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"for care that's shared"

"very welcoming, felt at ease with all the Playschool teachers"

"I loved the stimulating, nurturing and wonderfully caring environment"

"experienced, friendly staff always very welcoming"

"such a lovely, friendly Pre-School"

"I would definitely recommend the Pre-School"

"large child friendly areas, easy to access"

"both my children have had a very happy time whilst at Pre-School"

(comments received from parents)

OUR AIM

This brochure is part of our operational plan and includes our policies and procedures.

The Pre-School welcomes all children regardless of their culture, ethnicity, gender or additional needs. Children are encouraged to participate and experience a range of play-based activities within a Christian environment. In so doing our curriculum provides opportunities for children to enjoy learning, grow in confidence and to progress towards early learning goals, as detailed in the Early Years Foundation Stage framework, in a happy, caring and stimulating environment.

Through play, conversation and interaction with adults and peers, the children will be motivated to learn and develop skills that will allow for a smooth and confident transition to primary school.

Our policies and procedures are outlined using, as headings, the outcomes for children that are set out in the Children Act 2004.

1. ORGANISATION

1.1 Whetstone Baptist Church

The Pre-School is part of the work of the Whetstone Baptist Church and is a registered Ofsted sessional daycare provider (Ofsted Registration No. 226504). Last Ofsted inspection 23 February 2015 - Graded **GOOD**. It is ultimately subject to the supervision and control of the Church Members which delegates day-to-day responsibility to a Management Committee. This comprises:

Mr John Facer	Chairperson
Dr Chris Hanning	Church Secretary
Miss Nicola Foster	Church Children & Families Worker
Mrs Lisa Cleaver	Pre-School Leader
Mrs Pam Shields	Deputy Pre-School Leader

Our telephone number, if you need to contact us is 0116-2863145 and the email address is playgroup@wbconline.org.uk.

1.2 Our Staff

The Pre-School has a permanent team of eight, most of who work on a part-time basis albeit that each will work regular sessions to ensure continuity for the children. Our staff are:

Lisa Cleaver (NVQ3)	-	Pre-School Leader
Pam Shields (NVQ3)	-	Deputy Pre-School Leader
Karen Bird (NVQ3)		
Sally Harris (NVQ3)		
Clare Wheatley (NVQ3)		
Caroline Shepherd (NNEB)		
Claire Lee (BTEC National Diploma L3)		
Jane Gillespie (QCF Level 3 Diploma)		

1.3 Procedures for Appointing New Staff

Staff are appointed using the Leicester, Leicestershire & Rutland Safeguarding Children Board (llrscb) Procedures Manual, Section 3.8 "Safer Recruitment, Selection & Supervision of staff" after having been assessed for their suitability, experience and qualifications. All members of staff have been checked by the Disclosure and Barring Service (DBS) and issued with an Enhanced Disclosure certificate. Procedures are in place within the appraisal system and return to work interview, e.g. following long term sick, to ensure their ongoing suitability. Any volunteers/students helping on a regular basis will have their DBS certificate checked to ensure that it is still up to date. In the event of staff being absent these volunteers may be called upon. Any person in the setting who has not been checked or is awaiting clearance from the DBS will not be left alone with the children or be asked to take children to the toilet.

1.4 Training

All staff undertake induction training, which includes, amongst others, the Health & Safety; Safeguarding Children and Confidentiality policies. The training and development needs of staff are regularly assessed. Staff attend on-the-job training and external courses which adds to their ability to recognise and support the children's needs. This ensures that the children's learning experience continually improves.

All staff have basic Makaton training (simplified sign language), with one member having a broader knowledge. All staff attend training to comply with the current requirements in the Safeguarding of Children and First Aid. All staff work with the EYFS (Early Years Foundation Stage) and sign to say that they have read, understood and agree to work with the settings policies and procedures.

1.5 Admissions

The Pre-School is open to all children aged 2½ years until they start full-time education.

1.6 Sessions

Monday:	9.00 am - 12.00 pm	12.00 pm - 3.00 pm	or	9.00 am - 3.00 pm
Tuesday:	9.00 am - 12.00 pm	12.00 pm - 3.00 pm	or	9.00 am - 3.00 pm
Wednesday:	9.00 am - 12.00 pm	12.00 pm - 3.00 pm	or	9.00 am - 3.00 pm
Thursday:	9.00 am - 12.00 pm			
Friday:	9.00 am - 12.00 pm	12.00 pm - 3.00 pm	or	9.00 am - 3.00 pm

1.6 Sessions (cont'd)

Each session consists of self-registration, a short prayer, supervised free play, adult-led and child initiated activities, creative activities, quiet time and physical exercise. During the session a 'Snack Bar' is run where children are able to help themselves to milk or water and a healthy snack, encouraging them to socialise and be independent. Should a child have specific dietary requirements these will be discussed with the child's parents/carer and all staff made aware. Drinking water is available at all times. In line with local schools, we ask that children's packed lunches should be well-balanced and should NOT include sweets, chocolate, fizzy drinks or any nut product. They should be in a named, preferably insulated, lunch box. Please note that we cannot store these in refrigerated conditions. We would stress that grapes should be halved, as we have been advised by Paediatric First Aid trainers that children have been known to choke on whole grapes.

1.7 Premises and Equipment

The Pre-School has use of all the facilities provided in the Church hall rooms. This includes the toilets, kitchen and office; although much of the activity takes place in the Church hall and two adjoining rooms which conform to the appropriate safety standards for under five year olds. There is also a secure outside garden area adjacent to the building. There are at least 5 members of staff at each session supervising up to 30 children (the required adult:child ratio being 2½-3 yrs 1:4 and 3-4 yrs 1:8). Since the Church hall rooms are used by others, it is necessary to set out the equipment before the start of the session and to pack it away at the end.

The premises and the equipment used are continually reviewed to ensure that it is safe for use by children and staff alike and that it remains suitable for encouraging learning at all stages of development and a thorough Risk Assessment is undertaken annually.

A wish list of new toys is made so there are always on-going items we are looking to obtain to improve our setting.

1.8 Fees

The cost of £10.50 per session will be invoiced monthly. Regrettably, we still need to charge for absent children since the expenses incurred by Pre-School remain the same. Payment can be made by Bank Transfer, cash, cheque or Childcare Vouchers issued by employers.

