



Welcome to

Cherubs Pre-School

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Early Years Prospectus

Our Aims are to:

- provide high quality care and education for children below statutory school age;
- provide a safe, secure and stimulating environment;
- work in partnership with parents to encourage children to become independent, happy and confident learners; and
- work within a framework which promotes equality and values diversity and respects families backgrounds, beliefs and cultures.

Parents

Parents are regarded as members of our setting who have full participatory rights. These include a right to be:

- valued and respected;
- kept informed;
- consulted; and
- involved.

We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of qualified staff to children;
- has the chance to join with other children and adults to live, play, work and learn together;
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- has a personal key person who makes sure each child makes good progress;
- is in a setting that sees parents as partners in helping each child to learn and develop.

Children's development and learning

The provision for children's development and learning is guided by The Early Years Foundation Stage (DfE 2012). This brings together Birth to Three Matters and the Curriculum Guidance for the Foundation Stage. Our provision reflects the four key themes and 16 commitments of the Early Years Foundation Stage.

A Unique Child

Child Development: Skilful communicator, competent learner.

Inclusive Practice: Equality and diversity, children's entitlements, early support.

Keeping Safe: Being safe and protected, discovering boundaries, making choices.

Health and Well-being: Growth and developing, physical and emotional wellbeing.

Positive Relationships

Respecting Each Other: Understanding feelings, friendship, professional relationships.

Parents as Partners: Respecting diversity, communication, learning together.

Supporting Learning: Positive interactions, listening to children, effective teaching.

Key person: Secure attachment, shared care, independence.

Enabling Environments

Observation, Assessment and Planning: Starting with the child, planning, assessment.

Supporting Every Child: Children's needs, the learning journey, working together.

The Learning Environment: The emotional environment, the outdoor environment, the indoor environment.

The Wider Context: Transitions and continuity, multi-agency working, the community.

Learning and Development

Play and Exploration: Learning through experience, adult involvement, contexts for learning.

Active Learning: Mental and physical involvement, decision making, personalised learning.

Creativity and Physical Thinking: Making connections, transforming and understanding, sustained shared thinking.

Areas of Learning and Development.

How we provide for development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Development and Learning

Prime Areas - These areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.

personal, social and emotional development;
communication and language;
physical development

Specific Areas – These areas include essential skills and knowledge. They grow out of the prime areas and provide important contexts for learning.

literacy;
mathematics;
understanding the world; and
expressive arts and design.

For each area, the practice guidance sets out the Early Learning Goals. These goals state what it is expected that children will know and be able to do by the end of the reception year of their education.

The practice guidance also sets out in 'Development Matters' the likely stages of progress a child makes along their learning journey towards the early learning goals. Our setting has regard to these matters when we observe children and plan for their learning.

Our approach to learning and development and assessment

Learning through play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the practice guidance Early Years Foundation Stage to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

Progress Check

The EYFS requires that parents and carers must be supplied with a short written summary of their child's development in the three prime learning and development areas of the EYFS when the child is aged between 24-36 months.

The purpose of this Progress Check is to:

- review a child's development in the three prime areas of the EYFS;
- set the standards for development, learning and care of children;
- ensure that parents have a clear picture of their child's development;
- enable practitioners to understand the child's needs and plan activities to meet them in the setting;
- enable parents to understand the child's needs and, with support from practitioners, enhance development at home,
- note areas where a child is progressing well and identify any areas where progress is less than expected; and
- describe actions the provider intends to take to address any developmental concerns (including working with other professionals where appropriate).

Observations and Assessments

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations to document their progress and where this may be leading them. We believe that parents know their children best and it is important for them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development.

Records of achievement

The setting keeps a record of achievement for each child called 'All About Me'. Staff and parents contributing together on their children's records of achievement is one of the ways in which the key person and parents work in partnership. Your child's record helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work to keep this record up-to-date. To do this you and she/he will collect information about your child's needs, activities, interests and achievements and share these regularly. This information will enable the key person to identify your child's stage of progress. You and the key person will then decide on how to help your child to move on to the next stage.

At the end of your child's time with the setting, the record 'All About Me' will be yours to take home and keep.

