

# **The University of Reading Pre-school Welcome Pack**

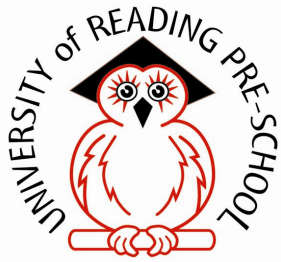
**The University of Reading Pre-School**

Registered Charity No. 292726  
Member of The Pre School Learning Alliance  
OFSTED Registered

Employees Social Club  
2 Earley Gate  
Whiteknights  
Reading RG6 6AU

Tel: 0118 926 8988  
Pre School Mob: 07958 – 598106  
Email: [info@universityofreadingpreschool.co.uk](mailto:info@universityofreadingpreschool.co.uk)  
Website: [www.universityofreadingpreschool.co.uk](http://www.universityofreadingpreschool.co.uk)

February 2008



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Dear Parents and Children

On behalf of the Committee and Staff of the Pre School may I be the first to welcome you all. We would like to thank you for choosing our Pre School, I am sure you will have a great time here.

The daily activities are run by Mrs Green (Supervisor) and Mrs Culham (Deputy Supervisor), they are supported by a brilliant team of assistants. As you will see, no two days are the same at the Pre School. We have a varied plan of activities that follow the national curriculum. The Supervisors and staff will be more than happy to answer any questions you have, if there are any issues that you would like to discuss with me feel free to contact me at any time. My contact details can be found at the bottom of the page.

We are lucky to have an active and enthusiastic committee of parents; we are always keen to have new members join the committee. This is a great way to have an input in to the running of the Pre School. If you would like to get involved please let us know.

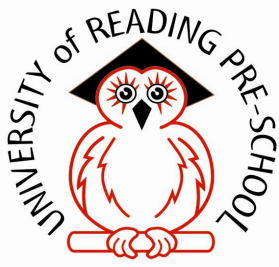
Once again a very warm welcome to you all.

With very best wishes

Jo Jamieson  
Admissions

Telephone:  
Mobile:

*The University of Reading Pre School,  
Providing the best possible education and care for your Children.*



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Dear Parents of

**KEYWORKERS**

Each child is placed in an animal group working together all week with their keyworker which will enable us to get an understanding of each child's individual development and to be able to extend a child's interests because of the first hand contact. Each staff member will be responsible for 7-8 children.

By having one special adult to relate to will hopefully help the children to settle into the setting and this is a benefit especially to those children who have strong attachments to their parents as the keyworker will be the constant substitute carer whilst in the setting.

The keyworker system was initiated to support the children through the Foundation Stage curriculum, in developing their potential at their own pace. Your keyworker alongside the Supervisor will track your child's progress through the Department for Education & Skills (Dfes) Early Learning Goals and will monitor milestones as they are reached.

The keyworker also maintains links with parents to ensure that all children are supported in reaching their full potential.

**Your child's group name is:**

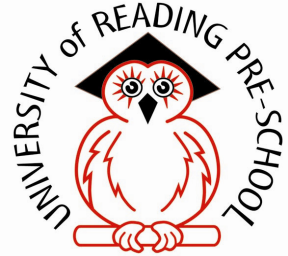
**Your allocated key worker is:**

# HOUSE RULES

Parents please explain to your children the house rules of the pre-school.

1. No Running inside as this may cause injury to others.
2. Children should not go into the store cupboard unless accompanied by a member of staff.
3. Children should not go into the kitchen unless accompanied by a member of staff.
4. Children should not throw toys/objects.
5. Children should not bring in any food from home as other children with allergies may eat them.
6. Children should only have water in their bottles brought from home.

We appreciate your co-operation with these rules in order to keep a safe environment for your children whilst in our care.



## Parents and the Setting

We know that by working closely with parents each child's development and education is enhanced.

Other ways in which you can support your child and the setting are:

- By taking an interest in the work the children, and your child in particular, are involved in
- By spending time in the setting, sharing your skills, reading with the children. We welcome parents reading or telling stories or rhymes in all languages
- By helping with maintaining the setting's equipment, for example making doll's clothes or dressing up clothes, gardening or taking photographs. Please don't be shy any help is welcomed
- By sharing with us any anxieties, concerns and achievements



# My Child at Home

Name of child \_\_\_\_\_

Date of birth \_\_\_\_\_

My child's favourite food is...	My child's favourite toys are...
My child makes me smile when...	My child's favourite play mates are...
My child finds it hard to...	My child needs...
I will be pleased when my child can...	
I think it would help you to know...	

Signed ..... (Parent/carer)

Date .....

# THE UNIVERSITY OF READING PRE-SCHOOL

Parents/carers need to sign the following statement **to indicate that they have understood and agree with the policies of the Pre-school**. If your child/children is to attend the Pre-school it is a requirement that this following statement is signed.

**Name of child/children at Pre-school .....**

**We/I have understood and agree with the policies of The University of Reading Pre-school.**

**Signature Parent/Guardian: .....**

We also need your consent for any photography of your child/children at Pre-school and your permission for your child/children to take part in off-site trips. Please read the following and sign if we have your agreement. This is NOT a requirement of the Pre-school and entirely your choice.