Free Early Education Entitlement funding (FEEE) for up to 15 hrs a week (maximum 38 weeks or 570 hrs per year) is currently available from Leicestershire County Council, from the term after a child's third birthday. If you are eligible for the extended entitlement this equates to a maximum of 30 hours per week (maximum of 1140 hours per year). Parents will have to apply directly to County Hall to confirm eligibility for the 30 hours. A 'Parents Statement of Undertaking' will require completing and a copy of the child's Birth Certificate will be needed, as both are a requirement of the funding. Should funded children attend more than 15 hrs a week, the charge for any additional session/s will be at the higher rate of £11.91 a session (for those that don't have access to the 30 hours funding).

When a child is absent due to illness, holidays or medical appointments we need to be informed by letter, or our 'non-attendance log sheet' completed, as proof of absence. Non-authorised absences include shopping, swimming lessons, visiting relatives or failure to get up on time. Should evidence not be available to show good cause for non-attendance or should a child's attendance be sporadic or consistently lower than the FEEE time claimed for, funding may be reclaimed by Leicestershire County Council. We would, therefore, have to re-negotiate the 'Parents Statement of Undertaking' to reduce the hours claimed to realistically reflect those required by the parent/carer.

If a child should move settings during the term the funding will be transferred to the new provider. Enclosed (at the end of this section) is the 'Free Early Education Entitlement (FEEE) - A guide for Parents and Carers' from the Leicestershire County Council.

Free Early Education Entitlement (FEEE)

A guide for Parents and Carers

What is FEEE?

FEEE is a national government scheme which allows all parents/carers of children aged 3 and 4 to be able to access up to 570 hours of FREE early learning and childcare annually, usually split as 15 hours each week for a maximum of 38 weeks per year. Your child will be eligible at the start of the school term following their 3rd birthday as detailed in the table below:

A child born between:	Will be eligible for a free place from:
1 April and 31 August	The start of the autumn term following their 3 rd birthday, or if eligible, the start of the autumn term after their 2 nd birthday, until statutory school age.
1 Sept and 31 December	The start of the spring term following their 3 rd birthday, or if eligible, the start of the spring term after their 2 nd birthday, until statutory school age.
1 January and 31 March	The start of the summer term following their 3 rd birthday, or if eligible, the start of the summer term after their 2 nd birthday, until statutory school age.

There is also funding available for some 2 year olds. For further information [click here](http://www.leics.gov.uk/education-and-children/early-years-and-childcare/free-early-education). – *www.leics.gov.uk/education and children/Early years and childcare/Free early education*
Some working parents may also be entitled to an additional 15 hours of funded hours per week or 1140 hours annually. This entitlement is available from September 2017. Further information will be released nearer the time.

Why should I use the FEEE?

When your child attends an early year's provider they will follow the Early Years Foundation Stage, which is a play based curriculum. Children will learn how to develop their social, physical, speaking, listening, reading and writing skills and will learn through mathematical and creative activities. Access to high quality early education and childcare can give your child the best possible start and prepares them for starting school. Your chosen setting will create a learning journey detailing their progress and achievements, this should be shared with you throughout their time at the provision and can be used to aid transition into school or between providers.

Where can I access FEEE?

There are different types of provisions available including full day care nurseries, pre-schools, playgroups and childminders. Staff are trained and qualified to care for your child, helping them to learn and develop.

All providers offering the FEEE will be registered with Ofsted and be on the Local Authority's Directory of Early Education Providers.

Leicestershire's Family Information Directory is a free and impartial service that can help you choose the right kind of place for your child and provide you with the contact details of settings in your area. For more information contact them on 0116 305 6545 or access their online directory [here](http://www.leics.gov.uk/education-and-children/early-years-and-childcare/family-information-directory). *www.leics.gov.uk/education and children/early years and childcare/family information directory*

Although you have a choice of providers as detailed above, you may not always be offered the full entitlement at the times you want or at the provider of your choice.

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Are there any restrictions on accessing the funding?

Although early years providers will try to meet your individual needs, when accessing your 15 hours of FEEE the following rules apply:

- you can't take more than 10 hours in any one day
- you can't use less than 2.5 hours in any one day
- you can access your 15 hours between 7:00 am and 7:00 pm
- you can spread your 15 hours between a maximum of 2 providers.
- your child must be in attendance for all of the funded time claimed for by your early year's provider, unless there is a valid reason such as illness or holiday.

Please be aware that although you can split your 15 hours over more than 1 provision, if there is a combined claim for more than 15 hours the local authority will decide how to pay each provider and you may find that you are charged for any additional hours taken over and above the free entitlement.

What do I need to do to get the funding?

Once you have decided which provision you would like your child to attend and have negotiated the hours, you will be asked to complete and sign a Parental Statement of Undertaking (PSOU) for the setting and provide the setting with proof of your child's age i.e. a document such as birth certificate, passport or medical card. The provider will then claim for the funding on your behalf. The information you provide on the PSOU will be used by the local authority and when relevant it's partners. Your personal information will be held securely and will be used only for local authority purposes.

Your child must also be registered and regularly attending your chosen provision before the dates shown in the table below. If your child is not in attendance (due to holidays or sickness or a late intake) but is registered with the provision and is able to take up their place prior to the end of term, then you can still receive your free entitlement from the date they start at the provision.

Term	Headcount return date
Autumn 2016	22 nd November 2016
Spring 2017	14 th March 2017
Summer 2017	20 th June 2017

Do I need to pay anything upfront?

No. Your FEEE hours are totally free and you should not be asked to pay any costs towards it. However, if you need to use the setting for more than the maximum of 15 hours a week for 38 weeks of the academic year, you should agree the charges for these directly with the setting, preferably before you take up your place.

In addition you should discuss any further costs, i.e. meals (funding does not cover this element), nappies, wipes, drop off and collection charges and dance or music classes etc, prior to your child taking up their place at the provision.

Whilst the funding does not cover services such as the food / snacks etc. you should, if only attending 15 hours per week or less of funded time, be given the opportunity to provide your own snacks / lunches / nappies etc. in order that the place remains completely free of charge.

You are not required to pay a retainer fee (i.e. to secure your place from term to term) or a deposit (prior to starting at the provision), if only attending FEEE hours, however in some cases, providers may not be able to guarantee your child a place if these are not paid. In most

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cases, the retainer or deposit will be refunded once the place is taken up.

The local authority is unable to dictate what a provider charges for any additional hours taken or services offered outside of the free entitlement

Can I access the FEEE in the holiday periods?

