging learning through supporting and initiating experiences, and interacting skilfully with children in play. Can be made longer or harder.
- **Simplify** – to make easier or even shorten the experience providing additional support if necessary (visuals, smaller group, or the environment/ less distractions)

This policy was adopted for: (Company Name)	
Held on:	8 <sup>th</sup> August 2019
Signed on behalf of the management:	
Name of signatory:	Hayden McCann
Role of signatory:	Director

	Date:	Reviewed by:
Reviewed:		
Reviewed:		
Reviewed:		
Reviewed:		



### 3.4 Privacy Notice – Early Learners Nurseries





## 3.4 Privacy Notice – Early Learners Nurseries

### Privacy Notice - Data Protection Act 1998 and General Data Protection Regulations – 2018

We collect and use children's information under section 537A of the Education Act 1996, and section 83 of the Children Act 1989. We also comply with Article 6(1)(c) and Article 9(2)(b) of the General Data Protection Regulation (GDPR, May 2018).

#### Understanding Privacy Notice

It is a requirement of our registration with the Information Commissioners Office (ICO) to provide you with information about the details we keep about you and your child/ren. This requirement applies to information we collect in relation to online and paper data processing.

#### Categories of children's information that we collect, hold and share include:

Development records including:

- Information from you
- Details about your child's learning and development at home
- A copy of your child's statutory 2 year progress check
- Observations of your child's learning
- Assessments, planning and regular progress summaries.

Personal records including:

- Personal details required by the statutory framework and / or the local authority for funding purposes. Information about you (*your name, home and work address, phone numbers, email, and family details*)
- Contractual details including attendance registers and fees information. (Such as sessions attended, number of absences and absence reasons)
- Emergency details including your contact details and records of your child's health and care needs.
- Safeguarding and child protection records
- Any records required to support your child such as shared information from other agencies and/ or working professionals.
- Special educational needs or disability information.

#### Why we collect this information and the legal basis for handling your data

We use personal data about you and your child in order to provide childcare services and fulfil the contractual arrangement you have entered into. This includes using your data to:

- contact you in case of an emergency
- to support your child's wellbeing and development
- to manage any special educational, health or medical needs of your child whilst at our setting
- to carry out regular assessment of your child's progress and to identify any areas of concern
- to maintain contact with you about your child's progress and respond to any questions you may have
- to process your claim for up to 2, 3 or 4-year-old free childcare (*only where applicable*)
- to keep you updated with information about our service

With your consent, we will also record your child's activities for their individual learning record. This may include photographs and videos. You will have the opportunity to withdraw your consent at any time, for images taken by confirming so in writing.

#### Collecting children's information

Whilst the majority of children's information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain children's information to us or if you have a choice in this.

#### Storing information

We hold data in line with statutory requirements after the child has left the setting. We have set retention periods for data and records.

#### Who do we share data with?

We are required to ensure the information collected about you and your child/ren is treated confidentially and only shared when there is a need for it to be shared.

In order for us to deliver childcare services we will also share your data as required with the following categories of recipients:

- Our local authority (for example: 2, 3 and 4 year old funding)
- The Department for Education (DfE)
- We share information with other settings or agencies involved in your child's care – requirement of EYFS
- We share a copy of your child's 2 year progress check with your health visitor – requirement of EYFS
- We share information about income and expenses including, when requested, your invoices and payments with HMRC and Tax Credits.
- our setting software management provider
- We will not share any information with anyone without parents' consent, unless there is a child protection concern.
- our insurance underwriter
- Ofsted may require access to my records at any time.
- Company solicitors to enforce or apply the terms and conditions of your contract with us. If it is necessary to protect our/ or others rights, property or safety

#### Ensuring your data is accurate

Under the GDPR I am required to keep data about you and your child/ren up-to-date and to ensure it is accurate; We will do this regularly. You have the right to access personal data about you and your child/ren and I will share this information with you on request.

#### Why we share children's information

We do not share information about our children's with anyone without consent unless the law and our policies allow us to do so. We share children's data with the Department for Education (DfE) on a statutory basis.

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the Early Years census) go to - <https://www.gov.uk/search?q=Early+Years+Census>

The DfE may also share child level personal data that we supply to them, with third parties. This will only take place where legislation allows it to do so and it is in compliance with the Data Protection Act 1998 and the General data Protection Regulations 2018. Decisions on whether DfE releases this personal data to third parties are subject to a robust approval process and are based on a detailed assessment of who is requesting the data, the purpose for which it is required, the level and sensitivity of data requested and the arrangements in place to store and handle the data. To be granted access to child level data, requestors must comply with strict terms and conditions covering the confidentiality and handling of data, security arrangements and retention and use of the data.

For more information on how this sharing process works, please visit:

<https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>.