## • **CONSENT FOR CHILD TO BE PHOTOGRAPHED**

There may be occasions when staff or professional photographers take photographs of the children as part of a particular activity or theme. The photos are sometimes used in local newspapers to build up publicity and good public relations concerning the Pre-school in the local area. Below please indicate whether or not you consent to your child being photographed on such occasions.

**We/I consent /do not consent to my child/children being photographed at the Pre-school or during off-site Pre-school trips.**

**Signature Parent/Guardian: .....**

## • **CONSENT FOR OFF-SITE TRIPS**

The University of Reading Pre-school may occasionally offer children the opportunity for an off-site trip, either locally to the University lake or further afield. The Pre-school staff undertake to always have adequate adult/child ratios as set down by OFSTED and Wokingham District Council and may request parents/guardians to volunteer to ensure correct adult/child ratios for a particular outing. If you would like your child to take advantage of any off-site trips, please sign below:

**We/I consent /do not consent for my child/children to go on off-site trips from the Pre-school as and when they are organised.**

**Signature Parent/Guardian: .....**

**Date: .....**

**The University of Reading Pre-school**

**CONSENT TO EMERGENCY TREATMENT**

Serious accidents are thankfully very rare. However, to ensure the best possible care is taken should such a serious accident occur, we would ask you to sign and return the Consent form below. It is a safeguard for the benefit of your child, to ensure the best and speediest treatment for a serious injury. Please return the Consent form to the Supervisor, as soon as possible.

✂ -----

**I/we consent to emergency treatment being given to:**

.....(full name of child)

**in the event of a serious injury when it has not been possible to contact us as parents/guardians and the life of our child is in danger.**

**I/we consent to the administering of mouth-to-mouth resuscitation if necessary, but only by fully trained First Aiders.**

I/we consent to our child being taken to hospital should emergency treatment be required. We understand that throughout any emergency procedure the staff of the Pre-school will continue to try and contact us.

**Name of parent/guardian:**

.....

**Date:**

.....



## **AUTHORISED COLLECTORS FORM**

NAME OF CHILD:

### **PRINCIPAL COLLECTOR:**

NAME:

ADDRESS:

RELATIONSHIP TO CHILD:

HOME PHONE NUMBER:

MOBILE/WORK PHONE NUMBER:

### **OTHER AUTHORISED COLLECTORS**

1. NAME:

ADDRESS:

RELATIONSHIP TO CHILD:

HOME PHONE NUMBER:

MOBILE/WORK PHONE NUMBER:

2. NAME:

ADDRESS:

RELATIONSHIP TO CHILD:

HOME PHONE NUMBER:

MOBILE/WORK PHONE NUMBER:

3. NAME:

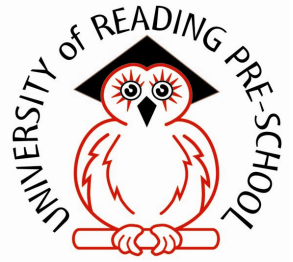
ADDRESS:

RELATIONSHIP TO CHILD:

HOME PHONE NUMBER:

MOBILE/WORK PHONE NUMBER:

**PASSWORD:**



## **UNIVERSITY OF READING PRE-SCHOOL**

### **COLLECTION OF CHILDREN POLICY**

Policy regarding the collection of children at the end of the sessions.

- Each family should appoint a principal collector and at least 2 other emergency contacts who will be authorised collectors. They should supply their names, addresses, relationship to child and home/mobile phone numbers on the Authorised Collector's form supplied.
- At the start of the morning session, please inform the Supervisor if a different authorised person will be collecting your child and sign the nominated collector book.
- Children will not normally be released into the care of anyone other than the authorised collectors. Should you, in exceptional circumstances, need to make other arrangements, please give the Supervisor your written permission for someone else to collect your child.
- Parents/authorised collectors are asked to come to the barrier to collect their children where a member of staff will oversee the handover.
- Each family should supply a Password that is made known to all authorised collectors. Staff may ask for this password if the person collecting a child is not known to them.
- In an emergency, please telephone the Supervisor to give verbal permission for someone else to collect your child (0118 926 8988) and then ensure that person knows your chosen password. Children will not be released into the care of unauthorised persons who are unable to give the correct password.

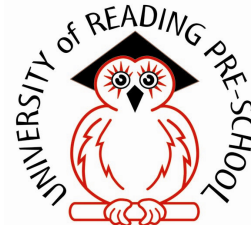


Wokingham Early Years recommend that only water should be readily available for children to access throughout the session.

If you would like your child to bring water into school please provide water in a NAMED bottle with a SPORTS TOP.

We would respectfully ask parents that their children should **only bring water** in a sports bottle as some children swap/share their drinks with other children and we need to protect children with food allergies.

Thank you



## Guidance for parent/family helpers

Please try to arrive by 9:00 am. If you are unable to, please let the staff know before your day, if you can. The routine of the morning sometime changes and help needed is not easy to specify. It may, however, include the following activities:

***On Arrival:*** Please help set up the pre-school equipment under the guidance of the staff. Firstly, put out the baskets for the children at the back of the room (red dot on card indicates a child is expected that day). Parent helpers usually run the craft table and painting area so, after putting out the baskets please make yourself familiar with what the craft of the day is. You may be asked to help prepare some resources for this.

