



**EARLY YEARS &
CHILDCARE SETTINGS**

**ADDITIONAL
POLICIES AND
PROCEDURES**



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INTRODUCTION TO CHILDCARE POLICIES

Youth Options operates several childcare settings, which are registered with Ofsted; that provide pre-school and out of school childcare provision throughout the year.

Youth Options' pre-schools operate 5 days per week, for children aged 2 – 5 years, who are supported by qualified staff, providing quality care to the highest standard, which ensures the children can learn and develop in a safe environment.

Our pre-schools vary in nature from indoor settings to woodland settings; such as the Forest School pre-school, of which the ethos is to allow children the time and space to develop skills, interest and understanding through a range of activities which provide practical, hands-on experiences in a natural environment.

All Youth Options child-care settings work to Ofsted and EYFS recommendations and guidance, supported by Youth Options Policies.

This document details **additional** policies and procedures specific to Youth Options' Early Years and Child Care Settings. It has been developed to provide practical advice and guidance on what to do in a range of situations.

This document is to be used alongside the full '**Youth Options Policies and Procedures**' document. A copy of the Policies and Procedures document will be made available to parents, carers and visitors to the pre-school, upon request, or by visiting the website - www.youthoptions.co.uk

SAFEGUARDING & CHILD PROTECTION

POLICY STATEMENT

Youth Options is firmly committed to the belief that all children and young people have a fundamental right to be protected from harm, and fully recognises its responsibility for safeguarding and child protection. The safety and protection of all children and young people that Youth Options supports is paramount and has priority over all other interests.

The purpose of this Safeguarding and Child Protection Policy is to ensure, at all times, the maximum protection from any kind of harm for all children, young people and vulnerable adults, involved in any way with Youth Options.

Refer to 'Youth Option Policies and Procedures' document for full details of this policy.

The main Safeguarding Policy includes: Definitions, Sexual Offences Act 2003, Vulnerable Children and Young People and Adults, Toxic Trio, Procedures for personnel/recruitment, Organisational responsibilities, Employee responsibilities, Mobile phones, Reporting procedures, Dealing with disclosures or allegations, Allegations against employees, Confidentiality, Guidance to safeguarding yourself. It also contains numbers for reporting including, LADOs, MASH, Children's Services and Ofsted (also available as appendix in this document).

Any safeguarding concerns must be discussed with a member of the Management Team, as soon as practicably possible on the day of the occurrence.

If a parent is deemed to be in an unfit state to look after their child, upon collection (ie under the influence of alcohol or drugs) the childcare staff will –

- Prevent the parent from taking the child
- Request that they arrange for another adult to collect the child
- Inform social services
- If the parent becomes verbally or physically aggressive, call the police for assistance

If staff are concerned and suspicious about any person collecting a child, they must report their concerns to their line manager and continue to monitor. If additional concerns arise this must be reported to the Designated Safeguarding Lead.

The Safeguarding and Welfare Requirements for the EYFS

Providers **must** meet their responsibilities under the Safeguarding Vulnerable Groups Act 2006, which includes a duty to make a referral to the Disclosure and Barring Service where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm.

Youth Options will ensure a minimum of three senior members of staff are Designated Safeguarding Leads with responsibility for safeguarding and child protection and the implementation of this policy. In addition, our settings have a named Child Protection Officer.

Please refer to the 'Parents Board' at each setting, for the name of the Designated Safeguarding Lead'.

CONFIDENTIALITY

POLICY STATEMENT

All staff, volunteers and others who work at Youth Options must respect the need for confidentiality of information held about anyone who comes into contact with the charity, and about any charity business. This is expected to continue even when contact has ceased with this person, and when the volunteer or staff member no longer works for Youth Options.

Refer to the 'Youth Options Policies and Procedures' document for full details of this policy.

PROCEDURES

Access to Data

- All clients have the right to request access to all information stored about them, and have a right to see a copy of the confidentiality policy upon request, as per the process outlined 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 Pre-school Manager or Schools Out Coordinator.
 - The Pre-school Manager or Schools Out Coordinator informs the management team and sends a written acknowledgement.
 - Youth Options commits to providing access within 14 days, although this may be extended.
 - The Pre-school Manager or Schools Out Coordinator and management team prepare the file for viewing.
 - Any sharing of information with a third party must be done so through an information sharing agreement in place or with consent from the individual involved.
 - When a Third Party makes a request to see data held on an individual, consent must be gained (in writing) from the individual to enable the sharing of their personal information. If the individual is under 16 years of age, the parent / guardian must also give consent to share.
 - 'Third parties' include all family members, workers from any other agency, including children's social care, the health authority, etc.
 - When all the consents/refusals to disclose information have been received, these are attached to the copy of the request letter.
 - Before any information is shared, the ID of all involved must be verified.

- A photocopy of the file is taken, which can be modified to be compliant to the disclosure request.
- The Pre-school Manager or Schools Out Coordinator and management team will 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 restricted information.
- What remains is the information recorded by the setting, detailing the work initiated and monitored 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 checked first, by the Pre-school Manager or Schools Out Coordinator, so that it can be discussed.
- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against Youth Options or another (third party) agency.

Pre-school

Information files are kept on all the children that attend the setting. The files will include information given at the time of registration, such as emergency contacts, doctors' details, allergies etc. These files may also include information required by OFSTED with regards to the Early Years Foundation Stage (EYFS).

On request parents can have access to this information, as per the procedures above. This information is stored in a safe and secure manner, as per our GDPR & Data Protection Policy.

Refer to the 'Youth Options Policies and Procedures' document for full details of this policy.

EQUALITY AND DIVERSITY AND EQUAL OPPORTUNITIES POLICY

POLICY STATEMENT

Youth Options aims to provide equality of opportunity for all children and young people accessing our services. We want all of the children and young people that we support to achieve their full potential irrespective of gender, ability, race, religion, nationality, economic status or background.

We are committed to embracing the diversity of the communities in which we work and we insist on a zero-tolerance policy when it comes to any sort of discrimination or abuse.

Equality of Opportunity

Youth Options ensures 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; children grow up in diverse family structures and 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.

Youth Options is committed to anti-discriminatory practice and to promoting 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
- Foster good relations between all communities

Refer to the 'Youth Options Policies and Procedures' document for full details of this policy.

EQUALITY AND DIVERSITY PROCEDURES

To promote equality of opportunity, we have the following procedures in place:

Admissions

Our settings are open to all members of the community:

- We advertise our service widely
- We provide information in clear, concise language, whether in spoken or written form
- 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 (disability, race, gender reassignment, religion or belief, sex, sexual orientation, age, pregnancy and maternity, marriage and civil partnership) as defined by the Equalities Act 2010
- 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 in-take of boys and girls in the setting
- We develop an Individual Education 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 this is direct discrimination, indirect discrimination, association or perception
- 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

Curriculum

The curriculum offered 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.

We ensure that our curriculum promotes equality of opportunity 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 and disabilities
- 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 disabilities
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning
- 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

HEALTH & SAFETY POLICY

POLICY STATEMENT

Youth Options attaches great importance to the health, safety and welfare of our staff and volunteers and all who use the facilities provided by us and participate in activities organised by us.

We will adopt and implement policies and procedures that are compatible with and acknowledge the duties imposed by the provisions of the Health and Safety at Work etc Act 1974, the Management of Health and Safety at Work Regulations and other Regulations that apply to our activities (see Appendix 1 of the Health & Safety Manual).

Refer to the 'Youth Options Policies and Procedures' document for full details of this policy.

HEALTH & SAFETY PROCEDURES

Within our Child Care settings, additional attention has been made to the security of the young children, who are considered vulnerable.

- To prevent escape, external doors are locked and alarmed
- No unauthorised access by members of the public
- All visitors will be supervised at all times
- Child access to the kitchen and offices are restricted, due to a variety of potential hazards
- Food Preparation; all relevant staff are trained and certified in Food Hygiene

Refer to the 'Parents' Board' at each setting for details of the named H&S Officer.