#### Requesting access to your personal data

Under data protection legislation, parents have the right to request access to information about them that we hold. To make a request to the manager of the setting for your personal information, or be given access to your child's educational record, contact:

<b>Early Learners Nursery (Middlewich) Ltd</b> Booth Lane, Middlewich, Cheshire, CW100JL  T: 01606841174 E: elmmiddlewich@outlook.com	<b>Early Learners Nursery (St Helens) Ltd</b> Irwin Road, St Helens, Merseyside, WA93UG  T: 01744817771 E: elnsthelens@outlook.com	<b>Early Learners Nursery (Runcorn) Ltd</b> Lowlands Road, Runcorn, Cheshire, WA75TR  T: 01928581881 E: elnruncorn@outlook.com	<b>Early Learners Nursery (Widnes) Ltd</b> 20 Deacon Road, Widnes, Cheshire, WA86ED  T: 01514242987 E: elnwidnes@outlook.com
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You also have the right to:

- request access, amend or correct your/your child's personal data
- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- request that we transfer your, and your child's personal data to another person

If you have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or If you have continue to have concerns about the way your data is handled and remain dissatisfied after raising your concern you can contact the Information Commissioner's Office (ICO) at <https://ico.org.uk/concerns/>

Changes to this notice

We keep this notice under regular review. You will be notified of any changes where appropriate.

#### Signed on behalf of setting:

*H. McCann*

Date: 08/08/19

Print Name: Hayden McCann

## 3.4.2 Data Protection

### Understanding Data Protection

In order to provide a quality early years and childcare service and comply with legislation, our setting will need to request information from parents about their child and family. Some of this will be personal data.

### Policy

We take families' privacy seriously, and in accordance with the General Data Protection Regulation (GDPR), we will process any personal data according to the seven principles below:

1. We must have a lawful reason for collecting personal data, and must do it in a fair and transparent way. We will be clear about what data we are collecting, and why.
2. We must only use the data for the reason it is initially obtained. This means that we may not use a person's data to market a product or service to them that is unconnected to the reasons for which they shared the data with me in the first place.
3. We must not collect any more data than is necessary. We will only collect the data we need to hold in order to do the job for which we have collected the data.
4. We will ensure that the data is accurate, and ask parents to check annually and confirm that the data held is still accurate.
5. We will not keep data any longer than needed. We must only keep the data for as long as is needed to complete the tasks it was collected for.
6. We must protect the personal data. We are responsible for ensuring that staff, and anyone else charged with using the data, processes and stores it securely.
7. We will be accountable for the data. This means that we will be able to show how we (and anyone working with me) are complying with the law.

### Procedure

Our setting has registered with the Information Commissioner's Office, the UK's independent authority set up to uphold information rights in the public interest, promoting openness by public bodies and data privacy for individuals.

We expect parents to keep private and confidential any sensitive information they may accidentally learn about employees private lives, other families using our service(s)/ setting(s) or the other children and families attending my setting. Unless it is a child protection issue and/or concern.

We ask parents for personal data about themselves and their child/ren in order to deliver a childcare service (see 6.1 *Privacy Notice*). We are required to hold and use this personal data in order to comply with the statutory framework for the early years foundation stage, Ofsted, Department for Education and my local authority.

### Subject access

Parents have the right to inspect records about their child at any time. This will be provided without delay and no later than one month after the request, which should be made in writing. We will ask parents to regularly check that the data is correct and update it where necessary.

### Storage

We keep all paper-based records about children and their families and our staff securely locked away. All digital records on our computers, externally or in cloud storage such as Onedrive, Google Drive or Dropbox, including digital photos or videos are security encrypted and password protected. This also includes CCTV. We store the information securely, for example, in password-protected files, to prevent viewing of the information by others with access to the computer and/or system. Our setting uses third parties to store data cloud based, (for example: 2simple, Moorepay-Employment HR & Payroll, Childcare Management Software). These companies have firewalls and virus protection software are in place. We ensure we have carried out due diligence to ensure they are compliant with GDPR. For more information please ask to see our settings '6.4 Data Audit'.

### Information sharing

- Our local authority (for example: 2, 3 and 4 year old funding)
- The Department for Education (DfE) – see privacy notice
- We share information with other settings or agencies involved in your child's care – requirement of EYFS
- We share a copy of your child's 2 year progress check with your health visitor – requirement of EYFS
- We share information about income and expenses including, when requested, your invoices and payments with HMRC and Tax Credits.
- We will not share any information with anyone without parents' consent, unless there is a child protection concern.
- Ofsted may require access to my records at any time.

For more information on what categories of children's information that we collect, hold and share please refer to '6.1 Privacy Notice'.

### Record Keeping

We record all accidents and incidents on a secure password protected system. Paper copies are also completed and kept securely in a locked place.

We notify our insurance provider of any accidents or incidents which may result in an insurance claim, e.g. an accident resulting in a doctor or hospital visit. These details will be logged and we seek acknowledgement via receipt of the correspondence and forward the information to the company providing the public liability insurance policy to enable a claim number to be allocated (if applicable).

We will inform Ofsted, the local child protection agency and/ or the Health and Safety Executive of any significant injuries, accidents or deaths which have happened as soon as possible.

We record all significant incidents on a 'contact sheet' detailing the series of events (dates/ times/ people/ conversations/ descriptions/ action taken). We will share these with parents so that together we can work to resolve any issues (if applicable).

We will only share information if it is in a child's best interests to do so. For example, in a medical emergency we will share medical information with a healthcare professional. If we are worried about a child's welfare we have a duty of care to follow the Local Safeguarding Children Board procedures and make a referral. Where possible we will discuss concerns with you before making a referral.

For more information on the different types of records, retention periods and legal recommendations refer to policy: 6.3 *Record Keeping*.