### ***First part of morning:***

At the craft table, encourage the children to talk about what they are doing and please ask how the craft fits in with the topic, so you can discuss this with the children whilst doing the craft. Sometimes the craft will be a free craft, for example, cutting out or collage work, but please ask if there are any learning goals you need to consider. Please also help the children with aprons and hand washing after painting and craft. Please make sure names are on paintings and any craft that is done (lower case letters). Some children will be able to do this for themselves. If you are unsure how to spell a name please ask or look at the registration board of names. Please do not be tempted to do a piece of craft for the children. They will need help, but please respect their individual work, even if it does not bare much resemblance to what you expected. If they want to make something else with the resources on the table that is fine. You may have to encourage some children to the table or ask children to wait their turn if you are busy. This may involve writing a waiting list to ensure it is fair.

If the computer is out instead of craft, please switch it on, select a disc to run and make yourself familiar with it. The computer is a very popular activity. You will probably have to organise a waiting list for taking turns. A good technique is to have one child at the computer doing a game, and one child sitting next to them, watching. The watching child then picks up the game from the child playing the game, before their go. You will probably then need to time the child when it is their go, or until they have completed their game. Don't be afraid to tell the children to play with something else, tell them you have put them on the list and who they are after, and that you will call them when it is their go. Be sure to stick to your list and time limits so everyone who wants, gets a go!

At tidy up time, please tidy up the craft, or computer and help tidy the room, putting equipment back in the cupboard. If you don't know where the boxes or boards go in the cupboard, please ask or put boxes just inside the cupboard on the floor.

### ***During the second part of the morning:***

After the room has been tidied please get out the bikes from the bike store outside (you will need the key). If the children are playing out at this time, please leave bikes outside the gate and get a member of staff to guard the gate while you bring the bikes into the garden. After putting out the bikes, please wash the paint pot lids (leave the paint in the pots as this can be reused the next day), paint and glue brushes and any empty glue pots. Please also wash and dry the children's drink cups and any kitchen equipment used for making snack. Please put back all the cups and dishes into the pre-school cupboard, and wipe the surfaces. The kitchen needs to be left clear for the Social Club/Bowling Club to use.

Please remember as a parent helper you are not cleared by a CRB police check and so are not allowed to be alone with a child. Therefore if a child asks you to help them in the toilet, please get a member of staff to take them.

Please do talk to the children at all times. The children enjoy having parents and relatives coming in to help and it is important to talk to the children. Please ask for advice if you have any difficulties with anything and enjoy your morning!

# THE UNIVERSITY OF READING PRE-SCHOOL

## STATEMENT OF OUR POLICY

### GENERAL

The Committee and staff welcome you and your child to the Pre-school. This document is given to all prospective Pre-school members and should be read and retained for future reference. The purpose of this document is to give you information about how the Pre-school operates and to set out Pre-school policies, which affect us all.

Pre-schools aim to provide learning experiences through structured play for all children in the group, with the involvement of the parents in all aspects of the operation of the group. Pre-schools were founded to offer your child a safe, satisfying and happy place to play, learn and develop with children of the same age before going on to school. This Pre-school is a member of the Pre-school Learning Alliance (PLA).

Our Pre-school is run solely by a voluntary Committee of parents who employ a hard working and experienced team comprising a Supervisor, a Deputy Supervisor and three Pre-school Assistants. The day to day running of the Pre-school is handled by the Supervisor. More than 50% of staff hold recognised childcare qualifications and all regularly attend professional development training days organised by the Wokingham Early Years team. Each member of staff has had a Police and Health check and signed a Non Discrimination declaration as laid down by Social Services.

We are registered with Social Services under the Children Act 1989 and are inspected by Ofsted in accordance with the National Standards for Sessional day care. Prior notice of this inspection is given and parents are welcome to be present at this time. A copy of the latest inspection report is available upon request to the Supervisor. A copy of our Certificate of Registration is displayed on the notice board

Wokingham District Council became a Unitary Authority in April 1998, and they provide the funding (via the DfES) for free, good quality early years provision for all three and four year olds in the District. The University of Reading Pre-school is registered as a voluntary provider, accepting funded 3 and 4 year olds into the Pre-school and has an appropriate educational programme in place.

As part of the Wokingham District Council's Early Years Partnership and their Early Years Development Plan, the Pre-school is therefore, in line with the Partnership, committed to equality of access, opportunity to learn and make progress, whatever the child's age, gender, attainment, ethnicity, disability, special educational needs, or competence in English. The Pre-school fully supports this policy, and welcomes applications from, and will respect and value, every child's needs. All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. Opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others. We aim to meet the needs of all the children in our care in accordance with their stage of development and value them as individuals. This also applies to our employment policy and our attitude towards the staff, the parents and other volunteer helpers.

Every year the Committee organises a mandatory Annual General Meeting, as dictated by the PLA, which parents are expected to attend. In this meeting the year's events are reported, for example staff changes, attending figures, treasurer's reports, activities of the children and any other events deemed relevant to the children and parents. It is therefore vital that parents support this meeting. It also provides an ideal opportunity to discuss any thoughts you have about the running of the Pre-school with the staff and Committee. Another important point to note is that the Committee is entirely voluntary and members are only in place while their children are at the Pre-school. Therefore, members are continually being replaced as children leave and so we ask that these vacant positions be filled as soon as possible. Notices of Committee vacancies are usually posted in the entrance to the Pre-school or are in the newsletter.