Working together for your children

In our setting we maintain the ratio of adults to children in the setting that is set through the Welfare Requirements. This helps us to:

- give time and attention to each child;
- talk with the children about their interests and activities;
- help children to experience and benefit from the activities we provide; and
- allows the children to explore and be adventurous in safety.

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All staff see themselves as partners with parents in providing care and education for their child. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with the staff;
- sharing their own special interests with the children;
- helping to provide, make and look after the equipment and materials used in the children's play activities;
- joining in community activities in which the setting takes part; and
- building friendships with other parents in the setting.

Key Persons and Key Person Meetings

Our setting uses a key person approach. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that what we provide is right for your child's particular needs and interests. Each child will be allocated a key person when they start at the preschool. Sometimes it is necessary to change key persons and you will be advised if this happens. You will have regular opportunities to meet and share information with the key person. Key Person Meetings are held 3 times each year on the last Friday before each Half Term. Dates for this academic year are on the Term Dates Calendar.

The daily routine

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in the setting are provided in ways that:

- help each child to feel that she/he is a valued member of the setting;
- ensure the safety of each child;
- help children to gain from the social experience of being part of a group; and
- provide children with opportunities to learn and help them to value learning.

We organise our routines so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led, small and large group activities which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them and we access the outdoors daily whatever the weather. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor playroom(s).

Policies

A short synopsis of our policies and procedures follows. All our policies can be found on the website www.cherubs-preschool.co.uk and a full list of the policies is included at the end of this document.

A copy can be supplied in full or in part for a small charge to cover photocopying expenses.

The setting's policies help us to make sure that the service provided by the setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

Policies and Procedures

Safeguarding children

Child Protection

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'.

Cherubs prime responsibility is to protect the child and ensure their safety and well-being. Cherubs has a duty to, and will, take any and all necessary action should they have any concerns regarding a child.

If a concern was raised about a child or a child disclosed abuse to a member of staff, Cherubs would follow the procedure set out by the Local Safeguarding Children Board ("LSCB"). A record of the concern would be made and in the first instance, the Supervisor and/or Managers would speak in private with the child's parents, unless to do so would put the child or any other person at further risk. Should the concern remain, a referral to Social Services would be made by the setting.

If a concern were raised against a member of staff, a record of the concern would be made to the Managers who would then contact the Local Authority Designated Officer (LADO) and Ofsted and their advice would be followed.

The designated person in charge of Child Protection at each setting is the Supervisor.

Late Collection and Uncollected Children

Children should be collected promptly at the end of each session. A record is made of any late collections and you will be asked to sign this when you arrive. Any late collections will incur a charge.

This charge will be payable on collection or by the next session your child attends. Non-payment may result in loss of sessions.

If we have not been advised that there will be a late collection, all reasonable attempts are made to contact the child's parent(s) and/or their emergency contacts.

If no-one has collected after one hour and we have been unable to contact any other person on the Admission Form who is authorised to collect, Cherubs will contact our Local Authority Social Services Care Team and their advice will be followed.

Under no circumstances will a staff member take a child to the child's home or to their own address.

Missing Children

As soon as it is noticed that a child has gone missing, staff members would carry out a thorough search of the building and garden. Where numbers of staff were in excess of child to adult ratios, any extra members of staff would be sent to search the immediate local area outside the preschool. If the child is not found, the Supervisor will firstly contact the police, then the parents and the Managers. A full investigation will be carried out and a report made and Ofsted would be informed.

Where children are taken off premises on short outings, you will always be informed beforehand and asked to sign a consent form. The Supervisors and/or Managers carry out a full risk assessment of the outing and this is recorded. On outings outside the setting, the staff ratio to children is increased appropriately depending on the findings of the risk assessment. Should a child go missing on an outing, the procedure above would be followed. However the remaining children would be escorted back to preschool whilst a senior member of staff would remain at the venue to continue to search for the child and to assist the police.

Mobile Telephones

Parents and visitors to the preschool are not allowed to use their mobile telephones whilst on preschool premises. This includes the dropping off and collection times.

Personal possessions of staff, including mobile phones, are not allowed in the classrooms and personal phones are switched off and stored away from the classroom whenever children are present.