### Safe disposal of data

We are required by law to keep some data for some time after a child has left the setting. We have a review plan in place and ensure that any data is disposed of appropriately and securely.

### Suspected breach

If we suspect that data has been accessed unlawfully, We will inform the relevant parties immediately and report to the Information Commissioner's Office within 72 hours. This may be reportable to the police. We will keep a record of any data breach.



### 3.5 Achieving positive behaviour



## 3.5 Achieving positive behaviour

### Policy

We believe that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions.

### Procedures

In order to manage children's behaviour in an appropriate way we will:

- attend relevant training to help understand and guide appropriate models of behaviour;
- implement the setting's behaviour procedures including the stepped approach;
- have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary;

For additional support we provide staff access the Promoting Positive Behaviour material from 'Twinkl'. This is a resource site to support with visuals, communication and themes.



(Examples of strategies we use)

#### Stepped approach

##### Step 1

- We will ensure that EYFS guidance relating to 'behaviour management' is incorporated into relevant policy and procedures;
- We will be knowledgeable with, and apply the setting's procedures on Promoting Positive Behaviour;
- We will undertake an annual audit of the provision to ensure the environment and practices supports healthy social and emotional development. Findings from the audit are considered by management and relevant adjustments applied.

- ensure that all staff are supported to address issues relating to behaviour including applying initial and focused intervention approaches (see below).

##### Step 2

- We address unwanted behaviours using the agreed and consistently applied initial intervention approach. If the unwanted behaviour does not reoccur or cause concern then normal monitoring will resume.
- Behaviours that result in concern for the child and/or others will be discussed between the key person, the behaviour coordinator and Special Educational Needs Coordinator (SENCO) or/and manager. During the meeting, the key person will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.
- If the behaviour continues to reoccur and remain a concern then the key person should liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If a cause for the behaviour is not known or only occurs whilst in the setting then the SENCO will suggest using a focused intervention approach to identify a trigger for the behaviour.
- If a trigger is identified then the SENCO and key person will meet with the parents to plan support for the child through developing an action plan. If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan. Other members of the staff team should be informed of the agreed actions in the action plan and help implement the actions. The plan should be monitored and reviewed regularly by the key person and SENCO until improvement is noticed.

##### Step 3

- If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to give occur and/or is of significant concern, then the behaviour coordinator and SENCO will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting.
- It may also be agreed that the Common Assessment Framework (CAF) or Early Help process should begin and that specialist help be sought for the child if deemed necessary – this support may address either developmental or welfare needs. (See *Supporting S.E.N.D policy 3.25*) If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, follow the *Safeguarding and Children and Child Protection Policy (1.2)*.
- Advice provided by external agencies should be incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress.



#### *Initial intervention approach*

- We use an initial problem solving intervention for all situations in which a child or children are distressed or in conflict. All staff use this intervention consistently.
- This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.
- High Scope's Conflict Resolution process provides this type of approach but equally any other similar method would be suitable. Periodically the effectiveness of the approach will be checked.

#### *Focused intervention approach*

- The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents.
- Where we have considered all possible reasons, then a focused intervention approach should then be applied.
- This approach allows the key person and behaviour coordinator to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.
- We follow the ABC method which uses key observations to identify a) an event or activity (antecedent) that occurred immediately before a particular behaviour, b) what behaviour was observed and recorded at the time of the incident, and c) what the consequences were following the behaviour. Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.

#### *Use of rewards and sanctions*

- All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.
- Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a 'prize' is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be 'compliant' and respond to meet adult's own expectations in order to obtain a reward (or for fear of a sanction). If used then the type of rewards and their functions must be carefully considered before applying.
- Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'. However, if necessary children can be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened.

#### *Use of physical intervention*

- The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.
- Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use "reasonable force in order to prevent children from injuring themselves or others or damage property" (EYFS).
- If "reasonable force" has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.
- Corporal (physical) punishment of any kind should never be used or threatened which could adversely affect a child's well-being.

#### **Further guidance**

- Special Educational Needs and Disability Code of Practice (DfE 2014)

This policy was adopted for: (Company Name)	
Held on:	8 <sup>th</sup> August 2019
Signed on behalf of the management:	
Name of signatory:	Hayden McCann
Role of signatory:	Director

	Date:	Reviewed by:
Reviewed:		
Reviewed:		
Reviewed:		
Reviewed:		

### 3.6 Supporting S.E.N.D





## 3.6 Supporting S.E.N.D

### Policy

We provide an environment in which all children with special educational needs and disabilities (SEND) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2015).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs.
- We identify the specific needs of children with special educational needs at the earliest opportunity and meet those needs through a range of SEND strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

### Procedures

All children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
- become confident young children with a growing ability to communicate

their own views and ready to make the transition into compulsory education

As a childcare provider we must have arrangements in place to support children with SEN or disabilities. These arrangements include a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children. All of our workforce that work with young children are alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children themselves.

As an early years provider we provide information for parents on how they support children with SEN and disabilities, and should regularly review and evaluate the quality and breadth of the support they offer or can access for children with SEN or disabilities. As a provider we work in partnership with other local education providers to explore how different types of need can be met most effectively.