## **ADMISSIONS POLICY**

There is a £5 non-refundable administration fee when your child is enrolled and consequently placed on our waiting list. Children's names may be placed on the waiting list from two years of age with a view to starting as soon as a place is available following their third birthday (or the term of their third birthday depending on the waiting list), although this can be deferred if you feel your child is not ready. Places are allocated from the waiting list in the following priority order: Children of University personnel, siblings of children already attending Pre-school and finally, others. Potential new Pre-school children are always welcome to visit.

A registration form is completed, with the address and other personal details of the child, including any medical details and allergies that are relevant to your child and that the Pre-school staff need to know. Any changes should be reported to the Supervisor immediately so records can be updated.

## **PAYMENT OF FEES**

**With effect from February 2008** the cost of each Pre-school session is **£8.50**. Termly fees must be paid on the first day of attendance of each term, either in full or by two cheques, one for each half term's fees, the second post dated. The treasurer will approach parents who have not paid in the following week. Any payment problems should be taken to a member of the Committee.

Funding for Pre-school sessions is now available for children the term after their third birthday. Any questions about this funding can be addressed to the Supervisor.

**The notice period required when a child is leaving is half a term, or fees in lieu.** A half term's fees are required if a place has been offered, accepted and is then declined at the last moment (i.e. at the start of term).

## **PREMISES**

Our premises are leased from The University of Reading Social Club. They provide a spacious indoor and outdoor environment for the running of the Pre-school. The gardens are maintained jointly by the University, Committee and parents of Pre-school children. Our equipment and resources are owned by the Pre-school and are maintained by the staff and the Committee. These are kept under review and replaced and additions made as appropriate.

## **PRE-SCHOOL TIMES AND TERM DATES**

Morning sessions: 09.15-12.00 Monday-Friday. Parents are reminded to arrive promptly at 09.15 and are asked to leave by 09.30 as the children then have registration. Parents are advised to pick up their child by 12.00. Term dates vary annually, but are similar to school terms and are posted in our newsletter.

## EARLY DAYS AT THE PRE-SCHOOL

Children can find their first mornings at Pre-school confusing, noisy and quite bewildering. They usually need the reassurance and security of their parents, especially the first morning. We find that children accept the Pre-school sooner if their stay is a happy one from the very beginning. Children react to Pre-school in different ways. Some are initially happy and then some little incident unsettles them. Others are unhappy at being left and then gradually gain confidence. By building up a positive leaving ritual, i.e.: reading a story, looking at the interest board or waving good-bye, parting is easier for both concerned.

It is even more important in the first few weeks to be PROMPT in collecting your child. Obviously the settling in period varies with each child and a chat with the Supervisor will help in establishing your child's needs. We do ask parents to ensure when leaving their child that they tell a member of staff that their child is there and that they are now going. If you are unable to collect your child yourself and it is necessary for you to ask someone else to collect them, you must tell the Supervisor. A procedure now exists for parentally nominated people to pick up children, which involves the use of a specific password for each child. Therefore if someone arrives to collect your child whom the staff are not expecting and do not know, your child will not be allowed to leave until the Supervisor has been told this relevant password.

## KEYWORKERS

Our keyworker system gives each member of our staff particular responsibility for just a few children. Each child in the group has one special adult to relate to, which can make settling into the group a lot easier. In addition, the keyworker is in a position to tailor the groups curriculum to the unique needs of each individual child.

## NOTES ON ATTENDANCE AT PRE-SCHOOL

- Please do not send your child to Pre-school in their best clothes. **Please name anoraks, wellington boots and any jumper etc. that they might remove during the morning.** Children are encouraged to be independent and awkward zips, buttons, belts or braces will hinder them in the toilet. Please bear this in mind and send them in clothes that they can manage.
- If an infectious disease develops in your family, PLEASE KEEP YOUR CHILD AT HOME and inform the Supervisor as soon as possible. You should not bring your child in within 48 hours of them having been sick. Do not bring your child to Pre-school if he or she is not well enough to participate fully in normal activities. If you think your child needs some special care talk to the Supervisor.
- When it is your child's birthday it is customary for that child to become the centre of attention at milk time, blowing out the candles on the Pre-school cake and handing round cakes or biscuits which he or she has brought (approximately 24 children each morning).
- The University **ONLY** permits us to park in the spaces available at the right hand side of the service road leading up to the Pre-school. **DO NOT park directly outside the Pre-school. This parking is only for staff members and other personnel working in the other departments.** Cars parked illegally are liable to be fined. Parent helpers should leave a notice in their car on the relevant morning, to explain to security staff why their car is there all morning.

- Please also note that all children should be kept well away from the greenhouses en route to and from the Pre-school, as these are constructed with ordinary, non-safety glass.
- Fund raising is a very important part of our activities and enables us to buy additional equipment, toys, puzzles, books etc. We are also able to subsidise certain activities for the children such as the summer outing and the Christmas party. Details of fund-raising activities are displayed on the notice board and mentioned in the newsletter. **Please support as much as you can, remember it is for the benefit of all the children.**
- Smoking is not allowed on the Pre-school premises.

## **EDUCATIONAL PROGRAMMES AND ACTIVITIES**

Our pre-school sessions are carefully planned in order to provide all the children with a wide range of opportunities for both adult-led and child-inspired learning through play, thus enabling the development of their emotional, social, physical and intellectual capabilities.