Cameras & Recording Equipment

Cameras are used by the setting to take photos of children for observation and evidence purposes only. No photograph or image will be shared with third parties or used in the public domain (i.e. social internet websites) without express prior written permission from the child's parents. The pre-school does not keep copies or negatives and photographs become the property of the parent when the child leaves the setting.

On occasions, such as our Concerts or outings, parents may wish to take photographs for themselves and we ask that parents ensure that the photographs/recordings are of their child only and do not include others. If any parent has an express wish that photographs should not be taken at these times, they should inform the Senior Member of Staff immediately and alternative arrangements for the taking of photographs will be made.

Staff and Premises

Cherubs ensure that all employed staff are chosen for their suitability and knowledge of working with children. All staff are interviewed by two senior members of staff and undertake thorough employment checks such as Criminal Records checks, Independent Safeguarding Agency checks, reference checks, health checks where necessary, and so on. Our policy is to renew these checks on a regular basis to ensure they are current and up to date. No volunteer, trainee or student is allowed unsupervised access to children at any time.

Cherubs carry out an Annual Risk Assessment for the premises together with a Fire Risk Assessment, and daily checks are made for its suitability, cleanliness, and security. Our settings all have lockable classroom doors and there are systems in place for logging and recording visitors to the setting.

Signing Children In and Out of Preschool

There are systems in place for the safe arrival and departure of children. Children are greeted on entry and are booked into our daily sheet. Any messages or notes about who is to collect the child are made on the daily sheet at that time. Children are booked out at the end of their session from the daily sheet, handing them over to the named person for collection. A password will be required for persons collecting other than the known parent. No child will be released into the care of any person under the age of 16 years of age or any person appearing to be under the influence of drugs or alcohol.

Please note that children are the responsibility of their parent or carer until they are signed in by a staff member and when they are signed out at the end of the session, even if the child is still in the preschool building/car park areas.

The Prevent Duty and Teaching British Values

The Prevent Duty came into force on 1st July 2015. It places duties on registered childcare providers and schools around keeping children safe and promoting their welfare. Providers are required to 'have due regard to prevent people from being drawn into terrorism'.

Whether we live in a predominantly white, middle class suburb or a multicultural inner city, it is our responsibility to ensure children are safeguarded and kept safe and healthy, always aspiring to be the best they can possibly be.

From this the Government decided that we should teach British Values to help 'everyone live in safe and welcoming communities where they feel they belong and are equal'.

British Values means actively providing a curriculum which promotes:-

- Democracy
- Rule of Law
- Individual Liberty
- Mutual respect and tolerance for those with different faiths and beliefs

In Cherubs we promote this at children's level and a lot of this is what we do already for example:

- Listening to others / taking account of their views / making decisions together – teaching democracy
- Teaching about picking up litter or rules for games – learning right from wrong

- Talk about the importance of light in different religions such as candles at Christmas and at Hanukah (Jewish), Diwali etc. – teaching mutual respect

Equality of Opportunity & Inclusion

As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The setting works to the requirements of the Equality Act 2010.

Supporting Children with Special Educational Needs and Disabilities

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

- achieve the best possible outcomes, and
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education

We aim to achieve this by adopting three principles that are essential to developing a more inclusive provision.

Three principles for inclusion:

- Setting suitable learning challenges - aim to give every child the opportunity to experience success in their learning and development
- Responding to children's diverse learning needs - take into account the different backgrounds, experiences, interests and strengths which influence the way in which children learn when planning approaches to teaching and learning
- Overcoming potential barriers to learning and assessment for individuals and groups of children - recognise that a minority of children will have particular learning and assessment requirements that will create barriers to learning if they are not addressed through special arrangements.

Each Cherubs setting has a staff member dedicated to the role of Special Educational Needs and Disabilities Co-ordinator ('SENDCo') and this is displayed on our notice board. SENDCo's undertake training relative to their role and are fully supported by the Managers and setting Supervisors, who oversee all SENCo matters within the preschools.

English as an Additional Language

Cherubs includes families from a variety of backgrounds and cultures and families who first language may not be English. We endeavour to respect and value the home language of every family and plan to provide opportunities for the child to develop their use of English through play and learning. Should you have any difficulty in communicating with the preschool, please feel that you are able to bring along a friend or another family member as an interpreter.