If you do not wish to take up all of your 570 hours free entitlement during term time and you attend a setting which is open for more than 38 weeks per year, you may be able to utilise some of your hours during the holidays – this is called a stretched offer. Not all providers can offer this flexibility, so for more information on how to access this 'stretched offer' please speak to your provider.

Is there any additional support for my child if they have Special Educational Needs or Disabilities (SEND)?

If your child has SEND and attends Sketchley Hill, Wigston Menphys Centre's or Beacon Academy you may be able to access up to an extra 6 hours of FEEE per week. If this is the case you should speak to your provider about claiming for this time.

What about starting school?

Legally, your child does not have to start school until he or she is of compulsory school age which is the term after your child turns 5. You can still receive the FEEE until this point. For entry into a school from the 2017/18 Academic year parents/carers must request a full time 4+ place for their child born between 1 September 2012 and 31 August 2013, with the closing date for applications being 15 January 2017. You can also defer your child's place, however this is a request negotiated directly with the school concerned once having secured a place. The maximum period a child can defer entry is to the start of the Summer Term in the academic year in which a place was secured through the first-time co-ordinated admission process.

All schools under the control of Leicestershire County Council have a single entry point, i.e. Autumn term, for first time admissions at 4+. However parents must ensure they have secured full-time education for their child from compulsory school age.

When you apply for a school place before your child has reached compulsory school age, you may be offered a part time place in a nursery or reception class at primary school, when he or she is four years old. This place will be free except for meals and trips.

Once your child is attending school (even on a part time basis), your childcare provider will no longer be eligible to claim for the FEEE on your behalf. This also applies to out of county schools who may take children at different entry points.

Child born between:	Leicestershire's school admission date for children aged 4+
1 Sept 2011 to 31 August 2012	Autumn term 2016
1 Sept 2012 to 31 August 2013	Autumn term 2017 Parents must apply for a place prior to 15 January 2017

For more information on schools admissions please visit:
www.leics.gov.uk/admissions

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1.9 The Early Years Pupil Premium (EYPP)

From April 2015, nurseries, schools, childminders and other childcare providers have been able to claim extra funding through the Early Years Pupil Premium to support children's development, learning and care.

The Early Years Pupil Premium provides an extra 53 pence per hour for three and four year old children whose parents are in receipt of certain benefits or who were formerly in local authority care but who left care because they were adopted or were subject to a special guardianship or child arrangements order. This means an extra £302 a year for each child taking up the full 570 hours funded entitlement to early education. This additional money could make a significant difference to us.

We can use the extra funding in any way we choose to improve the quality of the early years education that we provide for your child. This could include, for example, additional training for our staff on early language, investing in partnership working with our colleagues in the area to further our expertise or supporting our staff in working on specialised areas such as speech and language. Therefore we encourage all parents to see if they are eligible for this extra funding.

1.10 Clothing

The Pre-School does provide overalls for messy activities but accidents can still happen. We therefore advise that children are not sent in their best clothes. We would also ask that all clothing such as, coats; cardigans; jumpers; wellington boots are '**named**' to assist us in encouraging the children's independence. Should a child be in nappies/pull-ups spare ones must be supplied together with a change of clothes. These should also be in a '**named**' bag.

1.11 Partnership with Parents

We endeavour to work with parents to develop a trusting and mutually supportive partnership by, exchanging information, knowledge and expertise, to benefit their child's development and progress, This is undertaken by giving parents an opportunity to visit prior to their child attending Pre-School, where information can

1.11 Partnership with Parents (cont'd)

be exchanged; for staff to be available to inform parents, on a regular basis about their children's progress; operating a Key person system; arranging 'Stay & Plays' and producing Newsletters.

Parents can request access to their child's records at any time and/or an appointment can be made (if it is not immediately convenient) to discuss any relevant issues with a member of staff or the child's Key person. Staff are committed to maintaining privacy and confidentiality.

1.12 Hardship

Whetstone Baptist Church is concerned for the welfare of the children and families associated with the Pre-School. Any parent or carer experiencing financial or other hardship which might affect the ability of their child(ren) to participate in Pre-School activities is invited to speak, in confidence, to the Pre-School Leader in the first instance.

1.13 Confidentiality

We aim to ensure that all parents/carers can share their information in the confidence that it will only be used to enhance the welfare of their child. We, therefore, respect confidentiality in the following ways:

- Parents have access to files and records of their own child but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes the importance of maintaining confidentiality.
- Any confidential concerns/evidence relating to a child's personal safety are kept in a secure file and are shared with as few people as possible on a "need-to-know" basis, this will include parents, following a written request, unless the disclosure of the information to them could cause harm either to the child or any other individual.

1.13 Confidentiality (cont'd)

- Personal information about children, families and staff is kept securely, in a lockable file whilst remaining as accessible as possible.

1.14 Complaints

In the first instance complaints of any nature should be addressed to the Pre-School Leader, or appropriate member of staff. There are always several members of staff available at the beginning and end of each session to answer any questions or queries. In the event that this cannot be resolved informally, then the complaints should be addressed to the Management Committee, who can be contacted via the Church Office on 0116 2863145 or at 2 King Street, Whetstone, Leicester LE8 6LS. Appropriate and prompt action will be taken and the complainants will be notified of the outcome within 28 days.

Should the complaint include an allegation of abuse by a member of staff, this would then be referred immediately to the Management Committee (see Safeguarding Children policy).

If any issue cannot be resolved you should phone Ofsted on: 0300 123 1231 or write to: Ofsted, National Business Unit, Piccadilly Gate, Store Street, Manchester M1 2WD.

2. HELPING CHILDREN TO BE HEALTHY

2.1 Health and Safety

We ask parents to keep an unwell child at home - particularly if the child has a temperature. If a child has suffered from sickness and/or diarrhoea **48 hrs** must elapse before returning to Pre-School. A letter confirming a child's absence is required and a telephone call advising us that a child is away is helpful. Every effort will be made to contact a parent/carer if a child falls ill whilst at Pre-School.

It is also important that you let us know if your child has contracted an infectious disease, such as chicken pox or measles. We are required to advise Ofsted and RIDDOR (Reporting of Injuries, Diseases & Dangerous Occurrence Regulations 1995) of any cases of notifiable infectious diseases as listed under the Public Health (Infectious Diseases) Regulations 1988.