#### Local Offer

- Here at Early Learners we have a local offer which can be accessed through the local authority. This document sets out information about provision for children and young people who can support SEN or disabled children, including those who do not have Education, Health and Care (EHC) plans
- The Local Offer has two key purposes:
  - To provide clear, comprehensive and accessible information about the available provision and how to access it, and
  - To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

#### Requirements for early years providers

The code of practice sets out that all early years providers must follow the safeguarding and welfare requirements of the EYFS Framework and the learning and development requirements. These arrangements should include a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children.

#### From birth to two – early identification

Parents' early observations of their child are crucial. Children with more complex developmental and sensory needs may be identified at birth. Health assessments, such as the hearing screening test, which is used to check the hearing of all newborn babies, enable very early identification of a range of medical and physical difficulties. Health services, including paediatricians, the family's general practitioner, and health visitors, should work with the family, support them to understand their child's needs and help them to access what early support they may access.

This support can take a number of forms, including:

- specialist support from health visitors, educational psychologists, speech and language therapists or specialist teachers, such as a teacher of the deaf or vision impaired. These specialists may visit families at home to provide practical support, answering questions and clarifying needs
- training for parents in using early learning programmes to promote play, communication and language development
- home-based programmes, such as Portage, which offer a carefully structured system to help parents support their child's early learning and development

#### Free Early Education (F.E.E)

When securing funded free early education (F.E.E) for two-, three- and four-year-olds local authorities should promote equality and inclusion for children with disabilities or SEN. This includes removing barriers that prevent children accessing early education and working with parents to give each child support to fulfil their potential. Where assessment indicates that support from specialist services is required, it is important that children receive it as quickly as possible. Joint commissioning arrangements should seek to ensure that there are sufficient services to meet the likely need in an area.

#### Graduated Approach

Where a setting identifies a child as having SEN they must work in partnership with parents to establish the support the child needs. 5.38 Where a setting makes special educational provision for a child with SEN they should inform the parents and a maintained nursery school must inform the parents. All settings should adopt a graduated approach with four stages of action: assess, plan, do and review.

Refer Special educational needs and disability code of practice: 0 to 25 years to for guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

#### Record keeping

5.50 Practitioners must maintain a record of children under their care as required under the EYFS framework. Such records about their children must be available to parents and they must include how the setting supports children with SEN and disabilities.

## SENCO

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is:

- 
- The role of the SENCO involves:
    - ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
    - advising and supporting colleagues
    - ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and
    - liaising with professionals or agencies beyond the setting
  - The SENCO works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
  - needs is the responsibility of all members of the setting.
  - We ensure that our inclusive admissions practice ensures equality of access and opportunity.
  - We use the graduated approach system for identifying, assessing and responding to children's special educational needs.
  - We work closely with the parents of children with special educational needs to create and maintain a positive partnership.
  - We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
  - We provide parents with information on sources of independent advice and support.
  - We ensure that the provision for children with special educational We liaise with other professionals involved with children with special educational needs and their families, including in connection with transfer arrangements to other settings and schools.
  - We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
  - We use a system of planning, implementing, monitoring, evaluating and reviewing action plans for children with special educational needs.
  - We ensure that children with special educational needs are appropriately involved in the graduated approach, taking into account their levels of ability.
  - We have systems in place for supporting children based on a continuous cycle of 'assess, plan, do and review', which is applied in increasing detail and frequency to ensure that children progress.
  - We have systems in place for working with other agencies through each stage of the Common Assessment Framework (CAF) or local alternatives, for example, Early Help Assessment.
  - We use a system for keeping records of the 'assess, plan, do and review' for children with special educational needs.
  - We provide resources (human and financial) to implement [our/my] Supporting Children with Special Educational Needs Policy.
  - We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN.
  - We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
  - We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
  - We provide a complaints procedure.
  - We monitor and review our policy annually.

## What is a EHC Plan?

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

## Funding for SEN support in the early years

Local authorities should ensure that all providers delivering funded early education places meet the needs of children with SEN and disabled children. In order to do this local authorities should make sure funding arrangements for early education reflect the need to provide suitable support for these children. Funding available, subject to eligibility and assessment by Local authorities:

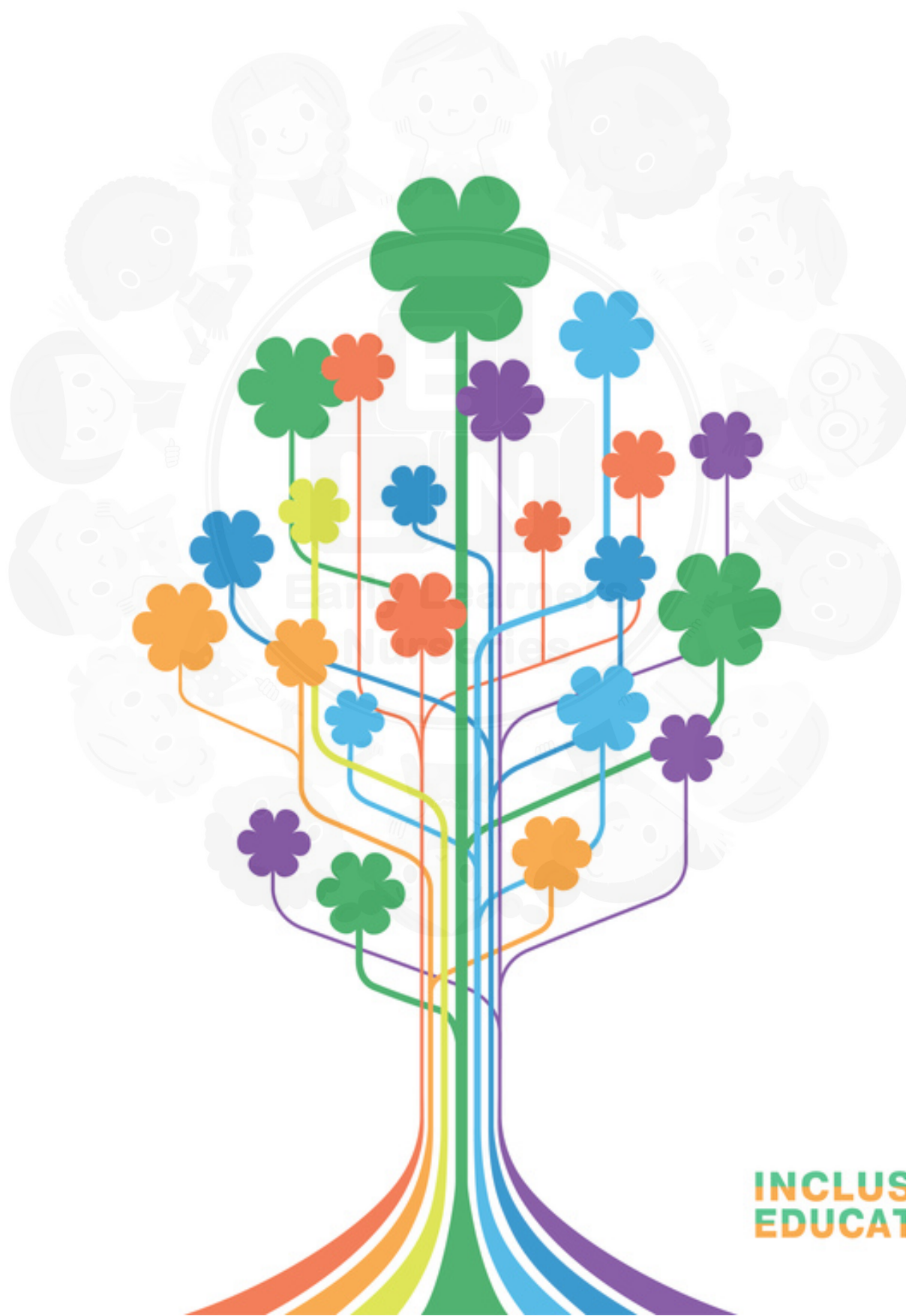
- **SEND Inclusion Fund**  
Every local authority must have a SEN inclusion fund to support early years providers in meeting the needs of individual children with SEN.  
The SEN Inclusion Fund is money available to early years providers for supporting children with special educational needs and/or disability (SEND). The money is for use in the setting that the child attends and will be given to the provider to be used to support the needs of individual children with SEN.
- **Disability access fund (DAF)**  
As we provide places for all 3- or 4-year-olds, we are entitled to receive disability living allowance (DLA). Our setting is eligible to receive disability access funding, which is £615 per child per year.
- If support is not granted or delayed by the local authority as a provider we must take immediate action to ensure our resources available are used to best of or ability to support the progress of children with SEN.
- As an early years provider we will work alongside multiagency or alternative providers to support the child.
- As an early years provider we assess each case on an individual basis and consider how best to use our available funds, workforce and environments to support children achieve their potential outcome.

This policy was adopted for: (Company Name)	
Held on:	<b>8<sup>th</sup> August 2019</b>
Signed on behalf of the management:	
Name of signatory:	<b>Hayden McCann</b>
Role of signatory:	<b>Director</b>

	Date:	Reviewed by:
Reviewed:		
Reviewed:		
Reviewed:		
Reviewed:		



### 3.7 Valuing diversity and promoting equality



**INCLUSIVE  
EDUCATION**

## 3.7 Valuing diversity and promoting equality

### Policy

We will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds and situations. Children grow up in diverse family structures that include two parent and one parent families; some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles and cousins while others may be more removed from close kin or may live with other relatives or foster carers. Some children have needs that arise from disability or impairment or may have parents that are affected by disability or impairment.

Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment. We understand that these factors affect the well-being of children and can impact on their learning and attainment.

We understand that these factors affect the well-being of children and can impact on their learning and attainment. We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles and diverse family structures, diverse ethnic and cultural groups and disabled people;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- challenge and eliminate discriminatory actions;
- make inclusion a thread that runs through all of the activities of the setting; and
- foster good relations between all communities.