Managing Behaviour

Positive Behaviour

Cherubs believe that children need to learn to consider the views and feelings, needs and rights of others. This is a developmental task that requires support, encouragement, teaching and setting the correct example.

Cherubs acknowledge considerate behaviour such as kindness and willingness to share and avoid situations in which children receive adult attention in return for inconsiderate behaviour. Our setting works in partnership with parents to address recurring inconsiderate behaviour, using our observation records to help us understand the cause and decide strategies to jointly decide how to respond appropriately.

Cherubs do not use the word 'naughty' or use a chair, step or similar to single children out. Physical punishment is never used and is not allowed on our premises by any member of the public, including family members to chastise a child. Adults do not raise their voice to a child, but will calmly encourage a child to understand why some behaviour is unacceptable.

Cherubs recognise that teasing and rough and tumble play are normal for young children and is acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive. These types of play are closely monitored by staff, who help the children find acceptable rules and boundaries to their play.

Bullying

We take bullying very seriously. Bullying can occur in children five years old and over. A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another. This involves the persistent physical or verbal abuse of another child or children and is characterised by an intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

In the age group of children attending our settings, incidents of bullying do not normally occur and are very rare.

Health & Hygiene

Cherubs has a staff member dedicated to Health & Hygiene and this is displayed on our notice board.

Illness

Should a child become ill whilst at preschool, they will be cared for by a staff member until a parent or carer is able to collect them.

A child who is unwell should be kept at home and return to preschool only when they are fully better. Parents should phone the setting on a child's first day of absence stating the illness and the approximate number of days the child will be absent. There is no need to call again the following day.

Children who have been sick and/or who have had diarrhoea should be kept away from preschool and should not return until 48 hours after the last bout of sickness and/or a normal stool has been passed.

Exclusion Periods

Cherubs will be able to advise you how long a sick or infectious child should remain at home before returning to the setting. However, further information can be found on the Health Protection Organisation website: www.hpa.org.uk

Administering Medicines

If a child has not had a medication before, it is advised that the parent keeps the child at home for the first 48 hours to ensure no adverse effect as well as to give time for the medication to take effect. Under certain conditions, Cherubs will agree to administer long term prescribed medication or give treatment to maintain a child's health and well-being and you should contact the Supervisor and/or Managers to discuss this further should your child require it.

Children prescribed antibiotics should be kept at home for 48 hours before returning to the setting.

Health Care Plans (Epipens, Inhalers, Blood Testing Kits etc.)

Where children attend the setting who have an allergy, this should be advised to the Supervisor and recorded on the Admission Form and a Health Care Plan made.

If a child requires an epipen, blood testing kit, etc. a Health Care Plan will need to be in place, together with staff training and permission from our Insurance Company that cover is able to be extended, before the child can start at the preschool. It is very important, therefore, that this information is passed to the setting as soon as possible.

Where children attend the preschool with inhalers and/or short term medical needs, parents will need to complete and sign a medication form giving permission for their needs to be met.

All medications administered at the preschool must be prescribed by the GP, be in their original packaging, have clear prescribed instructions on dosage and times to be given and be in current date.

Nits and Head lice

On identifying cases of head lice, parents are informed and asked to treat their child and all the family using an appropriate treatment available from the chemist. Nits and head lice are not generally an excludable condition and children can return to the setting once the head lice have been treated.

Nappy Changing

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing pull ups or nappies. Cherubs staff members work closely with parents towards toilet training. Where children are in nappies or pull ups, we ask that you provide two clean nappies/pull ups, nappy wipes, nappy sacks and a change of clothes daily. These can be left in your child's blue book bag. Nappies will be changed as required and also as part of the daily toilet routine. Unfortunately, the preschool is unable to dispose of nappies on the premises and therefore these will be required to be taken home by the parent to be disposed of appropriately.

No Smoking/Alcohol/Other substances

Cherubs have a strict no smoking policy. This extends to all areas of the premises, including building, garden and outside waiting areas. Any person seen smoking in any of these areas, will be asked to leave the premises immediately.

Cherubs has a no alcohol or use of substances policy and any person appearing to be under the influence of the same will not be allowed access to the premises and no child will be left in their care. Further action may be taken by the Managers as necessary and be reported to the appropriate authorities.