FIRE EVACUATION POLICY AND PROCEDURES

Refer to the 'Youth Options Policies and Procedures' document for full details of this policy.

An Emergency Evacuation Procedure is displayed at each Childcare setting, by each exit.

The evacuation procedure is site specific and should be followed in the event of a fire or emergency evacuation.

All staff members must understand and practice their role in the event of an evacuation.

Staff members will always take the lead on any evacuation and guide the children to safety, ensuring that they are supervised at all times.

MAINTAINING CHILDREN'S SAFETY AND SECURITY ON PREMISES

We maintain the highest possible security of our child-care premises to ensure that each child is safely cared for during their time with us.

Children's personal safety

- We abide by Ofsted requirements in respect of references and DBS checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children
- Staff (under normal circumstances) do not supervise children on their own
- Volunteers never work unsupervised
- Children are supervised by adults at all times
- Whenever children are on the premises at least two adults are present
- We carry out risk assessments to ensure children are not placed at risk or in a vulnerable position within any part of our premises, nor by any activity

Security

- Systems are in place for the safe arrival and departure of children
- The times of the children's arrivals and departures are recorded
- The arrival and departure times of adults - staff, volunteers and visitors - are recorded
- Our systems prevent unauthorised access to our premises
- Our systems prevent children from leaving our premises unnoticed

- The personal possessions of staff and volunteers are stored securely away from children, during sessions
- Procedures are in place to ensure that no unauthorised visitor can access the setting or the children.

Visitors

Visitors are welcome only when a prior arrangement has been made with the Pre-school Manager, Schools Out Coordinator or management team. All visitors must sign in and out in the 'visitors' book'. If visitors have not been to the site before, they will be shown around and made aware of any useful information they may need during their stay and will be accompanied at all times by a member of staff. The door is locked once the children have arrived.

- In the event of a prospective parent visiting the pre-school, breakfast club or afterschool club, the parent should be accompanied by a member of staff at all times
- Identification should be requested & checked by staff in the event of someone coming to visit the setting, for example from a utility company
- People turning up unannounced should not normally be admitted (discretion of Preschool Manager, Schools Out Coordinator or management team)
- Contractors are required to produce ID at every visit. Where large contract works are being undertaken, we reserve the right to ask the contractor to produce a DBS certificate for the staff on site and we will require them to complete a risk assessment. If we deem a person unsuitable, they will not be allowed onto the premises, regardless of which agency they are employed by or represent
- Where possible maintenance will be carried out outside of opening hours

Intruder

- In the event that an intruder attempts to break into the preschool, every effort should be made by the staff to keep the children safe. The police should be called for help/advice
- If an intruder/visitor gets into the setting and becomes aggressive to a staff member or child, the child will be removed from the situation. The staff member should remain calm
- The Manager or lead Worker will try and calm the situation by removing the intruder/visitor from the preschool. Staff will contact management for assistance
- If the intruder will not move from the setting, staff will remove the children from the setting to the fire assembly point. Staff are to take the contact numbers & telephone with them & call the police
- If it is not possible to safely leave the setting, staff should take the children into a safe and lockable room, block the door, then contact the police

ACCIDENTS AND FIRST AID PROCEDURES

All accidents and incidents (including near misses and dangerous occurrences) must be reported as soon as practicably possible to the responsible manager. If the accident or incident occurs outside of office hours the on-call manager should be notified.

Reporting

- Accidents and incidents should be reported on the relevant forms (see below);
- Forms should be completed as soon as possible after the accident/incident
- All serious accidents/incidents must be reported to their line manager, within 24 hours
- Any accident/incident that occurs out of hours should be reported to the On-Call Manager
- Completed forms must be handed to the responsible manager, as soon as possible
- Manager to carry out an investigation into all accidents/incidents

Forms

- Accident Reporting Form YO01
- Minor Accident Reporting Form YO01a
- Incident Reporting Form YO02
- Safeguarding Concern Reporting Form YO02a

Minor Accident – accident that results in an injury requiring no more than minor first aid e.g. cold compress - reported on the Minor Accident Report Form YO 01a

Serious Accident - the following are **NOT** minor and must be reported on the Accident Form YO01

- Any accident that results in an injury that requires medical attention
- Any head injury (however minor it may seem)
- Any injury that results in a child/young person leaving the session

Ofsted must be notified of any injury requiring treatment by a general practitioner or hospital doctor, or the death of a child or adult. Notification will be made as soon as is reasonably practicable, but in any event within 14 days of the incident occurring.

When there is any injury requiring a general practitioner or hospital treatment to a child, parent, staff member, volunteer or visitor or where there is a death of a child or adult on the premises, a report will be made to the Health and Safety Executive using the format for the Reporting of Injuries, Diseases and Dangerous Occurrences.

Youth Options meets the legal requirements for the safety of its employees by complying with RIDDOR (the Reporting of Injury, Disease and Dangerous Occurrences Regulations).

Incident forms - We keep incident report forms, including those that are reportable to the Health and Safety Executive.

- These incidents include:
 - break in, burglary, theft of personal or the setting's property;
 - an intruder gaining unauthorised access to the premises;
 - fire, flood, gas leak or electrical failure;
 - attack on member of staff or parent on the premises or nearby;
 - any racist incident involving staff or family on Youth's Options' premises;
 - the death of a child
 - a terrorist attack, or threat of one.

- In the unlikely event of a terrorist attack we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety Policy will be followed, and staff will take charge of their key children.

- In the unlikely event of a child dying on the premises, for example, through cot death in the case of a baby, or any other means involving an older child, the emergency services are called, and the advice of these services are followed.

Parents / Carers should be informed of all Incidents and Accidents and asked to sign the bottom of the form.

If there is any doubt as to which form should be used, contact your manager for clarification.

Refer to the Youth Options 'Policies and Procedures' document for full details of this policy.

SUPERVISION OF CHILDREN ON OUTINGS AND VISITS

POLICY STATEMENT

Children benefit from being taken out of the setting, going on visits or trips to local parks or other suitable venues for activities, which enhance their learning experiences. Staff will ensure that all procedures for Off Site Trips are adhered to, to ensure the safety of all children involved.

PROCEDURES

- Parents sign a general consent on registration for their children to be taken off site, as a part of the daily activities of the setting.
- This general consent details the venues used for daily activities for which a risk assessment has been carried out and regularly reviewed.
- Parents must sign specific consent forms before any alternative / major outing occurs. Risk assessments are carried out prior to any outing.
- All risk assessments are available upon request.
- Our adult to child ratio may increase depending on the age and ability of the children, also the type of venue / activity undertaken.
- Named children are assigned to individual staff to ensure each child is individually supervised, to ensure no child goes astray, and that there is no unauthorised access to any children.
- Staff will take a work issued mobile phone on outings; supplies of tissues, wipes, pants etc as well as a first aid kit, snacks and water. The amount of equipment will vary and be consistent with the number of children and activity, with consideration as to how long they will be out for.
- Staff will take registers of all participants; regular head counts will be undertaken.
- Passenger List records are maintained for any off-site trip, including – staff and children names, emergency contact details, medical concerns, which vehicle and driver was used, timings and details of the trip.
- Appropriate insurance cover is in place for all activities including use of vehicles.
- A minimum of two staff should supervise children, whether on or off site.

MISSING CHILD

POLICY STATEMENT

Youth Options has the highest regard for the safety and welfare of the children in our care. All staff will be extremely aware of the potential for children to go missing during sessions. Even when all precautions are properly observed, emergencies can still arise. The purpose of this policy is to provide staff with guidelines to follow if a child or young person does go missing.

The welfare of children and young people in our care is paramount and every precaution will be taken to ensure their safety. Every member of staff has an equal responsibility in ensuring the safety of the children and knowing where they are.