### Procedures

Our setting is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equal opportunities policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act 2010. These are:
  - disability;
  - race;
  - gender reassignment;
  - religion or belief;
  - sex;
  - sexual orientation;
  - age;
  - pregnancy and maternity; and
  - marriage and civil partnership.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability.
- We ensure wherever possible that we have a balanced intake of boys and girls in the setting.
- We develop an action plan to ensure that people with impairments can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents whether by:
  - direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the service;
  - indirect discrimination - someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
  - association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or

- perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. assuming someone is gay because of their mannerism or how they speak.
- Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

#### Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This ensures fairness in the selection process.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

#### Training

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

#### Curriculum

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



Our environment is as accessible as possible for all visitors and service users. If access to the settings is found to treat disabled children or adults less favourably then we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

- making children feel valued and good about themselves and others;
- ensuring that children have equality of access to learning;
- undertaking an access audit to establish if the setting is accessible to all children;
- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
- positively reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- differentiating the curriculum to meet children's special educational needs;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

#### *Valuing diversity in families*

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

#### *Food*

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

#### *Meetings*

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
- We positively encourage fathers to be involved in the setting especially those fathers who do not live with the child.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all mothers and fathers have information about and access to the meetings.

#### *Monitoring and reviewing*

- To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and valuing diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.

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Held on:	8 <sup>th</sup> August 2019
Signed on behalf of the management:	
Name of signatory:	Hayden McCann
Role of signatory:	Director

	Date:	Reviewed by:
Reviewed:		
Reviewed:		
Reviewed:		
Reviewed:		

### 3.8 Records & Confidential Information





## 3.8 Records & Confidential Information

### Policy

There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act and the Human Rights Act.

Definition: 'Confidential information is information that is not normally in the public domain or readily available from another source, it should have a degree of sensitivity and value and be subject to a duty of confidence. A duty of confidence arises when one person provides information to another in circumstances where it is reasonable to expect that the information will be held in confidence.' (Information Sharing: Guidance for Practitioners and Managers (DCSF 2008))

In our setting, staff and managers can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act and the Human Rights Act. This section covers:

- Children's Records
- Provider's Records
- Transfer of records to school
- Confidentiality
- Information sharing

### Procedures

#### Children's Records

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

##### *Developmental records*

- These include observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports.
- These are usually kept in the playroom and can be freely accessed, and contributed to, by staff, the child and the child's parents.

##### *Personal records*

These may include the following:

- Personal details – including the child's registration form and any consent forms.
- Contractual matters – including a copy of the signed parent contract, the child's days and times of attendance, a record of the child's fees, any fee reminders or records of disputes about fees.
- Child's development, health and well-being – including a summary only of the child's EYFS profile report, a record of discussions about every day matters about the child's development health and well-being with the parent.
- Early Support – including any additional focussed intervention provided by our setting (e.g. support for behaviour, language or development that needs an Individual Education Plan) and records of any meetings held.
- Welfare and child protection concerns – including records of all welfare and protection concerns, and our resulting action, meetings and telephone conversations about the child, a Statement of Special Educational Need and any information regarding a Looked After Child.
- Correspondence and Reports – including a copy of the child's 2 Year Old Progress Check (as applicable), all letters and emails to and from other agencies and any confidential reports from other agencies.
- These confidential records are stored in a lockable file or cabinet, which is always locked when not in use and which our manager keeps secure in an office or other suitably safe place.
- We read any correspondence in relation to a child, note any actions and file it immediately
- We ensure that access to children's files is restricted to those authorised to see them and make entries in them, this being our manager, deputy or designated person for child protection, the child's key person, or other staff as authorised by our manager/myself and other staff as authorised by me.

- We may be required to hand children's personal files to Ofsted as part of an inspection or investigation process; or to local authority staff conducting audit, as long as authorisation is seen. We ensure that children's personal files are not handed over to anyone else to look at.
- Parents have access, in accordance with our Client Access to Records Policy, to the files and records of their own children, but do not have access to information about any other child.
- Our staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Our staff induction programme includes an awareness of the importance of confidentiality in the role of the key person.
- We retain children's records for three years after they have left the setting; except records that relate to an accident or child protection matter, which are kept until a child reaches the age of 21 years or 24 years respectively. These are kept in a secure place.

##### *Archiving children's files*

- When a child leaves our setting, we remove all paper documents from the child's personal file and place in the designated years leaving folder, with the child's name and date of birth on the front and the date they left.
- This is placed in our archive unit, stored in a safe place (i.e. a locked cabinet) for three years. After three years it is destroyed.
- We store financial information according to our finance procedures.

##### *Other records*

- We keep a daily record of the names of the children we are caring for, their hours of attendance and the names of their key person.
- Students or other recognised qualifications and training, when they are observing in the setting, are advised of our Confidentiality and Client Access to Records Policy and are required to respect it.

#### Provider's Records

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

- Records pertaining to our registration.
- Landlord/lease documents and other contractual documentation pertaining to amenities, services and goods.
- Financial records pertaining to income and expenditure.
- Risk assessments.

- Employment records of staff including their name, home address and telephone number.
- Name, address and telephone number of anyone else who is regularly in unsupervised contact with the children

Our records are regarded as confidential on the basis of sensitivity of information, such as with regard to employment records and these are maintained with regard to the framework of the Data Protection Act and the Human Rights Act.

- All records are the responsibility of the management team who ensure they are kept securely.
- All records are kept in an orderly way in files and filing is kept up-to-date.
- Financial records are kept up-to-date for audit purposes.
- Health and safety records are maintained; these include risk assessments, details of checks or inspections and guidance etc.
- Our Ofsted registration certificate is displayed.
- Our Public Liability insurance certificate is displayed.
- All our employment and staff records are kept securely and confidentially.