Where necessary, we are willing to discuss the specific medicinal needs of a child and are willing to administer medicines subject to written consent and, where necessary, appropriate training. We also ask for written consent, or otherwise, for the provision to your child of emergency medical advice or treatment.

A First Aid kit is kept on the premises and checked/updated regularly. A written record is kept in the Accident Book of accidents or injuries and any first aid treatment given. Parents/carers will be informed of any accident/injury sustained by their child on the same day or as soon as reasonably practicable, and of any first aid treatment given. In the extreme case of a serious accident or illness of a child Ofsted and local child protection agencies will be notified within 14 days and of the action taken. As a routine, if a child comes to Pre-School with an existing injury, the details are recorded and kept in the child's file.

Smoking is prohibited in the building and outside play area. A fire drill is practised every term.

Premises doors are locked after the session begins and all unknown adults challenged. Visitors are asked to sign in and wear a badge.

All staff hold a current Paediatric First Aid certificate.

2.2 Physical Development Policy

Our aim is to provide purposeful and developmentally appropriate physical activities to promote physical development, for all children to enjoy during each session. This is inline with the Department of Health Guideline 2011 which says "children under 5 years old who are capable of walking unaided should be physically active for at least 180 min a day, spread throughout the day". Activities will also support other areas of learning and development.

To implement this we:

- Plan and provide an environment that supports physical development.
- Encourage children to select resources and contribute to the planning of physical activities available.
- Work in partnership with parents to promote and support physical development.
- Encourage physical development with child initiated and adult led activities.
- Encourage children to be active travelling to and from the session and provide a secure room for scooters and bicycles to be stored.

Children are required to wear suitable clothing and footwear for physical activities and weather conditions:

- During hot weather, sun cream should be applied by parents before coming to Pre-School and a hat and sunglasses provided.
- During cold/wet weather, coats, hats, gloves and scarves along with Wellington boots and waterproof clothing should be provided by parents.

To help children to be independent in accessing the outside environment ALL items MUST be named. A limited supply of spare items are available in Pre-School.

In September 2013, we were involved in the 'Active Bean Club', a year-long scheme led by Blaby District Council, which provided training and support to focus on physical development and core strength to improve the cognitive development of children. We continue to implement the knowledge gained, embedding this policy.

The person responsible for implementing the Physical Development policy is Mrs Lisa Cleaver.

2.3 Risk Assessment

Premises, toys and equipment are checked daily to identify any hazards or risks and action is taken to minimise risks and general rules of safety and cleanliness are applied. General health and safety requirements and regulations are monitored/checked on a daily, weekly, termly basis, with a thorough Risk Assessment being undertaken annually. Risk Assessments are also undertaken when there is a change of equipment/resources or a change to the premises; to meet the particular needs of a child or if an incident has occurred.

2.4 Asthma policy

Our aim is to develop a successful working partnership between parents/carers and children to enable us to support any child with asthma whilst in our care.

To implement this we would:

- Ask parents/carers to complete a 'School Asthma Card' which would detail - what medicine is to be taken; when it is to be taken; how it is to be taken; how to tell when the child's asthma is getting worse and what to do if it gets worse. Emergency contact details would also be listed.
- Ask parents/carers to complete an 'Open Consent Form for the Administration of medication'. A record would be added to this as and when the child had their medication and the parents/carers informed upon collection of the child.
- In case of emergency a spare inhaler and 'in date' medication would be kept in the office, labelled with the child's full name, together with the 'School Asthma Card'.
- If and when necessary, further and full training would be undertaken to enable staff to respond to a specific child's condition.

2.5 Head lice policy

We will do all we can to prevent head lice but we would suggest that long hair is tied back to reduce contact with other children's hair and the 'wet combing' method is

2.5 Head lice policy (cont'd)

used regularly - after washing the hair, apply lots of conditioner and comb it thoroughly with a fine-toothed 'nit' comb. By using this method you can see whether or not there are any head lice and/or start to get rid of them. For more detailed information please see a member of staff.

Should a case of head lice be drawn to our attention, we will notify all parents so that prompt treatment can be started, if appropriate and all family members checked.

3. PROTECTING CHILDREN FROM HARM OR NEGLECT AND HELPING THEM STAY SAFE

3.1 Collecting and Delivering Children

A parent/carer will be responsible for the child until the session formally starts and upon collection. Children can be collected only by adults known to Pre-School staff. To assist in the safe handover of children we require names, addresses, telephone numbers and signatures of any adults who are authorised by the parents to collect their child. This information will be kept on file. Parents/carers should tell us in person or by telephone that their child is being collected by an authorised adult.

A self-registration system is used when a child finds their name card and brings it to the member of staff who has the register. All members of staff sign in.

In the event that you do not collect your child, we will make every effort to contact you or, failing this, the emergency numbers provided. Nevertheless, two members of staff will stay with your child on the premises until he/she is collected and a charge of £5.00 will be incurred (after the first 5 mins) for every 15 minutes or part thereof for late collection of your child.

3.2 Outings Policy

Prior to any outing a risk assessment will be undertaken, in some cases a 'Risk Assessment Record' completed, and written parental permission obtained. Adult:child ratios will be adhered to - 2½-3 yrs 1:4 and 3-4 yrs 1:8 or increased if necessary. Contact telephone numbers of parents/carers and emergency numbers; any relevant equipment; a first aid kit and a charged mobile phone for emergency use, will be taken on outings. At least one member of staff with a current Paediatric First Aid certificate will accompany children. Should parents/volunteers assist with the outing they will not be left alone with the children or be asked to take children to the toilet. Staff responsibilities regarding the children will be issued before the outing so that everyone is aware

3.3 Outside area

A risk assessment will be undertaken before use to ensure that the physical environment, resources and any fixed equipment are safe and free from hazards and that both gates can be securely locked.

3.4 Lost Child Procedure

We are required to have a procedure for the unlikely event of a child going missing. In the first instance the Leader or Deputy will take responsibility and a thorough check of the premises will be undertaken. If this is not successful, we will inform you that your child is missing. The police will also be notified. Obviously, we also need to look after the other children and as long as their care is not jeopardised we will arrange to make a local search ourselves.

The following procedure would come into operation should a child be lost whilst on an outing:

Prior to the outing the responsibility for carrying out a search would be given to a member of staff (normally the Leader or Deputy). Contact telephone numbers of parents and emergency numbers must be taken on the outing.

Should a search need to take place the member of staff taking responsibility will instruct two members of staff to stay with the main group whilst one member of staff carries out the search. If this is unsuccessful, we will inform the parents that their child is missing and the police will be notified.