PROCEDURES

Children are supervised at all times and the environment is regularly checked to ensure that all children are playing in a safe but interesting environment.

Every attempt is made to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, our Missing Child Procedure must be followed.

An accurate record (register) of the number of children attending the childcare setting is recorded and displayed for the staff. This will detail the changes of numbers for each arrival and departure time and will be updated should a child be arriving late or need to leave early.

Head counts will be undertaken regularly during the session, in particular during arrival and departure times although staff will be continually monitoring children's whereabouts throughout the session. With the small group sizes and high adult ratio, a missing child would be noticed quickly.

If a child goes missing:

- In the event of a child or young person being found to be missing it is vital that prompt action is taken
- The missing child should be identified and their last known whereabouts recorded
- The fact that a child or young person is missing should be reported immediately to the base contact (during offsite activities), or a member of the Management team.
- Immediately, when a child is unaccounted for all other children must be gathered together and one member of staff will stay with them
- All other staff complete a full check of the delivery site
- If the child is not found within 5 minutes of being missed, then a member of staff will contact the management team, using their work mobile phone.

- If using radios for communication, then follow the Radio Communication Guidance, otherwise communication to line manager or member of the management team should be via their work mobile phone.
- Management and all other staff on site will do a full sweep of the site, starting closest to the delivery site and working outwards.
- If the child has not been found within 20 minutes from when they were last known to be present, or 10 minutes from when they were noticed to be missing, then the line manager should be informed, who will then call the Early Years and Childcare Manager or a member of the SLT; the police and the child's parent / carer to notify them of the situation.
- While waiting for the police and the parent / carer to arrive, searches for the child will continue
- As soon as possible after the incident Ofsted will be notified.
- An incident form will be completed logging a record of events and an incident investigation will be carried out
- Once the incident is resolved, relevant Youth Options Policies and Procedures will be reviewed and any necessary changes implemented

RADIO COMMUNICATIONS

If delivering outside and using radios as a form of communication, then the following procedures must be followed.

Radios are not secure and can mistakenly have members of the public using the same channel; safeguarding and data protection must be considered in all communications.

All staff should use the following protocol when using the radio:

At no time should a child's full name be used on the radio. When requesting information about an individual child, which cannot be identified by their first name only, initials can be provided. No personal information should be shared across the radio.

In the event of an emergency situation, where immediate assistance is required, staff must use the term "**CODE RED**" to call for assistance.

On hearing the Phrase **CODE RED**, all staff must re-act appropriately:

- Gather any children and guide them back to the delivery base.
- Upon arrival at the base, complete a roll call to ensure all children are present
- One staff member must be allocated to supervise the remaining children in a restricted area
- All other staff must be instructed to help with the emergency
- The lead worker should distribute tasks to other staff members
- The lead worker must inform the line manager

Emergencies requiring immediate action include but are not exhaustive of:

- First Aid
- Strangers/nuisance general public
- Violent/aggressive behaviour
- Any emergency requiring help that isn't a lost child or a fire

MONITORING CHILDREN IN THE SETTING

POLICY

Staff will ensure that all children are always within sight and ear shot of staff.

PROCEDURES

We will implement and monitor procedures to ensure children's safety, whilst allowing them the opportunity to explore and take managed risks.

- Children are initially unsure in a new setting but quickly gain confidence and start to venture further. Staff will ensure that they follow them and keep them in sight
- If children try to spread out too much the staff will gather them into groups that they can see and monitor for safety whilst allowing them freedom of play
- If delivering outside and staff want to gather children to one place, a whistle should be used to ensure consistency
- When delivering outside with children; staff must ensure that the children have been informed as to the boundaries and expectations
- Children should be encouraged to independently explore the setting and environment. Children must be able to explore alone but should be monitored at all times by staff members.

MOBILE DEVICES AND CAMERAS

POLICY

Youth Options take steps to ensure that there are effective procedures in place to protect children, young people, and vulnerable adults from the unacceptable use of mobile phones, smart watches and cameras in the setting.

PROCEDURES

Personal Mobile Devices

- Personal mobile phones, smart watches or other mobile devices, must be securely locked away during working hours
- At the beginning of everyone's shift, personal mobile devices are stored and locked away from children, in a designated secure place
- In the event of an emergency, personal mobile phones may be used in private, away from children and young people, with permission from the manager
- Members of staff ensure that the setting telephone number is known to immediate family and other people who need to contact them in an emergency
- If members of staff take their personal mobile phones on outings, for use in case of an emergency, they must not make or receive personal calls
- Members of staff must not use their personal mobile device for taking photographs of children. Photos must be taken with the authorisation of the management team on a work device only
- Parents and visitors are requested not to use their mobile phones whilst on the premises. There may be an exception; if a visitor's organisation operates a lone working policy that requires them to make contact with their office, periodically throughout the day. This must be discussed with the manager on site and the visitor will be advised of a quiet space where they can use their mobile phone, where there are no children present

Cameras and videos

- Members of staff must not bring their own cameras or video recorders into the setting
- Photographs and recordings of children are only taken for valid reasons, i.e. to record their learning and development, or for displays within the setting

- Photographs or recordings of children must only be taken on devices belonging to Youth Options
- Staff must gain authorisation from SMT prior to taking any photos
- Parents must request permission from the Site Manager, to photograph or record their own children at special events; prior permission must be requested and consent gained from other parents of children at the setting
- Some delivery settings have an allocated work mobile. This must stay on the premises, for use in an emergency or by parents to make contact.
- Consent is given on the Admissions form, for Youth Options staff to take photographs and recordings of children for Tapastry or alternative childcare systems (not for Youth Options marketing or promotional campaigns); this is password protected and will only be shared with the parents of the child
- Prior to any photographs being taken for Youth Options use, a Marketing Consent form must be completed for that individual
- Any photos taken on a work device, must be downloaded asap to the specified folder and labelled correctly, for identification. The photo must be immediately deleted from the mobile device.

ATTENDANCE AND COLLECTION POLICY

POLICY

Hours of Opening

Opening times vary between settings, Monday to Friday, term time only. Please refer to your child's confirmation letter for the agreed times and days, for your child.

Non - Attendance

Holidays & Planned Absences

Youth Options pre-schools, breakfast club and after-school clubs are open term-time only and as such we do not charge for the school holidays. These dates are outlined upon registration. Children can be removed from the setting during term time for holidays and absences at the discretion of the child's guardian. However, payment for the child's usual hours will still be required for any term time holiday or absence, including illness. All planned absences must be reported to a member of staff.

Illness

Parents / Guardians must inform the setting on the first day of illness of the child's absence; contacts can be found on the Parent Board.

If a child is absent for three consecutive days and contact has not been made with the setting, the Manager or Deputy will contact the registered parent / guardian. Youth Options has a duty to report unexplained absences to Children's Services.

Collection

The parent's name and emergency contact details are recorded on the registration form, where it is also indicated as to whom has authorisation to collect their child from the setting. If a parent requires anyone other than himself or herself to collect their child, they must inform a staff member beforehand and staff will record this on the child's registration form. Parents can add or delete names from the form, if they wish to do so.

To ensure that all children are collected by their parent/carer or authorised named contact, staff will ensure that:

- All children remain at the setting until an authorised named person collects them
- Anyone asking to collect a child who is not a designated person will be denied access until the parent has been contacted
- Parents are aware of this policy and should not compromise this process by asking other unregistered persons to collect their child/ren
- Written notes from parents giving permission for children to be collected by someone else will not be accepted

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. In the pre-school 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.

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 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.

- We have a means to ensure all parents are included – that may mean we have different strategies for involving fathers or parents who work or live apart from their children.
- We consult with all parents to find out what works best for them.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.
- We inform all parents on a regular basis about their children's progress.
- We involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We inform parents about relevant conferences, workshops and training.
- We 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 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 complaint's 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.