The daily routine seeks to provide a balance between independent play and whole/small group activities and offers opportunities for energetic play and for quieter times. It provides a structured framework whilst allowing flexibility to respond spontaneously to the needs or interests of the children.

A typical session will run as follows:

09.15 – 09.30	self registration and free play
09.30 – 09.45	calendar (whole group)
09.45 – 10.30	keyworker group activities Craft work and free play (including free flow to outside area)
10.30 – 11.00	rolling snack
11.00 – 11.20	literacy (whole group) stories, rhymes
11.20 – 11.50	free play with opportunities for energetic play outside
11.50 – 12.00	music and singing

All children follow an educational programme in accordance with government guidelines for the Early Years Foundation Stage. Our programme is based around a range of topics, usually lasting three to four weeks. Parents are informed of the topics regularly and are encouraged to discuss them with the children and can bring in relevant items for display. The aim of all activities offered is for the children to have fun whilst also assisting them to achieve early learning goals by the end of their reception year in school.

The curriculum covers six areas of learning:

- **Personal, social and emotional development**

Children are given the necessary support to leave their carers, develop confidence and self-esteem. They are encouraged to work and concentrate independently and also to listen attentively and follow instructions. They learn to interact within a group, sharing and co-operating with other children and adults. They are encouraged to understand right and wrong and always to respect other people, their feelings, cultures and beliefs.

- **Communication, language and literacy**

In both small and large groups, children are encouraged to extend their vocabulary and fluency by talking and listening and by hearing and responding to stories, songs and rhymes. They learn to link sounds to letters, naming and sounding the letters of the alphabet. Children are helped to understand that written symbols carry meaning, to be aware of the purposes of writing and then to use drawn and written symbols for themselves. A well stocked book corner gives every child the opportunity and encouragement to become familiar with books, able to handle them and aware of their uses.

- **Mathematical development**

Through a range of practical activities, children develop the sorting, matching, ordering, sequencing and counting skills, which form the basis for early mathematics. They are encouraged to use their developing mathematical understanding to solve practical problems and are introduced practically to the concepts of addition and subtraction. Children are assisted to learn and use mathematical vocabulary and to identify and compare objects by shape, position, size, volume and number.

- **Knowledge and understanding of the world**

Children are encouraged to explore the natural world and their local environment and to investigate why things happen and how things work. They learn to recognise similarities, differences, patterns and change, and to share and record these findings. A range of safe and well maintained equipment enables them to develop their technological skills both in the area of designing and making, and in the use of information technology. They begin to learn about their own cultures and beliefs and those of other people.

- **Physical development**

A range of large equipment, both indoor and outside, allows the children to develop their gross motor skills with enjoyment as they acquire increasing confidence, co-ordination and control in moving, climbing and balancing. At the same time, children are helped to develop the fine motor skills they will need to use tools, including pencils for writing, and to handle small objects with increasing control and precision. They are also encouraged to develop awareness of their own bodies and how to keep healthy.

- **Creative development**

Children are offered a wide range of opportunities to explore colour, shape and texture and to develop skills in drawing, painting, collage and modelling. They join in with and respond to music and stories and have many opportunities for imaginative role-play, both individually and as part of a group.

As an integral part of the educational programme, children will spend some time during the session working in a small group with a member of staff on activities specifically linked to one of these areas of learning and related to our pre-school topic. For these activities, the children are divided into groups of up to 8 children and these are determined by the age of the children, thus enabling the activities to more fully meet the needs of all the children.

## **REPORTS AND RECORD KEEPING**

Staff regularly observe and record what the children do in order to aid the planning of developmentally appropriate activities. All records kept are completely confidential and parents may request to see them at any time.

Record sheets are kept detailing each child's progress these are based on the staff's observations and assessments, are updated termly and are available for parents to read at any time. When a child leaves the pre-school, copies of these records may be passed on to nursery or school if parents so wish. In addition to these, it is a statutory requirement that a Foundation Stage Profile is completed termly on each child during the last year of the Foundation stage (starting in the September after the 4<sup>th</sup> birthday). These are shown to parents but then will be passed directly onto the school reception class teacher for further completion at the end of that academic year. Formal parents' evenings are not held but the Supervisor is always available to answer any queries and is happy to organise a convenient time should any parent request a more detailed discussion about their child's progress.

## **BILINGUAL/MULTILINGUAL CHILDREN**

One of the main areas of expertise at the Pre-school is dealing with bilingual/multilingual children. Since our inception we have always had many overseas children from many different countries within the group. We regard these children as an asset to the group and their many different languages are recognised and respected within the group. We have therefore gained a great deal of knowledge and experience in dealing with bilingual/multilingual children and adults. We are well aware of the needs of children for whom English is a second language, and our staff have attended courses on how to help and develop the English of these children. We also make full use of the expertise available at The University for translation purposes.

## **PARENTS/CARERS AS HELPERS**

Parents are required to help on two mornings per term, more if they wish. This does change, however, depending on how many children are registered at the Pre-school. Mothers with babies under 6 months are exempt from helping for that period. Unfortunately children under two are not allowed to accompany helping parents when helping. This is because the helping parent acts as the fifth supervisory adult required by the Social Services legislation. More detailed guidance on the parent helpers role are provided in the appendix to this document and when your child starts at Pre-school.