First Aid

All Cherubs staff have a current first aid certificate or are enrolled onto training as soon as possible. A list of qualified First Aiders is displayed on our notice board. There is a fully stocked first aid kit in the classroom and a portable version is taken on all outings.

Food and Drink

Cherubs have a staff member with a current qualification in Food Hygiene at each setting and their name is displayed on our notice board.

Cherubs regards snack and meal times as an important part of the child's day and represents a social time for children and adults and helps children learn about healthy eating. We discourage children from sharing or swapping food with one another to protect children who may have allergies.

We ask that you provide your child with a healthy snack for mid-morning or afternoon. For example, the following are considered acceptable by Cherubs:

- Any fresh salad
- Any fresh fruit
- Any fresh vegetable
- Any dried fruit
- Yoghurt
- Slices of cheese

Cherubs will provide a drink of milk or water (available throughout the session).

Where children stay for the lunch period, we again ask that you ensure the meal is healthy and does not contain any nut products, such as peanuts, peanut butter, nutella, crisps, chocolate, sweets and so on. The lunch should be sent in a named lunch box and an ice block should be placed in it to keep the lunch fresh. Cherubs will not generally re-heat food prepared at home. If you wish your child to brush their teeth after lunch, then please include a small toothbrush in a plastic bag inside their lunch box.

If your child has certain dietary needs or a food allergy, please discuss these with the setting Supervisor and/or Managers.

Animals in Preschool

Cherubs do not generally have animals in preschool. However, should this form part of our topics or curriculum you will be advised in writing in advance.

No pet dogs should be brought onto preschool premises when collecting children. We ask that if you do collect your child with your pet dog, the animal is securely tied up away from the preschool entrances where other children walk.

Risk Assessments

Cherubs carry out an Annual Risk Assessment and a Fire Risk Assessment each year to ensure the suitability, security and safeness of the premises, garden and outside areas. A daily risk assessment is made by staff members to ensure the cleanliness, security and safety of the premises, equipment and toys. These are recorded and any causes for concern are eliminated or removed.

Insurance Cover

Cherubs is insured by the Royal Sun Alliance. Our latest Certificates of Insurance are displayed on our notice board.

Fire Safety and Emergency Evacuation

Cherubs ensure the premises present no risk of fire by using the highest possible standard of fire precautions. Where necessary we seek the advice of a competent person, such as a Fire Officer or Fire Safety Consultant.

Cherubs complete a fire drill at least once every half term. This is recorded and any areas of concern are highlighted and removed. Our fire drill procedure is clearly displayed and staff, students, trainees and volunteers are made aware of the procedure for evacuation.

Accidents

All staff members are trained in first aid. Accidents are recorded in our Accident Book and you will be asked to sign the report when you collect your child if they have been involved in an accident. In the event of a serious injury, you will be contacted immediately by telephone. Should a child require hospital treatment the emergency services will be called in the first instance and then you will be contacted and asked to meet a named staff member and the child at the hospital. Accidents involving hospital treatment will be notified to Ofsted and RIDDOR.

Employment and Staffing

Staff Ratios

Cherubs provide a staffing ratio in line with the Welfare Requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality.

Staff are appropriately qualified and we carry out checks for criminal and other records through the Criminal Records Bureau in accordance with statutory requirements.

The ratios of staff to children are as follows:

- 1 adult staff member to 4 children aged under 3 years
- 1 adult staff member to 8 children aged 3 years and over

A minimum of 3 staff members are on duty at any one time.

Qualifications

Cherubs staff are committed to continuous training and development in order to keep their skills current and up to date.

The setting Supervisor is qualified to at least a level 3 qualification, and at least half of the remaining staff are qualified to level 3. All staff undertake Induction Training, Child Protection training, Behaviour Management training and First Aid training. We hold regular In-house training sessions and attend Local Authority training courses as appropriate.

Managing Staff Absences

Staff take their holiday breaks when the setting is closed wherever possible. If staff are unwell, they take sick leave in accordance with their contract of employment. Cherubs staff members willingly cover absences wherever possible to prevent any disruption to the preschool. Cherubs also employs bank or casual staff members for the purpose of covering absences and sickness.