ADMISSIONS POLICY

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 all sections of our community have access to our settings through open, fair and clearly communicated procedures.

We are registered with OFSTED and hold a unique reference number that can be obtained from the Pre-School Manager on request or found on the OFSTED Registration Certificate which is displayed at the setting.

Our pre-school offers childcare for children from 2-5 years; the Pre-School Manager will be able to inform parents / guardian of availability and numbers attending, ensuring we comply with our registration and staff to child ratio.

PROCEDURES

- For a child to be accepted into the preschool a registration form is required to be completed by a parent / guardian. This form holds details of the child, any medical concerns, emergency contacts and any other information we need to know whilst children are in our care
- On receipt of an enquiry for a place the pre-school manager will consider the availability of places based on the current waiting list, the days needed, any regulatory restraints, including OFSTED limits, and operational constraints such as staffing and special needs requirements. Places are accepted on a first come first served basis
- In the event that there are more applications than places allowed by OFSTED (see above), Youth Options will not be able to provide a place(s), however, staff will be able to sign post parents / guardian to other clubs or hold their registration form on a waiting list
- We arrange our waiting list on a first come first served basis
- Youth Options is registered with several childcare voucher system providers as an alternative method of payment for families. Parents are advised of this during the registration process
- Youth Options reserves the right to restrict admissions to any activity where it believes that, through the admission of a child(ren), the welfare and safety of all other children may be at risk
- Parents are encouraged to visit the setting, with their child before their start date
- We endeavour to meet the needs of all individuals and encourage liaison between parents and childcare staff to ensure a smooth transition for the child

Accessibility

- We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community
- We ensure that information about our setting is accessible, in 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 keep a place vacant, if this is financially viable, to accommodate an emergency admission
- We monitor the gender and ethnic background of children joining the group to ensure that our intake is representative of social diversity
- We consult with families about the opening times of the setting to ensure we accommodate a broad range of family needs
- We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all of the children

KEY PERSON AND SETTLING-IN POLICY

POLICY

Youth Options believe that children settle best when they have a key person to relate to; who knows them and their parents and who can meet their individual needs. We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff.

We also want parents to have confidence in both their children's well-being and their role as active partners with our staff. We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The 'Key Person' role is set out in the 'Safeguarding and Welfare Requirements of the Early Years Foundation Stage'. In all pre-school settings, we operate a Key Person system. All Pre-school children will be allocated a named member of staff who will oversee the wellbeing and progress of the individual child.

- The key person will be responsible for keeping their key children's profiles and development records up to date and for liaising with parents about their child's development
- The key person will record each child's development in their profiles using the Early Years Foundation Stage guidelines, by gathering information from their observations
- Parent's permission will be sought to carry out observations and to liaise with the child's school for reception aged children
- We will liaise with parents on a regular basis to discuss their child's progress and to share information about the child's overall development
- Meetings may be arranged at the request of the parent with the Pre-School Manager
- Where a home visit is carried out before the child starts, this is done by the Pre-School Manager and the key person
- The key person is responsible for the induction of the family and for settling the child into the setting
- The key person works with the parent to create and deliver a personalised plan for the child's well-being, care and learning
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers
- A key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up to date, reflecting the full picture of the child in our setting and at home

- The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day
- We provide a back-up key person, so the child and the parents have a key contact in the absence of the child's key person
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children

Settling-in - The settling in process relates to children starting in our pre-schools.

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information, displays about activities available within the setting, information days and evenings and individual meetings with parents
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process
- We may offer a home visit by the child's key person, to ensure all relevant information about the child can be made known. Lone Working Policy must be followed
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting
- We use pre-start visits and the first session at the pre-school to explain and complete, with his/her parents, the child's registration records
- We have an expectation that the parent, guardian or close relative, will stay for part of the first session, gradually taking time away from their child, increasing this as and when the child is able to cope
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them
- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when
- We recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay for at least the first week, or possibly longer, until their child can stay happily without them

- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting
- We reserve the right not to accept a child into the setting without a parent or guardian, if the child finds it distressing to be left. This is especially the case with very young children
- Within the first four to six weeks of starting we discuss and work with the child's parents to start to create their child's record of achievement

Induction 'the settling in process'

Each child and their parent / guardian will be invited to a pre-visit during the half term before their point of entry. The visit will be one hour and will give the child and parent / guardian the chance to look around the preschool and meet the staff. During this visit we will also discuss a personalised settling in process for your child.

Every child will be different, but we anticipate the following as a guideline for your child's induction period:

First Visit

- One hour 'stay & play' visit with parent / guardian
- We do ask that the parent stays with the child for their first visit

Second Visit

- One hour visit without parent / guardian
- We do ask that the child's parent / guardian stays on-site but away from the children for this first solo visit

Third Visit

- Full session without parent / guardian
- We ask that the child's parent / guardian leaves the child for their full session
- The settling in process for every child is unique. For children who are attending only one session a week we recommend that they make two additional visits (their first & second visits) in the same week as their third visit, for their first full session

BEHAVIOUR MANAGEMENT POLICY

Youth Options believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour, exist within the programme for promoting personal, social and emotional development.

PROCEDURES

Youth Options Early Years and Childcare Manager has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour, however, this responsibility is shared between staff.

- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy
- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key worker. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly, how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns
- We acknowledge considerate behaviour such as kindness and willingness to share
- We support each child in developing self-esteem, confidence and feelings of competence

- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately
- We never send children out of the room by themselves, nor do we use a 'naughty chair' that excludes children from the group
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these
- We do not use techniques intended to single out and humiliate individual children
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour

Younger Children

- When children behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children
- We recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'
- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro- social and not as problematic or aggressive
- We will develop strategies to contain play, that are agreed with the children and understood by them; with acceptable behavioural boundaries to ensure children are not hurt
- We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc, and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution

Hurtful Behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'.

For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them
- We will help them manage these feelings, as they have neither the biological means nor the cognitive means to do this for themselves
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear
- Therefore, we help this process by offering support, calming the child who is angry, as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding

- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling.

“Adam took your car, didn’t he, and you were enjoying playing with it. You didn’t like it when he took it, did you? Did it make you feel angry? Is that why you hit him?”

Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour

- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others’ feelings. “When you hit Adam, it hurt him, and he didn’t like that, and it made him cry.”
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. “I can see you are feeling better now and Adam isn’t crying any more. Let’s see if we can be friends and find another car, so you can both play with one.”
- We are aware that the same problem may happen over and over before skills such as sharing and turn taking develop. For both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries
- We support social skills through modelling behaviour and through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - they do not feel securely attached to someone who can interpret and meet their needs - this may be in the home and it may also be in the setting;
 - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
 - the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
 - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
 - the child has a developmental condition that affects how they behave.

- Where this does not work, we use the Special Educational Needs, Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary

Extreme Behaviour

When children display extreme behaviours, our staff team work closely with parents and appropriate agencies to try and resolve any issues which may be creating or fueling such behavior. Key triggers are identified, and a plan of action is implemented to address, minimize or eradicate the unwanted behaviour.

If a child continually demonstrates extreme behavior, such as:

- Aggressive behaviour to other children or staff in the setting
- A child continually uses inappropriate language (i.e. swearing);
- Continually makes inappropriate remarks such as racist comments
- A child is found to be stealing
- A child's behavior is continually cause harm or upset to other children in the setting

Then the 'Parent Contract' and child's attendance may be terminated, with no notice given.

BULLYING

POLICY

Youth Options is committed to providing a caring, friendly, stimulating and safe environment for all of the children and young people we work with. Bullying of any kind is unacceptable. If bullying does occur, children and young people should be able to tell and know that incidents will be dealt with promptly and effectively.

PROCEDURES

The ethos of our childcare settings is that children, young people and adults flourish best in an ordered environment, in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else.