## **PRE-SCHOOL POLICIES**

The Pre-school policies contained in this document will be reviewed on an annual basis at the Committee meeting prior to the AGM. Any proposed changes will be voted on by the Committee, incorporated into the policy and this document amended and a copy made available to all Pre-school members.

More details on these policies (particularly Health and Safety) and other policies that the Pre-school adheres to can be found in the Policies folder (held in the Pre-school Storeroom). These can be made available for viewing by asking the Supervisor during the Pre-school session.

Any questions relating to this document should be referred to the Committee.

## • **POLICY ON COMPLAINTS**

It is of paramount importance that the Pre-school should run smoothly and that parents and staff work together in a spirit of co-operation in the children's best interests. In the event of complaints from either staff or parents every effort will be made to respond quickly and appropriately and the following procedure will be followed:

1. If a parent feels that he/she has cause for complaint they should either speak to the Supervisor or the Chairperson.
2. Where a complaint is made to the Supervisor, the Chairperson should be informed immediately and he/she will respond to any complaint as quickly as possible.
3. Complaints will be recorded and dated in the Complaints Book. After a complaint has been resolved the final outcome will be written in the Complaints Book. Any recommendations for changes in procedure will be made and noted against the complaints policy.
4. It is clearly understood that parents have the right to phone Ofsted after talking to the Pre-school staff if they feel that they have not received a satisfactory response to their complaint. (Contact details – South East region, Dukes Court, Duke Street, Woking GU21 5EP. Telephone number 01483 702604 or 01483 702709)

The Chairperson will deal with complaints by a member of staff immediately.

## • **POLICY ON HEALTH AND SAFETY**

It is the Policy of The University of Reading Pre-school Committee, so far as is reasonably practicable to establish and maintain a safe and healthy environment for the Pre-school children and staff, and to ensure sufficient information and supervision is available to enable this. It is the policy to also ensure that staff has access to health and safety training as appropriate. The Supervisor and Committee will maintain the Pre-school in a condition that is safe and without risk to health, and provide and maintain means of access and egress from that place of work that is also safe and without risk. Effective procedures will be used in case of fire and for evacuating the Pre-school premises, and for dealing with accidents. Safety is taught to children where appropriate and a review of the health and safety policies and procedures will be carried out regularly. Annual health and safety inspections will also be carried out.

### **Responsibilities of the Health & Safety Committee Member**

The Health & Safety Committee Member is the person responsible for implementing this policy within the Pre-school. In particular he/she will monitor the effectiveness of the health and safety policy, carry out regular safety inspections and resolve any problems identified, make sure all staff are familiar with health and safety procedures, and that there is a procedure for reporting accidents which all staff are familiar with, make sure all children and Pre-school users know safety procedures and finally report to the Estates Services Officer at The University of Reading problems with the buildings or their surrounds and make arrangements to limit the risk entailed.

### **Responsibilities of staff towards pupils and others in their care**

All the staff are responsible for the health and safety arrangements in relation to staff, children and volunteer helpers under their supervision. In particular they will monitor their own work activities and take all reasonable steps to exercise effective supervision over all those for whom they are responsible; be aware of and implement safe working practices and set a good example personally; identify hazards and introduce procedures to prevent mishap; ensure that any equipment used is appropriate to that use and meets accepted safety standards; arrange for fire practices to be held; notify the Committee of any unsafe equipment, furniture or fittings that need repair or removal from the Pre-school and finally, after appropriate training, the designated Health and Safety Staff Member will induct all new starters to Health and Safety Policy. It must be realised that newly appointed staff could be particularly vulnerable to any risk and it must be ensured that all relevant health and safety matters are drawn to their attention and understood by them.

### **Visitors**

Regular visitors and other users of the premises such as contractors and deliverymen must observe the safety rules of the Pre-school and sign the visitors' book. This is kept on the Supervisor's reception table throughout each session.

### **Fire and emergency evacuation procedures**

Procedures for fire and emergency evacuation are displayed on the Notice Board. An emergency evacuation drill will take place each term, with the logbook for recording and evaluation of these drills being available in the Policies folder (held in the Pre-school Storeroom). In these situations the Supervisor is deemed responsible for the safety of a visitor or voluntary helper.

### **Fire prevention equipment**

All fire extinguishers and the fire alarm system are regularly monitored. The Supervisor and staff know the position of the fire fighting equipment and fire exits.

### **First aid and accident reporting procedures**

The registered first-aiders at the Pre-school are Michelle Green (qualified from November 2005) and Sheila Perryman (qualified from October 2005). All accidents to staff, pupils or visitors are reported in an Accident Book, including bumped heads, facial injuries, grazes or bruises. For accidents requiring medical attention the child should be returned to the care of the parents/guardians or taken to hospital. In the event of an accident the First-aider should administer first aid. If the injury is beyond their ability, the child must be taken, either by car or ambulance if serious, to hospital. A list of people who are qualified to administer First Aid is on the Notice Board and in the Policies folder (held in the Pre-school storeroom). The First Aid box is situated on the top shelf of the Pre-school storeroom.

The Pre-school does not generally administer medicines (i.e. Calpol or antibiotics), but in cases where it has been agreed, parental permission and instructions regarding dosage must be recorded in the Medication book. Relevant training by an appropriate person will take place before medicine is kept in school and will only be administered by those members of staff trained to do so.

**This is only a summary of the health and safety policy for the Pre-school. The full policy is kept in the Policies folder in the Pre-school storeroom. Please ask the Supervisor for access to this if required.**

## • **POLICY ON BEHAVIOUR**

Unacceptable behaviour at the Pre-school includes the following: bullying, unsafe behaviour, fighting, swearing, spitting or kicking. Behaviour will not be accepted if it is dangerous/hurtful/offensive to someone else (children or adults), it is dangerous to the child him/herself, it makes the child unwelcome or is unacceptable to other people, or it damages other people's property. Staff will listen to the children, praise them and actively challenge unacceptable behaviour. They will deal with these issues in a positive framework, but if necessary the following behaviour management procedure will be implemented.

### **Reasons why a child may purposely misbehave**

The Pre-school accepts there are many reasons why children misbehave. For example, to seek attention, misunderstanding of a complex instruction, they feel unfairly treated, they are restricted (e.g.: not allowed outside), they have special needs (e.g. ADHD), they are sensitive to certain food (e.g. additives), they are unsettled at home or school (e.g. moving house/death/change of class), they are frustrated because people are not listening or having trouble communicating how they feel, they are testing boundaries, they are tired/bored/hungry/ill, or they have no clear concise boundaries.

### **How the Pre-school deals with this behaviour**

There are many ways in which they Pre-school deal with behavioural problems. For example, they will remove the child from the situation without intimidating them and let them calm down, they will distract the child, providing more attractive alternatives, they will not give unnecessary attention to bad behaviour as it only encourages more, they will explain that what has happened is not acceptable/is dangerous or hurtful (according to the child's developmental stage). If another child gets hurt they will insist they receive an apology. They will use sanctions appropriate to the setting/child/behaviour. Pre-school staff will NEVER SMACK, SHAKE OR HUMILIATE A CHILD.

The Pre-school staff will always try to stay calm, think carefully, be consistent and will not overreact and escalate a situation. If a situation does get out of control staff will put distance between themselves and the child and never be afraid to get help from other team members. All staff know of all these rules and will enforce them all fairly.

Children learn very quickly and learn the most from watching adults and other people they admire. The staff therefore take care and thinks about the messages that they as an influential adult are sending out to the children in their care. Staff will endeavour to set a good example (e.g. saying please and thank you and sharing) as this rubs off on children and they have a good role model to look up to and admire.

### **Approval**

The staff of the Pre-school recognise several ways of reinforcing good behaviour. For example: smiles, kind/encouraging words, eye contact, attention, privileges, thumbs up/wink, giving a child some sort of responsibility they enjoy. When a child has helped or made something for the staff they show approval and thanks. When a child has been good or behaviour has improved, then parents will be informed just as much as reporting bad behaviour.

### **Last resort/exclusion**

The following procedure is used when behaviour consistently does not match up to the rules of the Pre-school. It must be remembered that exclusion is a last resort and all other strategies must be tried first.

1. The staff member will explain unacceptable behaviour to the child and listen to their point of view.
2. The child will be asked to spend time out 5 minutes away from the group, reflecting on their behaviour.
3. If continued the staff member will write the unacceptable behaviour in the behaviour book and the Supervisor will speak or write to the parents in order to find the best method of resolving the issue.
4. If the behaviour occurs again the pre-school will issue a written warning. When two written warnings (in a half term) have been issued, a one-day suspension will be enforced. If three written warnings are issued in a half term the child will be excluded for one week.

### **Sanctions**

Some of the sanctions we choose at the Pre-school to use are: time out, privileges taken away (e.g. not allowed to go outside to play, tell parents (it is essential to keep them informed on child's behaviour). Staff will never withdraw food or drink

Sanctions will always be appropriate to behaviour (e.g. not for the first offence). The child will receive an explanation as to why the punishment has been given and ensure they understand what they have done wrong. Staff will never say, "Because I said so". Action and sanctions will be immediate as children quickly forget and then sanctions become pointless and the child gets frustrated.

### **Setting limits to children's behaviour**

Expectations of children's behaviour will be realistic and take account of variations amongst cultural and social groupings, be similar for boys and girls, make expectations clear and understandable for all concerned, explain each expectation and discuss if necessary and be consistent. These limits are reassuring to children; they help them to know how far they can go and what is acceptable.

### **• POLICY ON SPECIAL NEEDS (INCLUDING EDUCATIONAL NEEDS AND DISABILITIES)**

The Pre-school recognises the wide range of children with special needs in the community and aims to provide them with a broad and balanced learning environment, giving them an equal opportunity to develop their full educational potential. The Pre-school follows the guidelines laid down by Wokingham District Council's Early Years Partnership, which has regard to the Code of Practice on the Identification and Assessment of Children with Special Needs. The planning of activities for children with special needs takes account of the Foundation Stage Curriculum and Early Years Goals.

In accordance with the Code of Practice we have a designated member of staff referred to as the Special Needs Co-ordinator (SENCO). The SENCO works with the parents of the special needs child. Our SENCO is Muriel Gilby. An Individual Education Plan (IEP) is drawn up for a special needs child, which states areas of learning, targets and expected outcomes to be worked on. At all stages parents will be fully involved with this planning. A child with special needs may need to have an adult to work with them on a one to one basis when they attend the group. This adult is a person designated by the child's parent to attend and work with the child.