Students and Trainees

Cherubs offer placements to students and trainees who are on recognised child care courses. We also offer placements for school pupils on work experience. Cherubs staff fully support and involve students and trainees in the daily practices in the preschool. No student or trainee is left unsupervised at any time and are not allowed to administer first aid, medications or take children to the toilet alone. Students and Trainees who are in our setting on a short term basis do not count towards our staffing ratios.

Work-Related Violence

Cherubs Preschool is committed to promoting a safe and healthy workplace culture and takes a positive approach towards tackling the problem of violence at work. The Health & Safety Executive has defined violent at work to be any incident in which a person feels abused, threatened or assaulted in circumstances relating to their work.

Staff member have the right to expect a safe and secure workplace and Cherubs has a legal and ethical duty to do their utmost to prevent staff from being assaulted or abused I the course of their work. Cherubs expects staff members and those other persons accessing our services and/or premises to treat other staff members, tenants and members of the public with the courtesy and respect that they would expect to receive themselves.

Cherubs will not tolerate any violence or aggression, physical or verbal, towards Cherubs staff. If this happens we will work with the Police and other agencies to use existing legal remedies and legal action will be taken.

Admissions

Cherubs are committed to making our setting accessible to children and families from all sections of the local community.

Parents are invited to put their child's name on to the waiting list at any time. Having a child's name on our waiting list does not guarantee them a place and parents should be advised to put their child onto other waiting lists.

Our waiting list is arranged in a date of birth order and our intake may take into account the following:

- siblings already attending the setting
- returning families
- special educational needs, Looked After Children or special circumstances, as identified to us by Early Years Organisation of the Local Authority (“EYO”)
- Eldest on the waiting list; and
- (if 2 children are entitled to the last remaining space) the date the child was placed onto the list.

Our main intake is in September each year and we refer back to our waiting list if spaces become available throughout the year. Children coming into preschool attend for a minimum of 5 hours per week.

Once you are offered a space, we will contact you in writing and a Registration Fee will be required to secure your child’s place. The registration fee covers our administration costs and the purchase of a blue book bag for your child.

Fees and Funding

Early Educational Entitlement (“EEE”) Funding is available from the Local Authority and is given to children the term following their 3rd birthday. Each child is able to take up to 15 hours weekly free over 38 weeks a year. This funding can be shared between two providers. Please advise the Supervisor how many hours you wish to be allocated at each setting.

Where fees are payable, these are payable in advance and are invoiced at the end of each half term for the new half term. Our current fee charge is £4.50 per hour. Non- payment of fees may result in loss of sessions. Should you have any difficulty in paying fees, please speak in confidence to the setting Supervisor.

Fees can be paid by either of the following methods:

Cheque - please make cheque out to ‘Cherubs Preschool’ and write your child’s name and invoice number on the back.

On-line Banking and Childcare Vouchers – Details will be found on your invoice.

Please make reference to your child’s name and invoice number when making payments by vouchers or on-line so that we can match the correct payments to the correct family.

Cancellations of sessions or termination of funding is required giving 4 weeks’ notice in writing. Where 4 weeks’ notice has not been given, you will be charged for the 4 week period. If this involves cancelling funded sessions, you will be invoiced for the appropriate amount.

Settling In

Cherubs recognise that this may be the first time that your child has been left and that all children have different patterns for settling in. We are committed to working with parents to settle their child in the best way for them and invite you to discuss any particular needs you may have with the Supervisor.

On the first few occasions that you leave your child, we ask that you return home or remain local and in close contact with the preschool. This period may be extended depending on how long it takes to settle your child.

Distressed children will be comforted and no child will be left alone. Staff members will try and distract them and/or involve them in activities. However, should a child remain distressed, the preschool will contact you.

If your child needs a comforter to help them settle, this can be sent in in their blue book bag. Please ensure it is named.

Information Sharing

No information will be shared without your express permission to do so.

We are required under the Early Education Entitlement ('EEE') to share information with the London Borough of Havering Foundation Years Information Advisory Service on a regular basis regarding children's progress within our setting. This information is entirely confidential and all personal details such as name, address etc. are removed before sending the data over. FYIAS use this information to moderate the quality of education being provided in Havering and by each setting.

Visiting the Preschool

Cherubs have an 'open door' policy which means that parents and prospective families are able to visit the preschool at any time. This does not always require an appointment but it is generally more helpful if an appointment can be made when visiting as this allows staff deployment and management to be arranged efficiently.