We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

If a child bullies another child or children:

- We show the child/children who have been bullied that we are able to listen to their concerns and act upon them
- We intervene to stop the child who is bullying from harming any other child or children
- We explain to the child doing the bullying why her/his behaviour is not acceptable
- We give reassurance to the child or children who have been bullied
- We help the child who has done the bullying to recognise the impact of their actions
- We make sure that children who bully, also receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour
- We do not label children who bully as 'bullies'
- We recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others
- We recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done; empty apologies are just as hurtful to the bullied child as the original behaviour
- We discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour
- We share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving

FOOD HYGIENE, MEALS AND SNACKS

POLICY

Youth Options regards snack and mealtimes as an important part of the setting's day. Eating represents a social time for children and adults and helps children to learn about healthy eating. At snack and mealtimes, when offered, we aim to provide nutritious food, which meets the children's individual dietary needs.

Healthy Eating

The nature of the child-care learning environment is to encourage children to use their bodies and become aware of the benefits of movement and exercise. This ethos will encourage a positive approach to healthy eating and lifestyle choices.

Lunch Time

The children will bring their own packed lunch to eat at the setting. We advise this packed lunch to be balanced and include a variety of nutritious food to sustain their energy throughout the day.

Staff will sit with the children whilst the children are eating their lunch to model positive mealtimes, encouraging good manners and social eating skills.

Snack Time

The children will be provided with a healthy snack, which the children will help to prepare, in the morning and afternoon.

Drinks

Children will bring their own drinks bottle with water. The children will have free access to this throughout the day. Access to water will be available throughout the day and drinks bottles will be refilled as and when needed.

Staff will encourage children to take a regular drink break to encourage healthy bodies.

Cooking

As part of the childcare activities the children will partake in cooking and trying a variety of both sweet and savoury foods. The children will be made aware of the importance of a balanced diet and encouraged to try new foods.

Dietary Requirements - ethical, religious & medical (including allergies)

Parents / Guardians are required to provide details of any allergies or dietary requirements and required medication (e.g. EpiPen, inhaler) upon registration of their child. These details must be kept up-to-date and the childcare setting informed of any medical conditions arising.

All dietary restrictions, ethical, religious or medical, will be displayed for staff to access. This must be referred to before any cooking activity.

A risk assessment must be put in place by the childcare setting manager regarding any new cooking activity as well as any new foods being introduced.

PROCEDURES

We follow these procedures to promote healthy eating in our setting:

- Before a child starts to attend the setting, we find out from parents their children's dietary needs and preferences, including any allergies
- We record information about each child's dietary needs in her/his registration record and parents sign the record to signify that it is correct
- We regularly consult with parents to ensure that our records of their children's dietary needs - including any allergies - are up to date
- We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes
- We provide nutritious food for all meals and snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings
- We include a variety of foods from the four main food groups: meat, fish and protein alternatives, dairy foods, grains, cereals and starch vegetables and fruit and vegetables
- We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones
- We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts
- Through discussion with parents we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy
- We organise meal and snack times so that they are social occasions in which children and staff participate
- We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day
- In accordance with parents' wishes, we offer children arriving early in the morning - and/or staying late - an appropriate meal or snack
- In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another

Packed lunches

Children who attend sessions including lunch are required to bring packed lunches, we:

- Encourage parents to provide sandwiches with a healthy filling, fruit, and milk-based deserts such as yoghurt. We can only cater for cold food from home. We discourage sweet drinks and can provide children with water
- We discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. We reserve the right to return this food to the parent as a last resort
- We ensure staff sit with children to eat their lunch so that the mealtime is a social occasion

Food Safety

We maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food.

Youth Options childcare settings hold the Food Agency Hygiene Certification and all regulations are adhered to.

- Staff who are responsible for handling, preparing and serving food will hold the Food Hygiene Certificate, minimum Level 2.
- We use reliable suppliers for the food we purchase
- Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould
- Packed lunches are stored in a cool place; un-refrigerated food is served to children within 4 hours of preparation at home
- Food preparation areas are cleaned before use as well as after use
- There are separate facilities for hand-washing and for washing up
- All surfaces are clean and non-porous
- All utensils, crockery etc are clean and stored appropriately
- Waste food is disposed of daily
- Cleaning materials and other dangerous materials are stored out of children's reach
- Children do not have unsupervised access to the kitchen
- When children take part in cooking activities, they:
 - are supervised at all times
 - understand the importance of hand washing and simple hygiene rules
 - are kept away from hot surfaces and hot water
 - do not have unsupervised access to electrical equipment such as blenders etc

Reporting of food poisoning

- Food poisoning can occur for several reasons, not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable
- Where children and/ or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the setting, the Manager will contact the Environmental Health Department to report the outbreak and will comply with any investigation
- Any confirmed cases of food poisoning affecting two or more children looked after on the premises are notified to Ofsted as soon as reasonably practicable, and always within 14 days of the incident.

Further guidance

Safer Food, Better Business (Food Standards Agency 2011)

SICKNESS, INFECTIONS AND ALLERGIES

POLICY

We provide care for healthy children through preventing cross infection of viruses and bacterial infections and promote health through identifying allergies and preventing contact with the allergenic substance.

Procedures for children who are sick or infectious

- If children appear unwell during the day – have a temperature, sickness, diarrhea or pains, particularly in the head or stomach – the Manager calls the parents and asks them to collect the child, or send a known carer to collect the child on their behalf
- If a child has a temperature, they are kept cool, by removing top clothing and having a cold drink
- In extreme cases of emergency, the child should be taken to the nearest hospital and the parent informed
- Parents are asked to take their child to the doctor before returning them to the setting; the setting can refuse admittance to children who have a temperature, sickness and diarrhea or a contagious infection or disease
- Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to the setting
- After diarrhea, parents are asked to keep children home for 48 hours or until a formed stool is passed.

Nits and head lice

- Nits and head lice are not an excludable condition, although in exceptional cases a parent may be asked to keep the child away until the infestation has cleared
- On identifying cases of head lice, all parents are informed and asked to treat their child and all the family if they are found to have head lice

Infectious Diseases

In order to prevent the spread of infectious diseases, any child or staff member who has any infectious disease will undergo a period of exclusion from the setting. All parents are informed of this policy.

Additional measures in place to prevent the spread of infectious diseases include:

- **Hand washing** is one of the most important ways of controlling the spread of infections. Staff wash their hands after using the toilet, before eating or handling food, after changing a child or cleaning up any body spills; all cuts and abrasions are covered with waterproof dressings. Children are expected to wash their hands after using the toilet and before eating or handling food.
- **Coughing and sneezing** easily spread infections. Children and adults are encouraged to cover their mouth and nose with a tissue and to wash their hands after using or disposing of tissues. Spitting is discouraged.
- **Personal protective equipment (PPE)**. Disposable non-powdered vinyl or latex-free CE- marked gloves and disposable plastic aprons must be worn where there is a risk of splashing or contamination with blood/body fluids (for example, nappy changing).
- **Cleaning** of the environment, including toys and equipment, is frequent, thorough and follows national guidance.
- **Cleaning of blood and body fluid spillages**. All spillages of blood, faeces, saliva, vomit, nasal and eye discharges are cleaned up immediately (always wear PPE). When spillages occur, the area is cleaned using a product that combines both a detergent and a disinfectant. Disposable paper towels are to clean body spills and clinical waste is discarded appropriately.
- **Clinical waste**. Used nappies, gloves and aprons are disposed of in clinical waste bins removed by a registered waste contractor.

SEE INFECTIOUS DISEASES POSTER DISPLAYED IN EACH CHILDCARE SETTING FOR DETAILS OF EXCLUSION PERIODS

When the setting becomes aware, or is formally informed of the notifiable disease, the manager informs Ofsted and acts on any advice given by the Health Protection Agency, HPA.