*We notify Ofsted of any change:*

- in the address of the premises;
- to the premises which may affect the space available to us;
- to the name and address of the provider, or, the provider's contact information;
- to the person managing the provision;
- any significant event which is likely to affect our suitability to look after children; or
- any other event as detailed in the Early Years Foundation Stage

#### **Transfer of records to school**

We recognise that children sometimes move to another early years setting before they go on to school although many will leave our setting to enter a nursery or reception class. We prepare children for these transitions and involve parents and the receiving setting in this process. We prepare records about a child's development and learning in the EYFS in our setting; in order to enable smooth transitions we share appropriate information with the receiving setting or school at transfer. Confidential records are shared where there have been child protection concerns according to the process required by our Local Safeguarding Children Board. The procedure guides this process and determines what information we can and cannot share with a receiving school or setting.

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

- Using the EYFS assessment of development and learning ensure the key person prepares a summary of achievements in the 7 areas of learning and development.
- This record refers
  - any additional language spoken by the child and his or her progress in both languages;
  - any additional needs that have been identified or addressed by [our/my] setting;
  - any special needs or disability, whether a CAF was raised in respect of special needs or disability, whether there is a Statement of Special Educational Needs, and the name of the lead professional.
- The record contains a summary by the key person and a summary of the parent's view of the child.
- The document may be accompanied by other evidence, such as photos or drawings that the child has made.
- When a child transfers to a school, most local authorities provide an assessment summary format or a transition record, which we will follow as applicable.
- If there have been any welfare or protection concerns, we place a star on the front of the assessment record.
- For transfer to school, most local authorities provide an assessment summary format or a transition record for the setting to follow.
- If there have been any welfare or protection concerns a star is placed on the front of the assessment record.

#### *Transfer of confidential information*

- The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in our setting and what was done about them.
- We will make a summary of the concerns to send to the receiving setting or school, along with the date of the last professional meeting or case conference. Some Local Safeguarding Children Boards will stipulate the forms to be used and provide these for us to use.
- Where a CAF has been raised in respect of any welfare concerns, we will pass the name and contact details of the lead professional on to the receiving setting or school.
- Where there has been a s47 investigation regarding a child protection concern, we will pass the name and contact details of the child's social worker on to the receiving setting or school – regardless of the outcome of the investigation.
- We post or take the information to the school or setting, ensuring it is addressed to the setting or school's designated person for child protection and marked as 'confidential'.
- We do not pass any other documentation from the child's personal file to the receiving setting or school.

#### **Confidentiality**

- We always check whether parents regard the information they share with us to be regarded as confidential or not.
- Some parents sometimes share information about themselves with other parents as well as staff; the setting cannot be held responsible if information is shared beyond those parents whom the person has 'confided' in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our record keeping procedures) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
- We keep all records securely (see our record keeping procedures).

#### *Client access to records procedures*

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

- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the setting leader or manager.
- The setting leader informs the chairperson of the management committee and sends a written acknowledgement.
- The setting commits to providing access within 14 days, although this may be extended.
- The setting's leader or manager and chairperson of the management committee prepare the file for viewing.
- All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. Copies of these letters are retained on file.
- 'Third parties' include all family members who may be referred to in the records.
- It also includes workers from any other agency, including social services, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
- When all the consents/refusals to disclose have been received these are attached to the copy of the request letter.
- A photocopy of the complete file is taken.
- The setting leader and chairperson of the management committee go through the file and remove any information which a third party has refused consent to disclose. A thick black marker is used, to score through every reference to the third party and information they have added to the file.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.



- The 'clean copy' is photocopied for the parents who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by the setting leader, so that it can be explained.
- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another (third party) agency.

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

### Information sharing

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

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

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

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

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

Our procedure is based on the 7 golden rules for information sharing as set out in *Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)*.

1. Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.
  - Our policy and procedures on information sharing provide guidance to appropriate sharing of information with external agencies.
2. Be open and honest. Explain to families how, when and why information will be shared about them and with whom. Seek consent to share information, unless it puts the child at risk or undermines a criminal investigation.

In our setting we ensure parents:

- receive information about our information sharing policy when starting their child in the setting and they sign a form to say that they *understand* circumstances when information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult. This is on our registration form;
  - have information about our Safeguarding Children and Child Protection policy; and
  - have information about the circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.
3. Seek advice when there are doubts about possible significant harm to a child or others.
    - Managers contact children's social care for advice where they have doubts or are unsure.
  4. Share with consent where appropriate. Respect the wishes of children and parents not to consent to share confidential information. However, in the interests of the child, know when it is reasonable to override their wish.

- Guidelines for consent are part of this procedure.

8. Managers are conversant with this and are able to advise staff accordingly. Consider the safety and welfare of the child when making a decision about sharing information – if there are concerns regarding 'significant harm' the child's well being and safety is paramount.