### **Identification and assessment of special needs educational needs**

Our Pre-school has a variety of different methods to help us monitor all areas of a child's development. Through this process any concerns may be identified and an assessment of the child's need will begin. Any concerns that are noted by staff will be discussed privately with the parent/carer. This discussion will activate the procedures for the Staged Approach to support the child's educational needs. The parents/carers will be fully involved at every stage.

### **Monitoring of a special needs child**

The Code of Practice for children with special educational needs involves several stages, which include: planning provision for the child, constant monitoring of the child's progress and re-planning in the light of this process. We see the value of working closely together with other professionals to meet children's specific needs, and are committed to developing this further. The Pre-school has the support of an Early Years Special Needs Link Teacher who is in regular contact to offer advice and support to children with special educational needs.

Within any Pre-school a good working relationship with parents is paramount to the education and development of every child. We welcome a parent's guidance and knowledge because they know their child best. We would like parents to know that they are always welcome in the Pre-school to discuss any concerns they might have. Arrangements can be made for private discussions at a mutually convenient time. If any member of staff has any concerns about a child in our care they will always meet with the parents privately to discuss any action that may need to be taken.

**This is a short summary of the Special Needs Policy, which is available in the Policies document held at the Pre-school. To see the full policy please ask the Supervisor.**

## **• POLICY ON EQUAL OPPORTUNITIES**

### **Children**

This Pre-school aims to demonstrate through its work that it positively values and respects children of all ethnic origins/racial groups, religions, cultures, linguistic backgrounds and abilities. Children of both sexes are positively encouraged by staff to participate in all activities. The Pre-school considers it important to provide a range of experiences and an environment that will instil in the children a positive outlook towards people in our society whom they may see as different from themselves. This is done in the following ways:

1. Toys and equipment will be chosen with the differing needs of children in mind.
2. Displays will show and reflect a positive image towards the world in which we live.
3. Books will be chosen to meet all the children's ages and abilities and to reflect the many differing lifestyles there are in our society.
4. Role play areas will be changed regularly to reflect different cultures, races and the world around us.

## **Staff**

It is the policy of the Pre-school to positively value and respect people regardless of their gender, ethnic origins/racial groups, religions, cultures and linguistic backgrounds. A member of staff is employed because that person is considered to be the best person for the job.

## **• POLICY ON CHILD PROTECTION**

Child Protection is provided by the Social Services Department, which supplies support for families whose children are in need of safeguarding to promote their welfare and upbringing. All staff members should be aware of the possible indications of abuse or neglect and of the procedure for dealing with suspected cases.

### **Referrals of child abuse**

If a child arrives with injuries the staff should:

1. Ensure immediate medical attention, if necessary.
2. If possible ask the parent/carer how the injuries occurred.
3. Explanations will be accepted and accusations not made. A written record, including diagrams, of observations and explanations given will be made, with a witness if possible.
4. If it is suspected that injuries have been caused by assault or by failure to protect the child, staff must inform the Supervisor or Chairperson. They will contact, without delay, the Duty Social Worker in the Social Services Office for the district in which the child resides or the Emergency Duty Team out of office hours. The member of staff in charge should also contact the Under Eight's Officer who will offer support and advice.

### **Suspicion of Abuse**

If through conversation or other contact with the child you have cause to suspect physical, sexual or emotional abuse or neglect of a child the Pre-school staff will:

1. Listen to what the child says. Be comforting and sympathetic. Ensure that the child feels as little responsibility as possible.
2. Not make any suggestions to the child regarding how the incident may have happened, therefore not question the child except to clarify what he/she is saying.
3. Write down exactly what the child says, or what actions are of concern, and what staff said in response. This will be signed and dated.
4. Not make assumptions about who the allegation might concern. If a member of staff may be involved, appropriate steps must be taken to ensure the safety of all children.
5. Inform the Supervisor/Chairperson of suspicions and they will contact without delay the Duty Social Worker in the Social Services Office for the District in which the child lives, or the Emergency Duty team if out of office hours. The member of Supervisor/ Chairperson will also contact the Under Eight's Officer who will offer advice and support, although they are not responsible for conducting enquiries into the allegation/suspicion.
6. Once a child is referred to Social Services they and the Area Child Protection Committee will make an assessment of the child's needs.

### **Subsequent Action**

Following a referral, Social Services and possibly the Police will undertake enquiries. Staff may be required to provide statements and attend an Initial Child Protection Conference. The Pre-school has the right to share any information regarding child protection with other childcare professionals. All information will be kept confidential.

**This is a short summary of the Child Protection Policy, which is available in the Policies document held at the Pre-school. To see the full policy please ask the Supervisor.**

### **• POLICY OF SUN PROTECTION**

1. Sun protection will be discussed interactively with the children
2. A poster will be displayed on the notice board, reminding parents to bring their children adequately protected against the sun.
3. Children will be encouraged to play in the shaded area of the garden.
4. Children will play outside more before 11am.
5. Children will be encouraged to wear a sunhat in sunny weather. We do have some sunhats children can borrow.
6. Children should come to preschool with at least factor 15 sun cream already applied. Staff will not apply sun cream except in special circumstances.
7. Staff will wear their own sunhats to set a good example to the children.
8. We will monitor our progress and review the policy annually.