Volunteering to Help in Preschool

Cherubs recognise each person has different skills and welcomes these to be shared with the setting. Please speak to the Supervisor regarding any skills you feel you might like to share. Volunteers can be anyone associated with the preschool families, such as Mother, Father, Nanny, Grandad or other family friend or family member.

Confidentiality / Data Protection

Cherubs realises that is important to the preschool that families feel they are able to share information about themselves, their family and their child with the setting. Any information shared with the preschool will remain confidential and is only shared with other staff members on a need to know basis and/or with prior consent from the person disclosing the information.

All employees, students, trainees and volunteers are made aware of our confidentiality policy at Induction.

Cherubs adhere to the Data Protection Act and all records are made, kept and stored safely and securely and disposed of appropriately when no longer required to protect the identity of the child and families involved with the preschool.

General Information

Clothing

We provide protective clothing for the children when they play with messy activities and water play.

We encourage children to gain the skills that help them to be independent and look after themselves. These include using the toilet, washing hands and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this.

Children should wear suitable shoes for climbing and playing. Wellington boots, knee length boots, ugg boots, sandals and flip flops should be changed before preschool. Trainers and plimsolls are ideal for preschool play.

Please ensure that all items of clothing are clearly named, especially coats, gloves and hats etc. Unnamed lost property will be kept for one half-term.

Wherever possible, children should not wear jewellery of any description as it may become broken or tangled during play.

Preschool activities involving paint and/or glue may end up on clothes by accident. In this event we advise:

Paint	Soak the clothing in cold water first before washing as normal
Glue	Wash in cold water (hot water can sometimes 'set' the glue hard)

Outside in All Weathers

In line with the Statutory Requirements of the EYFS, providers must provide access to activities planned outdoors on a daily basis. Cherubs believe that children thrive in the outdoors and we will take children outside in all weathers. Please ensure your child is dressed for the appropriate weather conditions.

If it is raining hard, Cherubs have a small collection of plastic ponchos that children can wear over their coats.

In summer, if it is hot, Cherubs provide legionnaires caps for the children to wear to protect their heads and necks. Please make sure children do not come in wearing vests or strappy dresses, exposing bare shoulders. Please also ensure that an appropriate factor sun cream/sun block has been applied before coming to preschool.

Cherubs will not be held responsible for the loss or damage to jewellery, clothing or personal property, including toys.

Making a Complaint

If a parent has a concern about any aspect of our provision, including an allegation against a staff member's actions or behaviour, in the first instance they should raise these with the setting Supervisor and/or the Managers. Most complaints can be resolved easily at this stage.

If this does not resolve the problem, a written complaint can be made and will be given to the Managers. The Managers will then carry out a full investigation and will reply in writing within 28 days and a record will be made in our Complaints Book. Should you wish your complaint to remain anonymous you can hand this in at any Cherubs Preschool setting (addresses on the front page) or by post.

Cherubs keep a record of complaints which is made fully available to Ofsted Inspectors during inspections. Cherubs will provide a summary log of the Complaints Book on request to parents.

Parents may approach Ofsted at any stage of the complaints procedure or where there seems to be a possible breach of the setting's registration requirements.

Ofsted National Business Unit
Piccadilly Gate
Store Street
Manchester M1 2WD

Telephone: 0300 123 1231
Email: enquiries@ofsted.gov.uk

Other Useful Contact Numbers:

London Borough of Havering
Early Years Organisation
Mercury House
Mercury Gardens
Romford RM1 3SL
01708 434343

London Borough of Havering
Child protection team
Monday to Friday (9am to 5pm) - 01708 433222
Out of hours/weekends - 01708 433999

NSPCC
0808 800 5000

**Full Policies and Procedures
Available for inspection at the Preschool**

Child Protection and Safeguarding
Suitable People
Staff Qualifications, Training, Support and Skills
Key Persons
Staff: Child Ratios
Health and Hygiene
Managing Behaviour
Safety and Suitability of Premises, Environment and Equipment
Equal Opportunities
Information and Records
Special Educational Needs and Disabilities
Confidentiality / Data Protection Policy

These documents are available to view on our website:
www.cherubs-preschool.co.uk