The main group will, if the outing is near to the setting, come back to the Pre-School premises.

3.5 Safeguarding Children Policy

Our policy is to create an environment where our children can learn and play, safe from injury or ill treatment, where they can develop a positive self-image and confidence to enable them to resist inappropriate approaches.

3.5 Safeguarding Children Policy (cont'd)

The welfare of our children is paramount:

- A child is anyone between 0 - 18 years old, as stated in the Children Acts 1989 and 2004.
- We commit ourselves to the nurturing, protection and safekeeping of all children within Pre-School.
- It is the responsibility of each one of us to prevent the maltreatment of all children by physical, sexual and emotional abuse and by neglect and to report any abuse discovered or suspected. Abuse is any behaviour that harms a child.
- We undertake to exercise proper care in the selection and appointment of those working within Pre-School. Every member of staff has been checked by the Disclosure and Barring Service - DBS and issued with an Enhanced Disclosure certificate.
- We are committed to on-going training in Safeguarding Children.
- We operate a 'No smacking policy', therefore, smacking is not allowed on our premises by anyone.
- Photographs and/or videos can be taken by parents at 'open' events, such as the Nativity and Sports Day, but they **must** be for their own personal, family use and **not** shared on any social networking sites.

The Pre-School has a list of the 'Leicester City, Leicestershire & Rutland Local Safeguarding Children's Board Procedures'. These reflect relevant legislation, statutory guidance from central government ('Working Together to Safeguard Children') and lessons from research with which it agrees to refer to and adhere to as needed.

The following is the procedure that would be undertaken should there be a suspicion of abuse. The Pre-School would follow the Local Safeguarding Children's Board (LSCB) guidance and procedures:

3.5 Safeguarding Children Policy (cont'd)

Procedure to be followed:

- Where a child makes a disclosure to a member of staff, that member of staff will offer reassurance to the child; will listen to the child and give reassurance that she will take action. The member of staff will not question the child.
- The disclosure will then need to be recorded as follows:
- Child's name, address and age.
- Parents' names
- Date, time and place of the observation or disclosure
- What happened prior to the child's statement or what prompted the child to tell.
- The exact words spoken by the child - and/or -
- A description of any physical signs.
- Anything the member of staff said to the child.
- The name of the member of staff that the child spoke to and the date and time.
- Names of any other person present at the time.
- The name of the person informed, usually the Pre-School Leader or person responsible for Safeguarding Children (Mrs Pam Shields).

These records would be signed and dated and kept in a separate confidential file, with access to these records only being available for staff on a "need-to-know" basis and shared with parents, if appropriate.

Parents, if appropriate, Social Care and Ofsted would be contacted.

3.5 Safeguarding Children Policy (cont'd)

Contact details:

Social Care: Tel: 0116-3050005

Out-of-hours Nos: Children's Emergency Duty Team: Tel: 0116-3050005

Police: Tel: 101 Crimestoppers: Tel: 0800 555111

First Response Children's Duty Team, Leicestershire County Council,
Eastern Annexe, County Hall, Glenfield, Leicester, LE3 8SR

Email: childrensduty@leics.gov.uk

Ofsted, National Business Unit, Piccadilly Gate, Store Street, Manchester,
M1 2WD Tel: 0300 123 1231

It is a requirement of our registration that we record all pre-existing injuries, therefore, we ask that you inform us of any accidents/incidents that have occurred to your child whilst not in our care.

3.6 Prevent Duty Policy

From 1 July all schools and registered early years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty. It applies to a wide range of public-facing bodies.

What is Radicalism?

Radicalism refers to the process by which a person comes to support terrorism and forms of extremism. Protecting children from the risk of radicalisation is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings.

3.6 Prevent Duty Policy (cont'd)

Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer.

The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

What is Extremism?

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces whether in this country or overseas.

Practise and Procedure

It is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified.

Protecting children from the risk of radicalisation should be seen as part of schools and childcare providers wider safeguarding duties, and is similar in nature to protecting children from other harms, whether these come from within their family or are the product of outside influences.

We can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. All staff are instructed to challenge extremist and radical views.

Procedure for reporting concerns

If a member of staff in a setting has a concern about a particular pupil they should follow the settings normal safeguarding procedures, including discussing with the settings designated safeguarding lead.

3.7 Allegation against staff

Should a member of staff be accused of serious harm or abuse, then the Pre-School Leader, or appropriate member of staff, would be the person responsible for looking into the problem and referring the matter to the Management Committee. All matters would be dealt with confidentially and again all details would be written down as said or seen, dated and signed. The Local Area Designated Officer (LADO), Mark Goddard, would be contacted and informed of this accusation. He would then advise what procedures needed to be taken. Ofsted would be informed of any allegations and notified of the action taken within 14 days of the allegations being made.

Local Area Designated Officer (LADO) - Mark Goddard - 0116-3057597
(LADO to be contacted in the event of an allegation made against a member of staff).

A 'whistle blowing' procedure is in place where a member of staff has the right to report concerns regarding a senior member of staff directly to the Management Committee and/or Social Care.

3.8 Mobile phone and camera policy

All staff mobile phones are kept away from the rooms where children are. The normal landline is used as a contact number for staff during session times. Parents/carers/visitors are not to use their mobile phone during session times in the vicinity of the children.

A mobile phone would be taken on an outing but only used in an emergency situation and in the presence of other staff.

The Pre-School camera is only used for recording evidence/activities for children's 'Learning Journeys' and Pre-School records and are downloaded and stored on the Pre-School computer and deleted at the end of the academic year. The camera, when not in use, is locked away in the filing cabinet and when in use is accessible to staff, who use it in the presence of other staff members.

3.8 Mobile phone and camera policy (cont'd)

The member of staff responsible for Safeguarding Children is **Mrs Shields**. Her role is to co-ordinate all aspects of the safety and welfare of children and to liaise with other agencies as and when required. If Mrs Shields is unavailable, then Mrs Cleaver will have responsibility.

4. HELPING CHILDREN ENJOY AND ACHIEVE

4.1 Settling in procedure

We understand that some children may find their first few sessions daunting and it is quite normal for little ones (and parents!) to get upset when the child is left for the first time. We, therefore, encourage parents to visit with their child prior to admission. At this visit information can be exchanged between parents and this setting regarding their child and how we can provide a safe, stimulating and happy environment in which their child can feel secure and comfortable. A home visit can be provided, especially if the child has additional needs. We would be able to assess how we could best accommodate the child.