In our setting we:

- record concerns and discuss these with the setting's *designated person* and/or *designated officer* from the management committee for child protection matters. Record decisions made and the reasons why information will be shared and to whom; and
  - follow the procedures for reporting concerns and record keeping.
9. Information shared should be accurate and up-to-date, necessary for the purpose it is being shared for, shared only with those who need to know and shared securely.
    - Our Child Protection procedure and Record Keeping procedure set out how and where information should be recorded and what information should be shared with another agency when making a referral.
  10. Reasons for decisions to share information, or not, are recorded.
    - Provision for this is set out in our Record Keeping procedure

### Consent

When parents choose our setting for their child, they will share information about themselves and their families. This information is regarded as confidential. Parents have a right to be informed that we will see their consent to share information in most cases, as well as the kinds of circumstances when [we/I] may not seek their consent, or may override their refusal to give consent. We inform them as follows:

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We may cover this verbally when the child starts or include this in our prospectus.
- Parents sign our Registration Form at registration to confirm that they understand this.
- We ask parents to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider/school.
- We give parents copies of the forms they sign.
- We consider the following questions when we need to share:
  - Is there legitimate purpose to [us/me] sharing the information?
  - Does the information enable the person to be identified?
  - Is the information confidential?
  - If the information is confidential, do we have consent to share?
  - Is there a statutory duty or court order requiring us to share the information?
  - If consent is refused, or there are good reasons for us not to seek consent, is there sufficient public interest for us to share information?
  - If the decision is to share, are we sharing the right information in the right way?
  - Have [we/I] properly recorded our decision?
- Consent must be *informed* - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information.
- Consent may be *explicit*, verbally but preferably in writing, or *implicit*, implied if the context is such that sharing information is an intrinsic part of our service or it has been explained and agreed at the outset.
- We explain our Information Sharing Policy to parents.

### Separated parents

- Consent to share need only be sought from one parent. Where parents are separated, this would normally be the parent with whom the child resides. Where there is a dispute, we will consider this carefully.
- Where the child is looked after, we may also need to consult the Local Authority, as 'corporate parent' before information is shared.

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

This policy was adopted for: (Company Name)	
Held on:	<b>8<sup>th</sup> August 2019</b>
Signed on behalf of the management:	
Name of signatory:	<b>Hayden McCann</b>
Role of signatory:	<b>Director</b>

	Date:	Reviewed by:
Reviewed:		
Reviewed:		
Reviewed:		
Reviewed:		





### 3.9 Making a complaint



## 3.9 Making a complaint

### Policy

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

### Procedures

All settings are required to keep a written record ('summary log') of any complaints that reach stage 2 and above and their outcome. This is to be made available to parents as well as to Ofsted inspectors on request. A full procedure is set out in the Pre-school Learning Alliance publication *Complaint Investigation Record* which acts as the 'summary log' for this purpose.

#### *Making a complaint*

##### Stage 1

- Any parent who has a concern about an aspect of the setting's provision talks over, first of all, his/her concerns with the setting leader.
- Most complaints should be resolved amicably and informally at this stage.

##### Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing to the setting leader and the owner or chair of the management committee.
- Parents can also submit a notification to the Customer Care if they have a concern with the setting or manager.
- For parents who are not comfortable with making written complaints, there is a template form for recording complaints in the above-mentioned publication; the form may be completed with the person in charge and signed by the parent.
- The setting stores all written complaints (*except financial*) with a detailed investigation, and all information relating to the investigation in a separate file designated called the 'complaints book'.
  - Financial complaints and investigations are recorded via an individual electronic folder being created, this shows the history and the tracking of payments via the providers bank and the nursery financial system. Written conversations/agreements made by the parent and provider are also recorded. Any alterations to existing terms and conditions (for example: a payment plan) needs to be authorised by a director. At this point clear instruction are given to the parent.*
- When the investigation into the complaint is completed, the setting leader or manager meets with the parent to discuss the outcome.
- Parents must be informed of the outcome of the investigation within 28 days of making the complaint.
- When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

##### Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the setting leader and the owner/chair of the management committee. The parent should have a friend or partner present if required and the leader should have the support of the chairperson of the management committee, or the owner/senior manager, present.
- An agreed written record of the discussion is made as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

##### Stage 4

- If at the stage three meeting the parent and setting cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.
- A representative from the local council are appropriate persons to be invited to act as mediators.
- The mediator keeps all discussions confidential. S/he can hold separate meetings with the setting personnel (setting leader and owner/chair of the management committee) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

##### Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent, the setting leader and the owner/chair of the management committee is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
- A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

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

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.
- The details to contact Ofsted with regard to a complaint is:  
**0300 123 1231**  
open 08:00 to 18:00, Monday to Friday.  
Alternatively, you can email us at [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).
- These details are displayed on our setting's notice board.
- If a child appears to be at risk, our setting follows the procedures of the Local Safeguarding Children Board in our local authority.
- In these cases, both the parent and setting are informed and the setting leader works with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.

#### *Records*

- A record of complaints against our setting and/or the children and/or the adults working in our setting is kept, including the date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all complaints is recorded in the *Complaint Investigation Record* which is available for parents and Ofsted inspectors on request.





**ELNCUSTOMERCARE**

ELNCUSTOMERCARE@OUTLOOK.COM

**01514244954**

MONDAY - FRIDAY 9:30AM - 5PM

This policy was adopted for: (Company Name)	
Held on:	8 <sup>th</sup> August 2019
Signed on behalf of the management:	
Name of signatory:	Hayden McCann
Role of signatory:	Director

	Date:	Reviewed by:
Reviewed:		
Reviewed:		
Reviewed:		
Reviewed:		



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