Outbreaks

If the childcare setting suspects an outbreak of infectious disease, they will inform the local HPA, if delivery base is a school site – the school must be informed asap. If the childcare setting has a confirmed outbreak, Ofsted must be informed by the Early Years and Childcare Manager.

Vulnerable Children

Some medical conditions make children vulnerable to infections that would rarely be serious in most children; these include those being treated for leukaemia or other cancers, on high doses of steroids and with conditions that seriously reduce immunity.

These children are particularly vulnerable to chickenpox or measles and, if exposed to either of these, the parent / guardian should be informed promptly and further medical advice sought. It may be advisable for these children to have additional immunisations, for example pneumococcal and influenza.

Female Staff – Pregnancy

If a pregnant woman develops a rash or is in direct contact with someone with a potentially infectious rash, this should be investigated by a doctor. The greatest risk to pregnant women from such infections comes from their own child/children, rather than the workplace.

If an infection is diagnosed; their Line Manager must be informed immediately.

Immunisations

Parents should be encouraged to have their child immunised and any immunisation missed or further catch-up doses organised through the child’s GP. For the most up-to-date immunisation advice www.immunisation.nhs.uk

This is the UK Universal Immunisation Schedule. Children who present with certain risk factors may require additional immunisations. Some areas have local policies – check with your local HPA.

2 months old	Diphtheria, tetanus, pertussis, polio and Hib (DTaP/IPV/Hib) Pneumococcal (PCV)	Each x one injection
3 months old	Diphtheria, tetanus, pertussis, polio and Hib (DTaP/IPV/Hib) Meningitis C (Men C)	Each x one injection
4 months old	Diphtheria, tetanus, pertussis, polio and Hib (DTaP/IPV/Hib) Pneumococcal (PCV) Meningitis C (Men C)	Each x one injection
Around 12 months	Hib/meningitis C	One injection
Around 13 months	Measles Mumps and Rubella (MMR) Pneumococcal (PCV)	Each x one injection
Three years and four months or soon after	Diphtheria, tetanus, pertussis, polio (DTaP/IPV) or dTaP/IPV Measles Mumps and Rubella (MMR)	Each x one injection
13 to 18 years old	Tetanus, diphtheria, and polio (Td/IPV)	One injection
Girls aged 12 to 13 years	Cervical cancer caused by human papilloma virus types 16 and 18. HPV vaccine	Three doses over six months

Procedures for children with allergies

- When parents start their children at the setting they are asked if their child suffers from any known allergies. This is recorded on the Registration Form
- If a child has an allergy, a risk assessment form is completed to detail the following:
 - The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc).
 - The nature of the allergic reactions e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.
 - What to do in case of allergic reactions, any medication used and how it is to be used (e.g. EpiPen).
 - Control measures - such as how the child can be prevented from contact with the allergen
- This form is kept in the child's personal file and a copy is displayed where staff can see it
- Parents train staff in how to administer special medication in the event of an allergic reaction
- Generally, no nuts or nut products are used within the setting
- Parents are made aware so that no nut or nut products are accidentally brought in, for example to a party
- There are Hazel trees on our Woodland Pre-school site which do not produce large quantities of nuts however we will need to keep an eye on children who have nut allergies. Hazel will not be used for toasting marshmallows with these children – an alternative, like Willow, will be used instead.

Medication

At all times the administration of medication must be compliant with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage and follow procedures based on advice given in Managing Medicines in Schools and Early Years Settings (DfES 2005).

Oral Medication

- Asthma inhalers are now regarded as 'oral medication' by insurers and so documents do not need to be forwarded to your insurance provider
- Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them
- The setting must be provided with clear written instructions on how to administer such medication
- All risk assessment procedures need to be adhered to for the correct storage and administration of the medication

- The setting must have the parents or guardians' prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to your insurance provider.

Lifesaving medication and invasive treatments

Adrenaline injections (EpiPen's) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc) or invasive treatments such as rectal administration of Diazepam (for epilepsy).

The Child-care setting must have:

- a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered
- written consent from the parent or guardian allowing staff to administer medication; and proof of training in the administration of such medication by the child's GP, a district nurse, children's' nurse specialist or a community paediatric nurse
- If pre-school, copies of all three documents relating to these children must be sent to the Pre-school Learning Alliance Insurance Department for appraisal. Written confirmation that the insurance has been extended will be issued by return

Key person for special needs children

Children requiring assistance with tubes to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc.

- Prior written consent must be obtained from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP
- The key person must have the relevant medical training/experience, which may include those who have received appropriate instructions from parents or guardians, or who have qualifications

For Further guidance

Managing Medicines in Schools and Early Years Settings (DfES 2005)

Other Medicines

While it is not our policy to care for sick children, who should be at home until they are well enough to return, we will agree to administer medication as part of maintaining their health and wellbeing or when they are recovering from an illness.

In many cases, it is possible for children's GPs to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given in the setting. If a child has not had a medication before, it is advised that the parent keeps the child at home for the first 48 hours to ensure there are no adverse effects, as well as to give time for the medication to take effect.

These procedures are written in line with guidance in Managing Medicines in Schools and Early Years Settings; the Child-care setting Manager is responsible for ensuring all staff understand and follow these procedures.

The Child-care setting Manager or person in charge is responsible for the correct administration of medication to children. This includes ensuring that the parent has given signed consent, that medicines are stored correctly and that records are kept according to procedures.

Procedures

- Children taking prescribed medication must be well enough to attend the setting
- Only medication prescribed by a doctor (or other medically qualified person) is administered. It must be in-date and prescribed for the current condition (medicines containing aspirin will only be given if prescribed by a doctor)
- Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children
- Parents give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign consent in the medication book stating the following information
- No medication may be given without these details being provided:
 - the full name of child
 - the name of medication
 - who prescribed it
 - the dosage to be given in the setting
 - the time the medication should be given
 - the signature of the parent, their printed name and the date.
- The child's medication will only be received by the Child-care setting Supervisor or Deputy Supervisor and they will ensure the parent completes the medication form.
- The administration of medicine is recorded accurately in our Medication Administration Record form each time it is given and is signed by the manager. Parents are shown the record at the end of the day and asked to sign the record form to acknowledge the administration of the medicine.

The medication record form records the:

- name of the child
- date and time of the dose
- dose given
- signature of person administering the medication
- parent's signature

Storage of medicines

- All medication is stored safely in our locked store cupboard or refrigerated at the Centre as required. Where the cupboard or refrigerator is not used solely for storing medicines, they are kept in a marked plastic box
- The Manager is responsible for ensuring medicine is handed back at the end of the day to the parent
- For some conditions, medication may be kept in the setting to be administered on a regular or as-and-when required basis. The Manager checks that any medication held in the setting is in date and returns any out-of-date medication back to the parent. A health care plan will be drawn up in such cases. Medicines are stored in a locked store cupboard
- If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional
- When medication is administered, another member of staff must be present and co-signs the record book, to ensure double dosing does not occur
- No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.
- If a child refuses to take medication, staff must call parent / carer for guidance.
- A risk assessment is carried out for each child with long term medical conditions that require ongoing medication. This is the responsibility of the manager alongside the key person. Other medical or social care personnel may need to be involved in the risk assessment
- Parents will also contribute to a risk assessment. They should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.
- For some medical conditions, key staff will need to have training in a basic understanding of the condition, as well as how the medication is to be administered correctly. The training needs for staff form part of the risk assessment
- The risk assessment includes vigorous activities and any other activity that may give cause for concern regarding an individual child's health needs
- The risk assessment includes arrangements for taking medicines on outings and advice is sought from the child's GP if necessary where there are concerns

- A health care plan for the child is drawn up with the parent; outlining the key person's role and what information must be shared with other staff who care for the child
- The health care plan should include the measures to be taken in an emergency
- The health care plan is reviewed every six months, or more frequently if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.
- Parents receive a copy of the health care plan and each contributor, including the parent, signs it

Managing medicines on trips and outings

- If children are going on outings, staff accompanying the children must include the key person for the child with a risk assessment, or another member of staff who is fully informed about the child's needs and/or medication
- Medication for a child is taken in a secure lockable container, clearly labelled with the child's name and the name of the medication. A copy of the consent form and a record of when it has been given & by whom; including all the details that need to be recorded, as stated above
- On returning to the setting the medical administration record must be given to the setting manager and the parent asked to sign it
- If a child on medication must be taken to hospital, the child's medication is taken in a secure container, clearly labelled with the child's name and the name of the medication. Inside the container is a copy of the consent form signed by the parent
- This procedure is read alongside the 'Trips and Outing's Procedure'

Further guidance

- Managing Medicines in Schools and Early Years Settings (DfES 2005)
- Healthcare Needs and Critical Illness Guidance for Early Years Settings (HCC 2015)

NAPPY CHANGING AND TOILET PROCEDURE

POLICY

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

We make necessary adjustments to our bathroom provision and hygiene practice in order to accommodate children who are not yet toilet trained.

We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

PROCEDURES

- Young children from two years should wear 'pull ups' or other types of trainer pants as soon as they are comfortable with this and their parents agree
- Key persons undertake changing young children in their key groups; back up key persons change them if the key person is absent
- Changing areas are warm and there are safe areas to lay young children if they need to have their bottoms cleaned
- Nappy changing areas, should provide a certain degree of privacy for the child being changed; but staff should not be allowed to change a child in a private area, placing themselves at risk of allegations
- Each young child has their own bag to hand with their nappies or 'pull ups' and changing wipes
- Gloves and aprons are put on before changing starts and the areas are prepared.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies
- In addition, key persons ensure that nappy changing is relaxed and a time to promote independence in young children
- Children generally use the toilet by themselves but should make staff aware that they are doing so. Should a child need help from a member of staff then staff member will alert colleagues that they are at the toilets.
- Young children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet
- They should be encouraged to wash their hands and have soap and towels to hand. They should be allowed time for some play as they explore the water and the soap

- Key persons are gentle when changing; they avoid pulling faces and making negative comment about 'nappy contents'
- Key persons do not make inappropriate comments about young children's genitals when changing their nappies
- Older children can access the toilet when they have the need to and are encouraged to be independent.
- Nappies and 'pull ups' are disposed of hygienically. Any soil (faeces) in nappies or pull ups is flushed down the toilet and the nappy or pull up is bagged and put in the bin. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are rinsed and bagged for the parent to take home.

NB If young children are left in wet or soiled nappies / pull ups' in the setting this may constitute neglect and will be a disciplinary matter.

Toilet Training

We have a potty for those children that require it. Every child will have an individualised toilet training plan that will be developed between the child's Key Person and Parent / Guardian.

1. Child uses potty with the level of help from staff required by the individual child
2. Staff put on 'toileting' gloves
3. Staff ensures that they are clean before pulling up underwear
4. Child washes and dries hands thoroughly
5. Staff member pours the potty contents into toilet
6. Staff member washes potty with antiseptic cleaner

ADDITIONAL FOREST SCHOOL PRE-SCHOOL - TOILET PROCEDURE

At Little Owls, Forest School Pre-school, there are environmentally friendly toilets called Compost toilets. Children attending Little Owls, will be given instructions and shown the procedures for using it safely and responsibly.

Children will be given assistance if required but are encouraged to use the toilet on their own, when able.

Compost Toilets

Little Owls have two compost toilets; the procedures for using these are as follows:

1. Carefully use the steps to reach the toilet cubicle
2. Turn the sign to red triangle
3. Use the rope to open and close the door
4. Check the child seat is in place
5. Use the step to reach the seat
6. Use the facilities
7. Take a handful of sawdust and drop into the toilet bowl
8. Open and close the door
9. Turn the sign to green circle
10. Carefully use the steps to get down from the toilet cubicle
11. Wash and dry hands thoroughly

SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

POLICY

We provide an environment in which all children, including those with special educational needs and disabilities (SEND), are supported to reach their full potential. The staff at Youth Options believe that all children have a right to a broad and balanced early years curriculum and high quality, inclusive childcare.

All children are welcomed, regardless of their individual needs and are welcome to our inclusive setting. In order to achieve this, we work closely with the children, parents, the Early Years Inclusion Team and other agencies if this is necessary.

The procedures laid out in this policy are in line with the legislation, duties and responsibilities defined:

- Special educational needs and disability code of practice: 0 to 25 years (2014)
- Disability Discrimination Act 1995 and 2005
- The Equality Act 2010
- Statutory Framework for the Early Years Foundation stage 2014
- Every Child Matters 2003
- Children and families Act 2014

Aims

- To ensure that the provision for children with special educational needs is the responsibility of all members of the setting and of the designated SENDCo (Special Educational Needs and Disabilities Coordinator) and Deputy SENDCo, who work closely with the Management Team
- To ensure that our inclusive admissions practice ensures equality of access and opportunity
- To ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education and to work closely with them
- To provide parents with information on sources of independent advice and support
- To liaise with other professionals involved with children with special educational needs and disabilities and their families, including transfer arrangements to other settings and schools
- To provide a broad, balanced and differentiated curriculum for all children with special educational needs and disabilities
- To ensure children with special educational needs and disabilities are appropriately involved (with support of the inclusion officer) at all stages, considering their levels of ability

- To have systems in place for supporting children with SEND and for the children on an Education, Health and Care plan (EHCP). The Inclusion Team will support us with this if necessary
- To raise awareness of any specialism the setting has to offer, e.g. staff trained in Makaton, Thomas training, Communication Friendly Spaces and in-house training to develop a theoretic understanding of how the environment can support communication and language skills for young children
- To ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Education 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.
- We designate a member of staff to be the Special Educational Needs and Disabilities Co-ordinator (SENDCO) and give her name to parents.

Refer to the Parent Board at each setting for named SENDCo

The SENDCo's Role and Responsibilities are:

- To identify any difficulties a child may be having accessing all that is on offer in the setting
- To develop strategies, support staff through the graduated approach system and to help the child access early years curriculum and make progress engaging at own level
- To ensure parents/carers are aware of plans and to keep them informed of child's progress
- To review the SEND Policy annually and consider staff and parents views in the review
- To work with outside agencies who may be able to offer support and advice
- To ensure that new SEND initiatives are implemented
- To attend training as arranged through Hampshire County Council
- To work in partnership with parent/carers and key person in the setting
- To make sure staff are aware of the two main duties of the DDA 2005 (Disability Discrimination Act 1995 and 2005) – not to treat a child with a disability 'less favourably' and to make 'reasonable adjustments' for disabled children and to support staff in the identification of needs

Training

The SENDCo will attend training (minimum of 3 days per year) on SEND and will take responsibility for explaining relevant issues to the other staff.

Arrangements for Identification and Assessment

Children's progress will be monitored, recorded and reviewed regularly and should there be concerns the following actions will take place -

Key person will discuss concerns with SENDCo or manager. The SENDCo and key person will meet and discuss this with the parents and a graduated approach of assessing the child will be carried out through the "*Assess, Plan, Do and Review approach*".

Assess

- The key person alongside the SENDCo and parents will carry out an analysis of the child's needs
- The initial assessment will be reviewed regularly to ensure that support is matched to the child's needs. If there is little or no progress more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. If the professionals are not already involved working with the setting, the SENDCo will contact them with the parent's permission.

Plan

If it is decided to provide SEND support, and having informed the parents the key person and SENDCo will agree in consultation with the parent: -

- The outcomes they are seeking
- The interventions and support to be put in place
- The expected impact on progress
- Development or behaviour and a clear date for review plans taking into account the views of the child (where possible)

The support and intervention provided will be selected to meet the outcomes identified for the child trying to adopt SMARTS targets approach. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do

The key person remains responsible for working with the child on a daily basis. With support from the SENDCo, they will oversee the implementation of the interventions or programmes agreed as part of SEND support.

Review

- The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date by the key person, SENDCo and parents
- Together changes to the outcomes and support for the child will be agreed. The parents will be given clear information about the impact of the support provided and be involved in planning their child's next steps
- This cycle of action will be revisited in increasing detail and with increasing frequency to identify the best way of securing good progress
- The "graduated approach" will be led and co-ordinated by the setting SENDCo.

Requesting an Education, Health and Care Needs Assessment

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting will consider requesting an Education, Health and Care needs assessment. The details of this can be accessed under the Special Educational Needs and Disability Code of Practice: 0-25 years (June 2014) chapter 9.

Partnership with Parents

Parent / guardians will be kept informed and involved through meetings to be arranged with the key person to discuss any concerns. All meetings and written reports will be confidential and only shared with other professionals with parent consent, although IEP's are working documents and as such need to be freely available to staff in the setting. We will if appropriate, give parents / guardians advice on where to seek support outside the setting e.g. Multi Agency Team.

Transition

We ensure good practice in preparing the children for moving to their next setting by liaising and encouraging the relevant school staff to visit the child here. We will pass on all relevant information, including reports, assessments and an up to date review to the next setting to be attended by the child as agreed with the parents.

EMERGENCY CLOSURE

There may be some circumstances when it would be necessary in an emergency, to close a childcare setting early. These may include:

Physical barriers

Fallen trees / Fire / Infectious diseases

Weather

Heavy snow fall / Flooding / High winds

Welfare

Faulty power / heating (in minus temperatures) / Dangerous members of public /
Insufficient staff / Infectious diseases related to children

See Youth Options full Policies and Procedures for full details

Procedure (In the event of any of the above)

In the event of the childcare setting having to close, management will make the final decision.

All staff and parents must be informed of the closure at the earliest possible time.

An email will be sent out to all registered families, and a phone call will be made to all immediately affected parents / guardians.

Suitable arrangement will be made to keep the children safe whilst waiting for collection.

Please refer to the Terms and Conditions for details of payment or refund, in the event of a closure

ADDITIONAL FOREST SCHOOL PRE-SCHOOL - ADVERSE WEATHER

Our Forest School Pre-School is set in the outdoors and all parents are expected to send their child appropriately dressed for the weather (guidance provided) throughout the year.

However, there are circumstances where extreme weather makes it, no longer safe to operate.

Extreme Weather is defined as:

- Constant winds of up to 25mph and gusting winds of up to 30mph
- Lightning Storms

To ensure a safe system of practice regarding the weather, is conducted; the Outdoor Learning Manager and Pre-School Manager look at forecasts and assess the weather on a daily / hourly basis, if required.

In the event of an extreme weather forecast, parents will be messaged the day before, to warning them of the forecast and potential closure. On the day, if the weather is as extreme as forecast, parents will be messaged confirming the closure of the Pre-school.

If the weather is more extreme than forecasted or the weather during the day becomes extreme, the following will happen:

1. The woodland setting will be evacuated.
2. Staff and children will assemble outside the Kingfisher room.
3. Registers will be taken.
4. Parents of those children currently at the Pre-School will be informed and collection arranged. If the extreme weather happens during a morning session, those parents expecting to drop off their child in the afternoon sessions will be informed of the closure, as early as possible.

In the event that the extreme weather proves to be an immediate risk to life, staff and children will be evacuated to the Itchen Valley Visitor Centre / Café and then steps 3 and 4 will be completed.

CHILDCARE SETTING FEES

POLICY

Fees charged for Child-care setting places play a vital role in keeping the childcare setting running. It is important that we have a robust policy in place for the collection of fees.

PROCEDURE

- Fees are due to be paid in advance, on receipt of the invoice
- If fees are not paid on time, then you will receive an email / phone call to inform you that your child will no longer be able to attend the setting until payment is received
- A payment plan may be set up to cover our holiday club sessions. This will need to be agreed by the Early Years and Childcare Manager
- Fees are due for all hours/days booked; including any time off a child may have had due to sickness or holiday etc
- Any case of long-term absence due to sickness/illness will be considered for a fee reduction on an individual basis. The decision will be made by the Early Years and Childcare Manager

SUN SAFETY

POLICY

Youth Options ensures that all children are protected from the effects of the sun and we have procedures in place to do this.

PROCEDURES

We will:

- Inform parents / guardians that they need to put sun cream on their children before bringing them to childcare setting
- Provide a bottle of child safe sun cream (high factor), for parent / guardian who has forgotten to apply sun cream to their child
- When children start at the childcare setting, we obtain written permission from parent / guardian to apply sun cream to their children and to state they have no allergies to it
- Monitor children's time in the sun and on exceptionally hot/sunny days limit their exposure to the sun, especially in the hottest part of the day (11am – 3pm).
- Advise parent / guardians who do not want to apply sun cream to their children that they should provide a long sleeve top and a hat with face and neck protection and obtain their written request, not to apply sun cream to their child.

TAPESTRY

At Youth Options we use an online system called 'Tapestry' to record and store all Targets / Progress / Development Needs / Observations and Assessments, relating to each child. This is a safe and secure system and one that enables parents and carers to access their child's journal at any time.

Safety and Security

Staff use tablets to take photos for observations, which are then uploaded to their journals; once uploaded on to Tapestry, the photos are then immediately deleted off the device. Each staff member has a secure log-in to Tapestry, which is password and pin protected.

The tablets are locked away in the preschool and may only be taken home by a member of staff for a specific reason and with the consent from the Early Years and Child Care Manager.

Staff are allocated time each week to upload photos and observations on their key children.

Parents / Guardians

Parents logging in to the system can only access their child's learning journal. Parents may upload observations and photos and add any comments to existing content. Parents are asked to sign the Admissions form to give permission for their child's image to appear in other children's learning journals and to protect images of other children that may appear in any photos contained in their child's journal. If a parent withholds consent, then their child is only ever photographed alone, and no shared observations are made with that child.

If you would like your child's photo to be used for Youth Options marketing purposes, a Marketing Consent form must be completed prior to taking the photo.

For parents without access to the internet, we will print all the information from Tapestry and collate it into a paper learning journal.

Leavers

When a child moves to another setting and with the consent of the parent, we will transfer the Tapestry account to the new setting, if they also use Tapestry. If they do not, we will send them a PDF version.

When a child leaves the setting to start school, we will email the parents a PDF copy of their child's learning journal. The child and parent's information will be permanently deleted from our Tapestry account so no data will remain once they have left the childcare setting.

COMPLIMENTS AND COMPLAINTS

Compliments

Any verbal or written compliments will be recorded by the member of staff receiving the compliment and will be passed to their line manager who will respond formally, if appropriate.

Any member of staff identified as being the subject of or contributing to any matter giving rise to the compliment, will be notified by the Line Manager within one week. Feedback on compliments will be shared with other employees, as appropriate.

Complaints

Youth Options is committed to ensuring that all children and young people participating in any of our programs have a positive and rewarding experience. However, it is inevitable that there may be an occasion when a concern arises that requires investigation.

Youth Options has a procedure in place to ensure that a complaint can be dealt with as quickly as possible and in the best interests of all parties involved.

- A copy of Youth Options Complaints Policy is available on our website and on request at all our offices and delivery sites.
- The procedures for making a complaint will be made clear to anyone wishing to make a complaint.
- In Line with Early Years requirements, dissatisfied parents can also, if they wish, contact OFSTED on 0300 1231231 – A poster promoting this is displayed in all childcare settings.

Youth Options Contact Details

Head Office: 2 Eastwood Court
Broadwater Road
Romsey
Hampshire
SO51 8JJ

Telephone: 01794 525510

Email: admin@youthoptions.co.uk

Website: www.youthoptions.co.uk

Refer to the Youth Options Policies and Procedures for full details of this policy.