Once a child starts we ask parents to leave their child in our care - perhaps for initially shorter periods and gradually building to longer periods. Our first consideration must be for the welfare of the child and prolonged upset is not in his/her best interest and if he/she is considerably upset during the first couple of sessions his/her parents may be contacted and asked to come and join in for a while or to take him/her home, whichever is best.

On starting Pre-School parents will be asked to fill in a 'Child Information' sheet and a 'Collection of Children' form. These are extremely important. When returned they are kept in a locked filing cabinet to ensure confidentiality. A questionnaire "All about me" will also require completing and returning to us, together with a photograph of the child/family. The information given is then used to help a child settle and it becomes the beginning of the child's 'Learning Journey'.

4.2 Transition policy

From a parent and child's first visit we start to build a relationship where we can exchange information, queries and concerns. By developing this partnership we can help children, and parents, during transition times and in particular the transition to school. We work in partnership with the two local schools; the Foundation Stage Teachers visit us and meet the children; information is exchanged and staff, with the consent of the Foundation Stage Teachers, accompany children during their pre-visits. Information is also exchanged with parents, both verbally and in the form of their child's 'Learning Journey', to help to make the transition to school as smooth as possible.

4.3 Curriculum

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe." This statement is taken from the 'Statutory Framework for the Early Years Foundation Stage' which was mandatory from September 2008 for all schools and early years providers in Ofsted registered settings attended by young children - that is children from birth to the end of the academic year in which a child has their fifth birthday. This has since been revised and the changes came into force in September 2012. Additional revisions in respect of Section 3 - Safeguarding & Welfare come into effect from 1 September 2014.

The EYFS principles are grouped into four distinct but complementary themes:

- A Unique Child - Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- Positive Relationships - Children learn to be strong and independent through positive relationships.
- Enabling Environments - Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Learning and development - Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

The everyday activities and experiences offered provide a balanced programme designed to meet the children's individual needs. For all children until they start full-time education, we provide a curriculum using the seven areas of Learning and Development, as specified in the EYFS, together with the Characteristics of Effective Learning which are all interconnected.

4.3 Curriculum (cont'd)

Characteristics of Effective Learning: these are the ways in which a child engages with other people and their environment - playing and exploring, active learning and creating and thinking critically:

Playing and exploring - *engagement*

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning - *motivation*

- Being involved and concentrating
- Keeping trying
- Enjoying and achieving what they set out to do

Creating and thinking critically - *thinking*

- Having their own ideas
- Making links
- Choosing ways to do things

These underpin learning and development across all areas and support the child to remain an effective and motivated learner and provide the foundation for life long learning skills.

The areas of Learning and Development:

Prime areas: these are crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive:-

Personal, Social and Emotional Development: involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Communication and Language development: involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development: involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

4.3 Curriculum (cont'd)

Specific areas: these are the areas through which the three 'prime' areas are strengthened and applied:-

Literacy development: involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials, (books, poems and other written materials) to ignite their interest.

Mathematics: involves providing children with opportunities to develop and improve their skill in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes, spaces and measures.

Understanding the World: involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design: involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

By using ongoing observations and assessments, through play-based activities, we are able to recognise children's progress, understand their needs and to plan activities and support, enabling them to progress to the early learning goals.

Progress check at age two: When a child is aged between 24 - 27 months, a review must be undertaken of their progress and parents and/or carers provided with a short written summary of their child's development in the 'prime' areas, which should be discussed with the Health Visitor at the 'Health Check' appointment. Should a child attend more than one setting, this 'Progress check' will be carried out where the child attends the most sessions.

When a child starts at our setting we will require a copy of the 'Progress Check'. If this has not been completed, we will carry out the check before the child turns three and a copy given to parents.

There is more information regarding the Early Years Foundation Stage (EYFS) specifically for parents and/or carers at www.foundationyears.org.uk. A copy is available on our noticeboard.

4.4 Key person

Each child will be assigned Key persons and parents/carers informed who they are. The role of Key persons is to:

- Help children to settle-in and to build a relationship with them and their parents;
- Ensure that the individual needs of each child in their group are recognised;
- Provide for the emotional needs of the child - for example, comfort and reassurance in times of distress;
- Observe, monitor and maintain records on each child. To comply with the EYFS we are required to compile a 'Learning Journey' which is a record of a child's development during their time at Pre-School and will be given to parents when their child leaves us. Parents/carers are encouraged to add to the 'Learning Journey' with information about their child's achievements, experiences and home life, i.e. trips out, holidays, etc.
- Provide a day-to-day point of contact for parents/carers - for example, to share information; discuss any problems or matters of concern regarding a child's welfare or progress; to support parents/carers in guiding their child's development at home.
- In conjunction with parents/carers and other members of the Pre-School team, liaise with other professionals as necessary.

5. **HELPING CHILDREN MAKE A POSITIVE CONTRIBUTION TO THE PROVISION AND THE WIDER COMMUNITY**

5.1 **Behaviour Management Policy**

It is important that children learn right from wrong at an early age. We aim to provide an environment in which children can develop self-confidence, self-esteem, mutual respect and tolerance. All staff and helpers will encourage kindness, willingness to share, friendliness and courtesy by providing a positive role model and demonstrating consistency and fairness in all situations. This underpins Fundamental British Values as specified in the Government's Prevent Duty July 2015.

Good behaviour is always praised as it gives children a sense of value and promotes good self-image and confidence.

When children behave in an undesirable way, including discriminatory behaviour, they will be encouraged to act in a more appropriate manner. Physical punishment will not be used or threatened but rather it will be made clear it is the behaviour (not the child) that is unwanted. Physical intervention* would only be used to manage a child's behaviour if it was necessary to protect the child and others. Any such incidents would be recorded and parents informed. Where necessary, one-to-one adult support will be provided to help the child work towards a more acceptable pattern of behaviour.

Recurring problems will be addressed in partnership with the child's parents/carer. Adults should be aware that this may arise from a child's additional needs.

We aim to help children understand that the way they behave has an effect on others.

The member of staff responsible for behaviour management is **Pre-School Leader**.

**Physical intervention is where staff use reasonable force to prevent children from injuring themselves or others or damaging property.*

5.2 Equality of Opportunity

Although the Pre-School intends to provide a Christian environment, it embraces all children and we will not discriminate in any way. Hence we are open to children of all families regardless of their culture, ethnicity, gender or additional needs.

We aim to meet children's individual needs and endeavour to work with parents to share information to enable us to meet those needs. Anti-discriminatory good practice is promoted by providing a range of toys, equipment and activities which reflect different cultures, special educational needs and disabilities, this in turn ensures that all children feel valued and included.

The member of staff responsible for Equality of Opportunity is **Mrs Cleaver**.

5.3 Supporting children with Special Educational Needs & Disabilities (SEND)

Our objective is to welcome, value and include all children, including those with Special Educational Needs and Disabilities (SEND) and provide a structured and stimulating environment to enable all children to achieve their full potential.

We recognise, however, that some children may have specific needs, which we will endeavour to accommodate, working closely with parents and liaising with other outside agencies. Other children's needs may emerge as they spend time in our setting.

We will endeavour to make the transition from home to the setting as easy as possible, paramount to this is establishing a working relationship with the child's parents. We would meet with the parents/carers to gather information including, where necessary, procedures for moving/transferring and toileting/changing and arrange a home visit or extra visits to ensure that we have met their needs. This would take place before the child started. This may also include training in advance to meet a particular need. A risk assessment would also be undertaken to ensure that we are well prepared to support the child. As the Pre-School rooms are all on ground level they are accessible by wheelchair and other mobility aids. There is a ramp to the main entrance but there are three steps leading to the garden area, extra assistance would be given to help SEND children to access the garden if appropriate.

5.3 Supporting children with Special Educational Needs & Disabilities (SEND) (cont'd)

All children's learning and development is monitored and observed and this information is used to compile a 'Learning Journey' which, together with any information received from parents, is a record of a child's development whilst at Pre-School. We see this as providing a natural basis on which to monitor any child's progress but particularly one with additional needs.

Children with SEND have access to the full Early Years curriculum. Support to access this might be in the form of additional adult support, different resources/equipment, adaptation to the curriculum and liaising with outside agencies such as therapists, health visitors, psychologists and social workers involved to help to meet the children's particular needs. We also help with children's transition into school by sharing records with the receiving school and accompanying the child when visiting the school.

We follow the 'Graduated approach' with regard to identification and assessment of children with Special Educational Needs and Disabilities:

Identification: (Assess/Plan/Do/Review)

- Initial concerns/lack of adequate progress
- Staff observations of children in relation to the concern
- Discussion with all staff members to share observations and concerns to determine further action
- Share concerns with parents/carers

Targeted Plan:

- Further observations and other assessments to gather evidence to support targets
- Discussion with parents/carers sharing observations and assessments
- SEND Support Plan is devised identifying additional or different activities from those provided as part of the settings usual curriculum and strategies
- Monitor progress
- Regular SEND Support Plan reviews with staff members, parents and SENDCo's
- Leading onto Education, Health & Care Plan (EHC Plan) if required, for more long term and complex needs
- A 'One Page Profile' is written up with the child, parents and staff recognising the child's views, interests and aspirations

5.3 Supporting children with Special Educational Needs & Disabilities (SEND) (cont'd)

Statutory Assessment:

- This is where the Local Authority determine whether an Education, Health & Care Plan (EHC Plan) is required
- This process will be initiated by the Leicestershire Psychologist Service, Early Years SEND Inclusion Service and parents. (Parents do have the right to request a Statutory Assessment by writing directly to the SEND Assessment Service)
- Everyone working with the child will be required to send written reports about the child's needs, together with the 'One Page Profile'
- An Education, Health & Care Plan (EHC Plan) is put in place

The staff responsible for Special Educational Needs and Disabilities (SEND) are **Mrs Bird** and **Mrs Wheatley**. They are responsible for the day to day operation of the SEND policy, liaising with and advising parents/carers, staff and outside agencies and co-ordinating provision for children with SEND. They review the SEND policy on an annual basis to check it is still appropriate, working well and easily accessible to parents/carers and staff. All staff have the opportunity to attend SEND training courses when available or as required. The SENDCo's additionally attend SENDCO support meetings arranged by the Local Authority to discuss practices. The Area SENDCo is Nicky Ashby, Specialist Teaching Services, Room 600 Rutland Building, County Hall, Glenfield, Leicester, LE3 8RA. Telephone: 0116-3059400; E-mail: STS@leics.gov.uk.

Complaints about our SEND provision will initially be dealt with through an open dialogue between parents and staff, with the SENDCo's and Pre-School Leader being informed. If it is unable to resolve the complaint informally then the complaint should be addressed to the Management Committee, following the procedure set out in our Complaints policy on page 7.

Data Protection Policy

- Whetstone Baptist Church Pre-School intends to comply fully with the requirements and principles of the Data Protection Act (1998).
- All data is collected fairly and lawfully, informing all data subjects of the reasons for the data collection, the purposes why the data is held and the rights of access.
- Names, photographs, addresses and telephone numbers are particularly vulnerable to abuse as they can identify living people if published in the press, internet or media. Whetstone Baptist Church Pre-School will never give this information to anyone without prior written permission.
- The information will be held as up to date as is reasonably possible. Checks will be made by the Pre-School Leader to ensure that the information is not excessive to need and that the data has not been tampered with or that data has not gone missing.
- The Pre-School Leader will also ask for updates to data when needed.
- Data will **not** be kept longer than necessary in accordance with data protection guidelines.

Authorised disclosures:

- Whetstone Baptist Church Pre-School will only disclose data about individuals with their consent. However there are circumstances under which the Pre-School may need to disclose data without explicit consent for that occasion. These circumstances are strictly limited to:
 - Child's data disclosed to authorised recipients of a child's health, safety and welfare.
 - Child's data disclosed to authorised recipients related to education and administration necessary for the Pre-School to perform its statutory duties and obligations.
 - Child data disclosed to parents in respect of the child's progress, achievements, attitude and behaviour whilst at Pre-School.
 - Staff data disclosed to relevant authorities in respect of payroll and administrative matters.

Personal data: Only authorised staff are allowed to make external disclosures of personal data.

Data Protection Policy (cont'd)

Legal Disclosure: Data used within the Pre-School by staff will only be made available where the person requesting the information is a professional legitimately working with the Pre-School, who needs to know the information in order to do their work.

Should a safeguarding concern/issue arise, both pupil and personal data will be shared as detailed in the Safeguarding Children Policy. The Pre-School will not disclose anything on pupils' records which would be likely to cause serious harm to their physical or mental health.

Data Security: Pre-School undertakes to ensure the security of personal data with regard to all measures mentioned in this policy. Any queries or concerns about security of data in the Pre-School should be referred to the Pre-School Leader.

Physical Security: The Pre-School Leader will ensure that the data is held in a secure, locked cabinet.

Disposal of information: All personal details, when no longer required, will be disposed of securely.

A deliberate breach of this Data Protection Policy will be treated as a disciplinary matter and serious breaches could lead to dismissal.

These policies and procedures have been ratified by the Management Committee of Whetstone Baptist Church Pre-School and signed, on their behalf, by



Dr Chris Hanning (Church Secretary)

.....*Mrs Lisa Cleaver (Pre-School Leader)*

These policies and procedures were updated **August 2016**.

Review date **August 2017**.

Updated December 2016. Updated May 2017.

Tapestry Policy – Online Learning Journal

September 2017 Tapestry Policy – Early Years

Aims

Whetstone Baptist Church Preschool ensures that all children attending the Early Years Foundation Stage have a personal Learning Journey which records photos, observations and comments, in line with the statutory Early Years Foundation Stage curriculum. This is to build up a record of each child's achievements during their time with us. It will also show children's developmental progress through the different age bands of the EYFS.

EYFS key themes and commitments

A Unique Child, Positive Relationships, Enabling Environments, Learning and Development

Procedures at Whetstone Baptist Church Preschool

We use the secure on-line system, Tapestry, which allows staff and parents to access the information via a personal password protected login. Whilst the children have a key worker, all staff are encouraged to capture observations for all children in the class. Staff access allows input of new observations and photos or amendment of existing observations and photos.

Parent access allows input of new observations and photos or the addition of comments on existing observations and photos – parent log-ins do not have the necessary permission to edit existing material. Observations input into the Tapestry system are usually moderated by a senior member of staff before being added to the child's Learning Journey. Parent access allows them to comment (or reply) to observations that staff have input, as well as adding their own observations and photos or videos.

Parents logging into the system are only able to see their own child's Learning Journey. As part of our on-line safeguarding policy parents are asked to sign a consent form giving permission for their child's image to appear in other children's Learning Journeys, and to protect images of other children that may appear in any photos contained in their child's Learning Journey. This is separate from our photography and use of images consent form as the information is not-accessible without a personal log-in.

Before accessing the system parents have to sign to agree not to download and share and information on any other online platforms or social networking sites, such as Facebook or Twitter. Tapestry provides a fantastic tool for capturing and sharing information between parents and the school. However, it is not used as a way of sharing general information. Each child's Learning Journal is a document that records their learning and development which the parents can add to contributing information that children have been doing at home.

Discussions regarding general progress and development are done face-to-face with parents/carers at the Preschool. Observations will be uploaded by members of staff in the Early Years team and are monitored by the Administration staff and at times by the Manager.

Safe Use Agreement

Staff will log out of Tapestry app / programme when they have finished in order to maintain confidentiality. Staff will not share log in or password details with anyone not employed by Whetstone Baptist Church Preschool. Staff will not share any information or photographs relating to children with any person not employed by Whetstone Baptist Church Preschool.

Staff will take all responsible steps to ensure the safe keeping of any portable devices, e.g. iPad, that they are using and report any missing devices. If accessing Tapestry on a private computer, or not on Whetstone Baptist Church Preschool premises, staff will maintain confidentiality and professionalism. All entries on Tapestry will be appropriate and relevant. All entries on Tapestry remain the property of Whetstone Baptist Church Preschool. At all times staff will comply with the Child Protection / Safeguarding policies of the school and internet safety policies.

Note – if we find parents / carers using Tapestry inappropriately their access may be terminated.

Related policies

- Child Protection and Safeguarding Policy
- Use of Photographic Images
- Teaching and Learning Policy
- Staff Code of Conduct
- Internet Safety Policy

Dear Parents/carers

Thank you for submitting your email address, enabling us to set up an online Learning Journey for your child.

Tapestry is a system which is hosted in the UK on secure servers, further information regarding the Security of Tapestry is available, and a copy will be added to the policies and procedures folder.

We will use Tapestry to record observations, comments and photos to show progress across the Early Years Foundation Stage, this will compliment other forms of observing and assessing already in place, you will be able to access your child's Learning Journey from a computer via <https://tapestryjournal.com> or by using the 'Tapestry' App on mobile devices, you will only be able to access this by using the log in details that will be given to you on receipt of the signed user agreement below, this will only give you access to your own child's LJ, you can change your password if wished once you have accessed the website, other family members can be given access on your request, the only people in preschool with access to your child's LJ will be the manager and your child's key person, who will be responsible for managing your child's LJ, staff will only be able to log in to their own key children's LJ's via a log in pin code, the pre-school will supply the staff with tablets to use. A staff user policy and agreement is in place and also covers the use of staff working on the Learning Journey's at home, this policy is available to view in the policy folder.

Many of the most meaningful photographs taken in pre-school show children interacting in group play or activities with peers, we therefore ask that these photos are for your own viewing and not shared publicly or uploaded onto any social media websites, this is in line with our 'Social Networking' and 'Mobile phone/camera' policies (both are available to view in pre-school), failing to uphold this request will result in suspending your child's online Learning Journey. We also ask that if you become aware of this happening you inform the preschool immediately.

We hope that this system will prove to be a positive step in sharing information, as well as viewing our contributions, you Will also be able to add comments, photos and video. When adding photos or video's to your child's Learning Journal we ask that photos or videos only include your child or other people that have given their permission.

When you have returned the user agreement below you will be issued with a user guide and log in details.

Tapestry Online User Agreement

Childs name:

- I agree to Whetstone Baptist Preschool using Tapestry to create an online learning journey for my child.
- I agree to uphold the pre-schools request not to share or upload any photographs shared with you to any social Media sites.
- I agree to only add photos or videos of my child unless I have the permission of anyone else included in them.
- I agree to my child appearing in group photographs that may be included in other children's Learning Journeys.
- I agree to keep my log in details secure.
- I agree to my child's key person working on their Learning Journey at home and in line with the Staff policy and User agreement.

If you do not agree with any of the statements above please put a line through that statement, the manager will contact you to discuss the steps we will take to adhere to your wishes.

Parent's name:

Signature:

Date: