



THE ORCHARD

Policies and procedures 2025

“Learning through play”

*“Our community pre-schools mission is
to provide a safe and inclusive
environment whilst focusing on
learning through play.”*

Lead in Safeguarding at The Orchard:

Jess Ford and Clair West

The Orchard Pre-School Thame Road Little Milton Oxfordshire OX44 7PZ- Telephone: 01844 279989

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Policy contents

(all policies and procedures reviewed, some changed and added August 2025)

*The following policies are separate to this, you will find them at the back of the policies and procedures folder, **Code of conduct for parents, carers and visitors, celebrations policy, staff code of conduct***

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Acceptable Use Policy

This Acceptable Use Policy will incorporate these separate policies:

- Social Media Policy
- Use of Mobile Phones, iPad, iWatches and cameras Policy
- On-line safety Policy

Camera and Image Policy

At our Preschool we recognise that photographs taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements is an effective form of recording their progression in the Early Years Foundation Stage. However, we also recognise that it is essential that photographs are taken and stored appropriately to safeguard the children in our care.

This policy links to the:

- Safeguarding Policy
- Staff Code of Conduct
- Whistleblowing Policy

Responsibilities of Staff, Students, Volunteers and Visitors including parents/carers:

1. To follow the policy at all times
2. To report any incidents, they observe where others do not observe this policy.
3. Parents/carers are asked not to bring cameras into the Preschool without prior consent of the Supervisor.

Procedures

Only the designated Preschool phone camera is to be used to take any photo within the setting or on outings. The exceptions being special occasions such as outings or Christmas party where they may be used by parents only with the prior written permission of parents of all children attending Preschool on that day

- Images taken on our camera must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress.
- All staff are responsible for the location of the camera; this is placed within a lockable cabinet when not in use.
- The camera will be locked away at the end of every session.
- Images taken and stored on the camera must be downloaded, on site, as soon as possible, ideally once a week but at least fortnightly.
- Photographs should then be distributed to members of staff (keyworkers) to record in children's learning journeys.
- Under no circumstances must cameras of any kind be taken into the bathrooms without prior consultation with the supervisor.
- If photographs need to be taken in a bathroom, i.e. photographs of the children washing their hands, then the supervisor must be asked first and staff be supervised whilst carrying out this kind of activity. At all times the camera must be placed in a prominent place where it can be seen.
- Failure to adhere to the contents of this policy will lead to disciplinary procedures being followed and may lead to termination of employment.

Mobile Phone Policy

At The Orchard Preschool we believe that keeping our children safe is of paramount importance. We seek to ensure that everyone in the setting is safeguarded against allegations and works to high standards of professionalism. Staff, committee, volunteers, students and other visitors to our setting, who will be in areas where children are present, are asked to switch off their mobile phones and to keep them in their bag at all times.

Responsibilities of Staff, Students, Volunteers and Visitors including parents/carers:

1. To follow the policy at all times
2. To report any incidents they observe where others do not observe this policy.
3. Parents/carers are asked to turn off their mobile phones whilst in the preschool.

Procedures

- When staff, volunteers, students and visitors (spending at least a session in the preschool), arrive, this policy will be explained to them. Other visitors will be informed of applicable parts of the policy.
- Staff, committee, students, volunteers and other visitors who will be in areas of the preschool where children are present must turn their phones off and put them in their bags which should be stored in the cupboard.
- Staff should not use their mobile phones during their paid working hours, even if children have gone home, unless on an official break and in an area outside the secure zone, i.e. where there are no children.
- Staff, committee, students and volunteers are prohibited from using their mobile phones during any preschool session.
- Any member of staff found to be using their personal mobile phone, during a session, will be considered in breach of trust which will be considered as gross misconduct and may lead to disciplinary procedures.
- Students and volunteers who are found to be carrying their phone on them will immediately have their placement reviewed.
- Staff, students and volunteers who have internet connected phones should use them in accordance with our E-Safety Policy which includes the use of Social Networking Sites.
- Staff, committee, students and volunteers will NEVER use their camera phones to take photographs of children in the preschool.
- Parents are asked to turn off their mobile phones on arrival at the preschool.
- Contractors working in the preschool will be asked to turn their phones off for the duration of their stay. Those contractors who need to use their mobile phones will be advised of where they may do so.

Emergencies

If anyone working in, or visiting our setting, needs to receive an urgent message they should in the first instance give the setting's number to the person they are waiting to hear from. If this is not possible they can ask the supervisor if it would be possible to leave their phone in a suitable and designated area. They will then be informed when their phone has rung. Staff are strongly advised to ensure their next of kin has the preschool's main telephone number for emergencies.

E-Safety Policy

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At our preschool we recognise that the internet should be considered part of everyday life with children and young people seen to be at the forefront of this online generation. Knowledge and experience of information and communication technology (ICT) should be considered an essential life skill. We promote developmentally appropriate access to computers and the internet in our setting, realising that this access provided in the early years will significantly contribute to our children's enjoyment of learning and development.

Our children will learn most effectively where they are to be given managed access to computers and control of their own learning experiences; however, such use will carry an element of risk. Our supervisor and Staff, alongside the parents and carers, consider it to be their duty to make our children aware of the potential risks associated with online technologies. This will empower them with the knowledge and skills to keep safe, without limiting their learning opportunities and experiences.

Aim

This E-Safety Policy will aim to outline safe and effective practice in the use of the internet. It will provide advice on acceptable use and effective control measures to enable children, young people and adults to use ICT resources in a safer online environment.

This Policy will apply to all individuals who are to have access to and/or be users of work-related ICT systems. This will include children and young people, parents and carers, early year's practitioners and their supervisor, volunteers, students, Committee members and visitors. This list is not to be considered exhaustive.

This E-Safety Policy will apply to internet access through any medium, for example, computers, mobile phones and gaming machines.

Responsibilities

Our Safeguarding Designated Lead is to be responsible for online safety, and will manage the implementation of this Policy.

Our Safeguarding Designated Leads are Jess Ford and Clair West and they will ensure:

- Day to day responsibility for online safety issues and as such will have a leading role in implementing, monitoring and reviewing the Internet Policy.
- All ICT users are to be made aware of the procedures that must be followed should a potentially unsafe or inappropriate online incident take place.
- Receipt, recording, monitoring and filing of reports should a potentially unsafe or inappropriate online incident occurs. This must include the creation of an incident log to be used to inform future online safety practice.
- All necessary actions will be taken to minimise the risk of any identified unsafe or inappropriate online incidents reoccurring.
- Regular meetings are to take place between the Committee and Staff to discuss current issues, review incident reports and filtering/change control logs.
- Effective training and online safety advice is to be delivered and available to our staff. This should include advisory support to children, parents and carers as necessary.

- Timely liaison, where appropriate, with other agencies in respect of current online safety practices and the reporting and management of significant incidents.

Procedures

- The computer system is owned by The Orchard Preschool and has appropriate software to

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ensure safe internet use.

- We reserve the right to examine or delete any files that may be held on its system or to monitor any internet sites visited.
- Activity that is found to be unsuitable or that attacks or corrupts other systems is forbidden by The Orchard Preschool.
- Users are responsible for all e-mails sent and for contacts made that may result in e-mails being received.
- Use for gambling is forbidden.
- Copyright of materials must be respected.
- Use of the computer system to access inappropriate materials such as pornographic, racist or offensive material is forbidden.
- Work email accounts may only be accessed on the preschool laptop, unless permission is given from the supervisor.

Rules for Responsible Internet Use

Staff, Students and Volunteers:

- All Internet activity should be deemed appropriate.
- Other user's files will not be accessed without their permission.
- Computers will be used only for agreed reasons.
- Computer discs/pen drives will not be used without prior permission from the supervisor
- E-mail correspondence will be directed only to people who have been approved and messages sent will be polite, correct and responsible.
- Ensure all electronic communication with children, parents, carers, staff and others is compatible with your professional role and in line with the policies of the setting.
- Do not put online any text, image, sound or video that could upset or offend anyone connected to your setting, member of the community or be incompatible with your professional role.
- Only take images of children and/or staff for professional purposes, in accordance with setting policy. Ensure that the parent/carer of any child under 18 has given written consent.
- Ensure that any images are represented only in a positive context and are removed from your websites when they expire.
- Do not browse, download, upload or distribute any material that could be considered offensive, illegal or discriminatory.
- Ensure that your online activity, both in work and outside, will not bring your organisation or professional role into disrepute.
- Social networking sites should not be accessed via work on computers or during work hours unless updating The Orchard Preschool's own Facebook site nor other social networking site. No other use should be deemed appropriate.
- Computer files will be checked, and the internet sites visited will be monitored.
- All staff must adhere to the above. Any breach of these could result in disciplinary procedures and may result in the termination of their contract.

Children:

- The setting will work with the parents to ensure they are aware of internet use.
- Children will use only age appropriate software in the setting
- All internet activity should be deemed appropriate and closely monitored by all staff.
- Personal details will not be shared over the internet.
- Arrangements to meet others will not be made via the internet unless a parent/carer, in agreement with the Preschool supervisor, has given written permission to do so.

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- Any inappropriate materials sent to the computer must be reported to the supervisor.
- The internet sites visited will be monitored.
- We will gain written consent for internet use from the parents and display the rules for safe internet use at all times.

You have a duty to report any Camera and Image, Mobile Phone or E-Safety incident which may impact on you, your professionalism or your organisation

Attendance and absence

We take steps to ensure that children are kept safe, that their wellbeing is promoted, and they do not miss their entitlements and opportunities. At the very least, good attendance promotes good outcomes for children. In a small minority of cases, good attendance may also lead to early identification of more serious concerns for a child or family.

There are several reasons why a child may be absent from a setting. In most cases it is reasonable to expect that parents/carers alert the setting as soon as possible, or in the case of appointments and holidays give adequate notice. The attendance and absence policy are shared with parents and carers, and they are advised that they should contact the setting within one hour of the time the child would have been expected to advise of their absence. Designated safeguarding leads must also adhere to Local Safeguarding Partnership (LSP) requirements, procedures and contact protocols for children who are absent or missing from the provision

- If a child who normally attends fails to arrive and no contact has been received from their parents/carers, or if the child is absent for a prolonged period of time the designated safeguarding lead, takes immediate action to contact them to seek an explanation for the absence and be assured that the child is safe and well.
- Attempts to contact the child's parents/carers or other named carers continue throughout the day on the first day of absence.
- If no contact is made with the parents/carers and there is no means to verify the reason for the child's absence i.e. through a named contact on the child's registration form, this is recorded as an unexplained absence on the child's personal file and is followed up by the manager each day until contact is made.
- If contact has not been made, and we have any reason for concern about a child's wellbeing and welfare, children's services will be contacted for advice about making a referral. Other relevant services may be contacted as per LSP procedures.
- All absences are recorded on the daily register, Day book and child absence record book with the reason given for the absence, the expected duration and any follow up action taken or required with timescales.
- Absence records will be monitored to identify patterns and trends in children's attendance. An understanding of the child's and family's individual circumstances will inform the setting's judgement in determining what constitutes a 'prolonged period of absence'.
- Absence records are retained for at least three years, or until the next Ofsted inspection following a cohort of children moving on to school.

If at any time further information becomes known that gives cause for concern, our safeguarding and child protection Policy is immediately followed.

Safeguarding vulnerable children

- The designated safeguarding lead or key person attempts to contact the parents/carers to establish why the child is absent. If contact is made and a valid reason given, the information is recorded in the child's file.
- Any relevant professionals involved with the child are informed, e.g. social worker/family support worker.

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- If contact is made and the designated safeguarding lead is concerned that the child is at risk, the relevant professionals are contacted immediately. The events, conversation and follow-up actions are recorded. If contact cannot be made, the designated person contacts the relevant professionals and informs them of the situation.
- If the child has current involvement with social care, the social worker is notified on the day of the unexplained absence.
- If at any time information becomes known that gives cause for concern, our Safeguarding procedures are followed immediately.

Safeguarding

- If a child misses three consecutive sessions and it has not been possible to make contact, the designated person calls MASH and makes a referral if advised. **Contact with MASH may be made sooner if there are concerns for a child's wellbeing or welfare**
- If there is any cause for concern i.e. the child has a child protection plan in place or there have been previous safeguarding and welfare concerns, the designated person attempts to contact the child's parent/carer immediately. If no contact is made, the child's absence is logged on Safeguarding incident reporting form, and MASH are contacted immediately, and safeguarding procedures are followed.

Poor/irregular attendance

Whilst attendance at an early years setting is not mandatory, regular poor attendance may be indicative of safeguarding and welfare concerns that should be followed up.

- In the first instance the Supervisor or Deputy Supervisor should discuss a child's attendance with their parents/carers to ascertain any potential barriers i.e. transport, working patterns etc and should work with the parents/carers to offer support where possible.
- If poor attendance continues and strategies to support are not having an impact, the supervisor must review the situation and decide if a referral to a multi-agency team is appropriate.
- Where there are already safeguarding and welfare concerns about a child or a child protection plan is in place, poor/irregular attendance at the setting is reported to the Social Care worker without delay.

In the case of funded children, the local authority may use their discretion, where absence is recurring or for extended periods, considering the reason for the absence and impact on the setting. The supervisor is aware of the local authority policy on reclaiming refunds when a child is absent from a setting.

Accident, Incident and Illness Records

Across the setting staff hold full and relevant paediatric first aid certificates which are renewed every three years.

Accident Records

We record all accidents in our accident book. The records allow us to record the time, date and nature of any incident along with any action taken at the time or after. The record also gives details of the staff member who dealt with the accident and any witnesses. Parents will be asked to read the accident form when an accident record has been filled out by a member of staff. We ask you to sign the record as proof of you being notified. Accidents are monitored to identify any patterns in the environment which may require further risk assessing.

First Aid

The Orchard Pre-School, will ensure that the first aid equipment is kept clean, replenished, and replaced as necessary. Sterile items will be kept in their packages until needed.

Cuts or grazes are the most common injury within The Orchard's environment and will be cleaned with water or anti-bacterial wipes. The injury will then be covered with a plaster or an appropriate dressing if needed. Parents are informed of all moderate head injuries (not including any minor grazes) by telephone immediately and will be given a copy of the accident form. All staff are Paediatric First Aid Trained.

Emergency Medical Advice or Treatment

In the event of a child requiring emergency medical advice or treatment we will contact a parent or carer by using the information given on the registration form. It is important that we are informed with any changes regarding contact details to keep them up to date for this reason. Ofsted will be notified of any serious accidents, injury, illness or death of any child whilst in our care.

Incident/Injury and Physical Intervention Records

All incidents are recorded in detail including the trigger of the incident, its nature and how the situation was handled. Upon collection of the child a member of staff will explain the incident and ask the parent to sign the record as proof of notification. An incident form is completed for the child that causes the incident this could be biting, pushing, scratching or any significant incident that affects a child. When an incident form is completed, this is written on the corresponding accident form in the action taken box.

Existing Injuries Record

Parents or carers must notify practitioners of any significant injuries that have occurred outside of pre-school as they may affect your child's nursery day. Practitioners will ask parent or carers to record the details on an existing injuries form. If a practitioner notices any un-notified existing injury a form will be completed and discussed on collection.

Admissions Policy

Our Aim:

The Orchard Pre-School encourages all children from the community to access the setting. This is achieved through sharing our policies and procedures with potential and current families at appropriate times and locations.

The Orchard Pre-School is registered with Ofsted.

- We accept nursery children from the age 2 years
- We accept Funded Early Education Funding places subject to parents entitlements and eligibility
- All bookings are on a first come, first served basis.
- A waiting list is in place for fully subscribed sessions, also operated on a first come, first served basis.
- The Orchard Pre-School does not discriminate against any child on the grounds of sex, race, religion, colour or creed. Families, staff and volunteers are not excluded or discriminated against. Any guardians or children demonstrating behaviour that is discriminatory will be asked to leave.
- Parents and carers will be asked to complete a Registration Form and funding parental declaration form, which allows parents to give their requirements, child specific information and emergency contacts.

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Anti-Bullying Policy

We aim to provide a caring, friendly and safe environment for all our children so they can learn in a relaxed and secure atmosphere.

- Bullying of any nature is unacceptable.
- If bullying does occur, children in the older age group are encouraged to confide in a staff member.
- Incidents will be dealt with promptly and effectively.
- For younger children, especially those at the pre-language stage, high staff ratios and close observations will give an indication of any bullying concerns.

Arrival and Departure Policy

Our Aim:

To register all children, staff and visitors attending the setting daily and showing their times of attendance. The Orchard Pre-School keeps an up-to-date record of each child's name, address, date of birth and key person.

IN and OUT Policy as follows.

- All arrivals will enter in through gate marked IN, which will be the gate with accessible entrance to the right of the building
- Once children have arrived safely into the main building by staff members, they will be signed into the register at the time of being dropped off (this does not include the cloakroom by the front door)
- On departure, staff will bring the children out to their parents/carers and children will leave the building by the OUT gate, which is down the few steps, allowing a steady flow for arrival and departure.
- The IN-OUT system will also apply when Parents/Carers are collecting their children before the end of a session. All Parents/Carers will have to come right up to the front door, to collect their children and their belongings
- When visitors or parents/carers arrive, please do ring the intercom system, so we may see who has arrived, if we are participating in an activity with the children
- Please could we all remember to keep the gate locked/bolted when entering and leaving

Daily registration

- Staff ratios and child numbers are checked weekly in advance for the following week.
- The time of arrival and departure is recorded
- Children on holiday are marked as this or H, sickness is recorded as S and unknown absence is marked as U.
- The Orchard Pre-School register is completed each day by 9.15am and 12:00pm for children attending afternoon sessions. If a child does not appear by 10.00am or an hour after their session start time and the setting hasn't been notified of their absence, a courtesy call or email is made to their family. **(Please read alongside Attendance and Absences Policy)**
- In the event of a child being collected by someone other than immediate family, we must be informed and the parent is required to fill out appropriate form with the name of the individual who is authorised to collect. Staff will ask to see ID of the person authorised to collect your child and a password system put into place.
- The child will not be released from our care until we have permission from their parent, ID has been seen by a member of staff and the correct password given.

- In event of evacuation at The Orchard Pre-School, our **Supervisor, Jessica Ford or Deputy Supervisor, Clair West** will complete a full register check at the fire assembly point.

The following information is kept centrally in the Office in case of emergency evacuation:

- Children's and Staff register
- Emergency Contact information for all children and Staff

Visitors

- All visitors will be escorted around the premises by a member of staff.
- Visitors are asked to complete the Visitors Book stating their name, organisation, job title or link to child, purpose for visit and accurate arrival and departure times.
- Visitors are asked to read the information given about Fire Safety, Safeguarding, mobile phones and Health and Safety.
- Visitors are to read and abide by the 'Code of conduct for parents, carers and Visitors'
- Each visitor will be asked to produce identification which will be checked against the appointment diary. All discrepancies will result in the individual returning to their car whilst further checks can be made.
- All visitors will be asked to respect our safeguarding policy with regards to recording devices and using mobile phones.
- If an individual arrives at the setting under the influence of alcohol or any other substance, they will be escorted off the premises. Should this individual be a parent the setting will follow the Safeguarding Policy.

Behaviour Management Policy

Our Aim:

The Orchard Pre-School believes in creating a positive environment where children are supported to learn and develop through behaviour management that is age and development appropriate.

Our Aims:

It is our aim that by working together every individual at The Orchard Pre-School feels valued and respected. Our behaviour policy is therefore designed to support the way in which we work together to develop the caring environment children are entitled to where they feel safe, secure and happy. We are committed to working in partnership with parents and carers to support development across all the areas of learning, including behaviour. Working closely with parents and carers we can explain the way in which we promote positive behaviour at the setting and how we can work together so that children receive a consistent message about expected behaviour at home and at Pre-School

The Orchard aims to provide all children with the opportunity to develop:

Respect: to have respect for themselves, others and The Orchard Pre-Schools environment developing their self-concept and self-esteem.

Understanding: to understand the consequences of their behaviour.

Responsibility: to take responsibility for their own actions and the environment. Working together to create their own ground rules.

Sharing and equality: to develop an understanding of how to be fair to all. Staff and volunteers will demonstrate this by being good role models and setting a good example.

Strategies we use to support our aims and expectations:

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Praise and positive reinforcement: focusing on the positive actions of the children.

Modelling behaviour: staff and volunteers show children expected behaviour in everything they do.

We help children to be polite by: encouraging them to say please and thank you and to wait their turn.

We help children to care for their environment: through making the environment as accessible and attractive as possible we encourage the children to help us look after the environment; tidying up together, sharing and looking after resources.

Strategies of intervention:

Prompting: we offer children gentle reminders; giving choices, explaining any concerns we may have or by using a positive statement for example "If you would like to throw something, you could go and find a ball."

Interpretation: by putting what has happened into words and asking if there was another way they could have acted.

Proximity: by heading over to children usually encourages them to do something else.

Redirecting or distraction: to try and refocus a child's attention onto something else.

Directive statement: by giving a clear instruction to a child to stop a certain behaviour or start something else.

Time out: to give the child opportunity to calm down in a quieter area and then for a member of staff to discuss their behaviour with them. We always encourage the child to say sorry.

Physical intervention: staff do not use any form of physical intervention unless it is necessary to prevent personal injury to the child, other children, an adult or severe damage to property. All acts of physical intervention are recorded and shared with parents the same day.

Biting Policy

The biting phase can be a tough time, both upsetting and embarrassing. Being able to understand why biting is happening is helpful in controlling and dealing with it.

Helping the child who bites:

- We help the child to understand that biting is not acceptable. When a child bites, they will be told firmly 'Stop biting - that hurts',
- Children will be discouraged from biting during play
- If one child bites another, they will be immediately separated
- The hurt child will be reassured and have the bite attended to.
- Disapproval of biting will be shown through facial expression and tone of voice to the child doing the biting
- More appropriate ways of communicating will be explained to the child who has bitten
- The practitioners will act as good role models

When dealing with biting the practitioner will;

- Stay calm
- Try to find out why the child has bitten
- Focus on the biting
- Be consistent
- Remember that biting can be a developmental stage

The parents of bitten children will be informed of the incident through the accident report mechanism. However, the name of the other child involved will not be disclosed. The

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parents of the child who has bitten will be informed of what took place (in private) and together, the nursery and parents will work to address the behaviour.

Celebrations policy

At The Orchard Pre-School we recognise that a birthday is a very special time for young children, and we want to ensure it is celebrated in an enjoyable, healthy and tooth friendly way.

We do this by...

- All singing 'Happy Birthday' to the birthday child
- Inviting the birthday child to choose a story to be read to the whole group
- Inviting the birthday child to sit in the 'big chair' (adult's chair) to talk about any presents or party they may have had or that is planned for them
- Blowing out the candles on the wooden birthday cake
- The birthday child to be given a special 'Happy Birthday' Sticker

We discourage parents/carers from bringing in unhealthy treats to celebrate birthdays. Healthy treats are welcome, such as fresh fruit that the children do not often have, for example strawberries, blueberries or raspberries. Non-food items are also permitted, for example stickers or temporary tattoos.

Any celebrations where we provide food such as at Christmas, Pancake day, Easter, Eid, Chinese New Year etc, we will ensure that if this is in between meals the food and drink will be tooth friendly i.e. fresh fruit/vegetables and savoury items, with milk or water to drink.

Children's Activities and Play Policy

Our curriculum is based on the Early Years Foundation Stage 2024 (EYFS).

Our aims are:

- To develop through co-operative play— confidence, self-esteem and independence
- To promote a caring attitude towards others and their environment

We have a strong emphasis on the use of the outdoors and seasonal activities are embraced. A flexible approach in the daily routine allows time for the children and staff to engage in play. Activities are carefully assessed so that any element of risk is appropriate. All equipment is checked regularly and any broken items are discarded or repaired. Outdoor provision is an extension of indoor play and is accommodated in termly planning.

Our outside facilities include:

- Fenced garden
- Fenced barked area
- Mud Kitchen area
- Wendy House

Concern and Complaints Procedure

We firmly believe in a two-way process for successful partnership with our parents, one which includes sharing information daily and mutual respect. We believe children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. It is our intention to work in partnership with parents and the community. We welcome suggestions on how to improve our provision at any time. Any concerns we hope can be resolved quickly by an informal approach to the appropriate member of staff. If this proves unsatisfactory, the following procedures should be used:

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How to Complain

- A parent who is uneasy about any aspect of our provision should first talk over any worries and anxieties with the **supervisor, Jessica Ford**
- If this does not have a satisfactory outcome, or the problem reoccurs, the parent should make an appointment to see **The Orchard's Pre-School Committee** as soon as possible. We keep a confidential Incident Report book which is completed by the staff - kept in the office.
- If the matter is still not resolved to the parent's satisfaction, the parent should again contact **The Orchard's Pre-School Committee**. If the parent and **The Orchard's Pre-School Committee** cannot reach an agreement, it might be helpful to invite an external mediator, one who is acceptable to both parties to listen to both sides and offer advice. A mediator has no legal powers but can help define the problem, review the action so far and suggest further ways in which it might be resolved.
- The mediator will keep all discussion confidential. They will meet the parent and **The Orchard's Pre-School Committee** if requested and will keep an agreed written record of any meetings that are held, and of any advice s/he has given.

Compliments

- Compliments are received in various forms i.e. email, letters, cards and verbal compliments.
- We do keep some of these as evidence for Ofsted.

Confidentiality Policy

All staff are required to keep sensitive information they may acquire as private to that family and our setting.

- Staff are to keep within the setting information regarding children and families.
- We refer to Department for Children, Schools and Families Publications on Information Sharing: Guidance for Practitioners and Managers.
- We adhere to the requirements of the Data Protection Act (1998) and Data Protection Act (1998) Non- Statutory Guidance.

Discrimination Policy

- If an individual feel that that they have been discriminated against for any reason or have witnessed any form of discrimination this should be reported to the **Supervisor, Jessica Ford**
- If this is not resolved, the same procedure as above (how to complain) will be followed.
- If concerns are raised around an individual working for The Orchard Pre-School, then this will be investigated using our safeguarding policy and procedures and The Orchard Pre-School will follow their disciplinary policy and procedure if necessary.

Disposal of nappies, aprons and gloves

- Disposable gloves and aprons are always used when changing nappies and clearing spills. There is a separate waste disposal bin for nappies, aprons and gloves.
- The nappy changing mat and surrounding area is wiped after every use with disinfectant spray the toilet seats are regularly wiped with disinfectant spray.
- Polythene bags are available in which to wrap soiled garments.

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Emergency Procedures:

Minor Accidents

- If no hospital treatment required, first aider to cleanse wound with water and apply lint free dressing plus bandage if required.
- All accidents are written up in the accident log book and signed by Parent/Carer when they collect their child.
- Accident Forms can be found in the top cupboard in the kitchen.
- Parent/carers will be informed of all head injuries (apart from minor grazes) and advised to have a check up with a Medical Professional.

Major Accidents

Jessica Ford, the supervisor will assess seriousness of accident and inform The Orchard Pre-School's Committee

Procedure for Calling Emergency Services

- Dial 999/112 and state which emergency service you require.
- Give out telephone number we are using and include dialling code: **01844 279989**
- State nature of emergency, giving the full address **The Orchard Pre-School Thame Road Little Milton Oxfordshire OX44 7PZ**
- Parents will then be contacted – if unobtainable a message will be left on answer phone stating nature of emergency contacts and next steps.
- If child is unconscious, a First Aider will check ABC and carry out 'Emergency Procedures CPR' if not breathing (2 members of staff).
- Staff will clear room or building to isolate child and others from danger or distress.
- One staff member will go in ambulance and take copy of child's Registration Form.
- RIDDOR documentation is kept in office in case of staff member/child having a serious accident on site. (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (**RIDDOR**))

Procedure for Emergency Closure

We will follow Local Authority guidance as to opening/closure in event of epidemics. Otherwise our policy is to remain open if possible

- The Supervisor is contact all parents by email to inform them of the closure.
- A notice will be placed on the gates to explain closure.
- The diary will be checked and any appointments cancelled.

Procedure for staff absence

The **Supervisor Jessica Ford** will analyse the room numbers and answer the following questions to determine the best course of action:

1. Are the setting in ratio because of children on holiday or absent?
2. Are any cover staff available that can be called upon to cover?
3. Can members of the committee cover?

Equal Opportunities Policy

The Orchard Pre-School is committed to provide equality of opportunity for all children and families and to take positive action to eliminate discrimination in all areas of their work. The Orchard Pre-School works in accordance with all relevant legislation, including:

- Disability Discrimination Act 1995

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- Race Relations Act 1976
- Sex Discrimination Act 1986
- Children Act 1989 and 2004

We believe that the group's activities should be open to all children and families and to all adults committed to their education and care. We aim to ensure that all who wish to work in, or volunteer to help with our setting have an equal chance to do so.

The Orchard Pre-School will appoint the best person for each job and will treat fairly all applicants for jobs and all those appointed. Commitment to implementing the group's Equal Opportunities Policy will form part of the contract of employment for all employees.

Focus Child Weeks

Once a term your child will be a 'focus child'. Your child's key person will observe, teach and document key learning for these children. At the end of the week, an A4 page will be created of all these observations. We will then give you a copy so you see your child's progress and how your child is developing through the EYFS. In the week prior to your child being the focus child, we would like parents to complete a sheet to share their interests at home, anything significant happening e.g. birthdays, pets, trips as well as anything you would like us to focus on. We value the knowledge and understanding you have of your child and really want to continue to work closely.

When your child is not the focus child, they will still be learning and developing just as much, their learning is just not being documented. On top of receiving an observation during focus weeks for your child, we will also occasionally do a 'wow' observation, to document any wow moments and to support with children settling in. After focus weeks are completed, we share our observations and assessments with parents/carers at informal parents meetings.

Festivals/Celebrations

Our aim is to show respect for all the major events in the lives of the children and families at The Orchard Pre-School and to embrace the diversity of backgrounds from which they come. To achieve this;

- We aim to acknowledge all festivals which are celebrated in our area and/or by families involved in the setting.
- Children will be made aware of festivals celebrated within the community and will be introduced where appropriate to the stories behind the festivals/celebrations.
- Children will become familiar with and enjoy taking part in a range of festivals, together with the stories, celebrations and special food and clothing they involve, as part of the diversity of life.

Fire Safety and Emergency Evacuation Procedure- Clair West- Fire Safety Officer and Health and Safety Officer

On discovering fire or smoke we will raise the alarm, collect the register and proceed to take all children and adults out to the Fire Assembly point. Making sure no-one is left inside. The Emergency Services will be called, dial 999 or 112. Stating clearly which service we require and give precise details of our location:

In the meantime, a head count and register, including staff and visitors that are present. Report back to office when all are accounted for.

Each half term we practice emergency evacuation procedures.

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All fire drills are recorded in the Fire logbook.

Independent Fire risk assessments are completed periodically or when there is a change to the premises. The last review was conducted in September 2024- With Termly assessments and daily assessments conducted.

Food and Drink Policy

Snack-time

Meal times play an important part in the day of our setting as well as reinforcing children's understanding of the importance of healthy eating.

Children are supervised during mealtimes and always remain within sight and hearing of staff and where possible should be sat facing children whilst they are eating so they can make sure children are eating in a way to prevent choking and also prevent food sharing and be aware of any unexpected allergic reactions. A member of staff with a valid paediatric first aid certificate is always present at mealtimes.

- A 'snack' is prepared mid-morning and can be organised according to the discretion of the setting supervisor e.g. picnic on a blanket.
- Children may also take turns to help set the table. Small, lidded plastic jugs are provided with choice of milk or water.
- Children clear away their own plates and cup by putting them into the washing up bowl and discarding food into the food bin.
- Children wash their hands before snack-time.
- Children are only offered milk and water only.
- Fruit or raw vegetables, such as carrot or tomato, are offered in batons, which children should be encouraged to help in preparing. Bananas and other foods are not cut as rounds but are sliced to minimise a choking hazard.
- Portion sizes are gauged as appropriate to the age of the child.
- Biscuits should not be offered, but toast, rice cakes or oatcakes are good alternatives.
- Children arrive at the table if they would like a refreshment and leave when they have had enough. Children are not made to leave their play if they do not want to have a snack.
- Staff join in conversation and encourage children's independence by allowing them to pour drinks, butter toast, cut fruit etc.
- To protect children with food allergies or specific dietary requirements, children are discouraged from sharing and swapping their food with one another.
- Snack times are relaxed opportunities for social interaction between children and adults.
- Snacks provided are healthy i.e., milk/water, fruit and vegetables
- Before a child joins our setting, staff discuss with parents/carers the child's dietary needs, including any allergies, intolerances and specific diets due to cultural beliefs and make appropriate arrangements to meet them. If a child has a severe allergy, an agreement is made between parents and The Orchard Pre-School to ensure that emergency procedures are in place in case of allergic reaction and a health care plan form is completed.
- Details of children's severe allergies and emergency procedures are displayed for all staff members to see and health care plans are stored in the kitchen for all staff to access.
- Water is constantly available throughout the day.
- We require parents to help us reduce the risk of choking by cutting spherical fruits and vegetables into strips rather than discs. Grapes should be cut into quarters long ways.
- Parents are informed of our NO NUT Policy.

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- Parents provide a packed lunch for midday meal. Packed lunches should consist of a sandwich with a healthy filling, a piece of fruit and vegetables and a yogurt. Parents are given a leaflet when they start with information on a healthy balanced diet and what a lunch box contents should look like and also foods which are not allowed in lunchboxes to prevent choking hazards.

Food Hygiene

The Orchard Pre-School Staff observe the current legislation regarding food hygiene, registration and training. Staff must:

- Wash hands with soap after using the toilet and specifically under running water in the appropriate sink before handling food.
- All children wash hands under running taps prior to eating and use an air hand dryer or clean, disposable hand tissues
- Different cleaning cloths are used for kitchen and toilet areas (chart in kitchen areas).
- Food is kept covered in refrigerated
- The fridge and freezer temperatures are checked daily and any significant changes noted and acted upon.
- Stored foods in fridge and in the cupboards, are checked weekly for use-by dates. Plans to use the items is made and discarded if date is reached.
- All staff who prepare snacks and work in the kitchen have training to attain Level 2/Level 3 Certificate in Food Hygiene.
- In the event of an outbreak of food poisoning where 2 or more children are affected, Ofsted will be notified as soon as is reasonably possible but within 14 days.

Funding

2-year-old funding

2-year-old entitlement for families who claim specific benefits

- Some 2-year-olds are eligible for 15 hours from the term after they turn two.
- For more information on eligibility and how parents can apply go to the parents' Early Education Funding page.
- Parents will need to apply for the funding online where they will receive a code. Once a parent has a valid code. This code is taken to the provider for validation before they are offered a place.

Working Parent Entitlement for 2 year olds.

- If a parent is not entitled to the above funding, then they may be eligible for 15 hours if they meet the criteria found on the Working Parent entitlement page.
- Parents apply for this entitlement through Childcare Choices.
- Eligible children can take up a place from the term after they turn two
- Parents need to have received their 11-digit code from HMRC before a place is offered.
- Parents must reconfirm their code is eligible via HMRC every 3 months through their government gateway account.

3 and 4-year-old funding Universal entitlement

- All 3 and 4-year-olds in Oxfordshire are eligible for the universal 15 hours free early education the term after they turn three.
- This applies until the child reaches compulsory school age (the term following their fifth birthday).

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- There are no eligibility criteria or codes required.

Extended 30 hours working Parent entitlement for 2, 3 and 4-year-olds

- Some 2, 3 and 4-year-old children of working parents may be eligible for an additional 15 hours (these are additional to the universal hours). Information and eligibility criteria can be found at Childcare Choices
- Eligible children can take up a place from the term after they turn three.
- Parents need to have received their 11-digit code from HMRC before they are offered a place. Parents are advised to apply in plenty of time.
- Parents must reconfirm their code is eligible via HMRC every 3 months through their government gateway account.

We participate in a number of different childcare voucher schemes for working parents and are often able to sign up with new voucher schemes if necessary.

Healthy Eating Policy

At **The Orchard Pre-School** we promote a healthy lifestyle and a high standard of hygiene in our day to day work with children and adults. This is achieved in the following ways:

- All meals and snack provided will be nutritious and pay attention to children's dietary requirements.
- When cooking with children as an activity, the adults will provide healthy, wholesome food, promoting and extending the children's understanding of a healthy diet. Biscuits and cakes etc. will be baked in moderation.
 - Lunchboxes are healthy and considering Oral Hygiene.
- Fresh water is available to all children throughout the day.

Health & Safety Policy

The Orchard Pre-Schools named Health and Safety Officer is Clair West, Supervisor

All practitioners on site are responsible for the day to day health and safety checks of their environments. The named Health and Safety Officer carries out in-depth annual risk assessments, checks first aid kits are replenished monthly, ensures that all practitioners are aware of emergency procedures regarding accidents, incidents and fires.

The Health and Safety Law poster is displayed in the kitchen to ensure the well-being of both children and adults

Environment

- Safety checks on premises, both outdoors and indoors, are completed before each session.
- Thorough risk assessments are conducted annually on each environment.
- Security intercom is fitted at the entry door. The Orchard Pre-School's doors remain constantly locked and require a member of staff to grant entry from inside.
- The fences and gates that secure each outdoor area are routinely checked with a more thorough review termly.
- Equipment is checked regularly and any dangerous items repaired/discarded.
- The layout and space is reviewed daily to allow children and adults to move safely and freely between activities.
- There are appropriate systems and equipment for the detection and control of fire. The building is fitted with smoke detectors.

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- Heaters and electric points have cover guards.
- Large equipment is erected with care and checked regularly.
- Equipment offered to children is developmentally appropriate, recognising that materials suitable for an older child may pose a risk to younger/less able children.
- Internal safety gates/barriers will be used as necessary.
- Fire exits are left clear and accessible.

Supervision

- Children are supervised by adults always and will always be within sight or hearing of an adult.
- Children will leave the group only with authorised adults.
- An adult will not be left in sole charge of a child/group of children unless they are accompanying them to another building or another adult is in hearing distance of them.
- Children will not have unsupervised access to kitchens, cookers or any cupboards storing hazardous materials including matches.
- If a small group goes outside, there will be sufficient adults to maintain appropriate ratios for staff and children remaining on premises.
- Whenever children are left on the premises at least two adults will be present.

Adult Safety

- All adults in the group, both staff and visitors, are made aware of and respect the setting's safety policies.
- Adults have access to advice on safe lifting
- Heavy materials are not stored above head height. Items not required are removed from the room.
- If a staff member incurs a minor injury at the setting they are to complete an accident form. Any major injuries will be recorded via a RIDDOR form and reported to the HSE.
- All adults, including parents and other carers, are made aware of the system(s) in operation for children's arrivals and departures as part of the 'Checklist for New Children'. An adult is available close to the door at these times to provide parents with an account of the child's session.
- Adults will keep hot drinks and adult tools (i.e. adult scissors) out of reach from children.

Intimate care and nappy changing

Prime times of the day make the best of routine opportunities to promote 'tuning-in' to the child emotionally and to create opportunities for learning while attending The Orchard Pre School. Children's privacy is maintained during nappy changing and toileting, whilst balanced with safeguarding considerations. Nappy changing times are key times in the day for being close and promoting security as well as for communication, exploration, and learning.

Nappy Changing

- Young children are usually changed within sight or hearing of other staff whilst always maintaining their dignity and privacy.
- All staff have a list of personalised changing or checking times for the toddlers in their care.
- All staff undertake changing young children and have been DBS checked.

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- Each young child has their own bag hanging on their peg containing their nappies, wipes and cream.
- Members of staff put on aprons before changing starts and the area is prepared, gloves are always worn for soiled nappies.
- All members of staff are familiar with the hygiene procedures and carry these out when changing nappies.
- All staff ensure that nappy changing is relaxed and a happy time for young children.
- All staff never turn their back on a child or leave them unattended on a changing mat.
- All staff are gentle when changing; they allow time for communicating with the young child, talking, and responding.
- All staff avoid pulling faces and making negative comment about the nappy contents.
- All staff do not make inappropriate comments about young persons' genitals, nor attempt to pull back a young boy's foreskin to clean unless there is a genuine need to do so for hygiene purposes.

Nappy changing records.

- All staff record when they changed the young person and whether the young person passed a stool and if there was anything unusual about it e.g. hard and shiny, soft, and runny or an unusual colour.
- If the young person does not pass a stool, or if he/she strains to do so, or is passing hard or shiny stools, the parents/carers will be informed.
- A stool that is an unusual colour can usually be related to the food that was eaten, so it is important that this is noted. However, a stool that is black, green, or very white indicates a problem, and the child should be taken to the doctor.
- Exceptionally soft, watery stools are signs of diarrhoea; strict hygiene needs to be carried out in cleaning the changing area to prevent spread of infection. The parent/carers should be called to inform them, and that if any further symptoms occur, they may be required to collect their child.
- Sometimes the young child may have a sore bottom. This may have happened at home or the young child may have eaten something that, when passed, created some soreness. The young child also may be allergic to a product being used. This must be noted and discussed with the parent and a plan devised and agreed to help heal the soreness. This may include use of nappy cream.

Young children, intimate care, and toileting

- Young children from two years may be put into 'pull ups' as soon as they are comfortable with this and if parents/carers agree.
- Changing areas are warm, appropriately sited and there are safe areas to lay young children if they need to have their bottoms cleaned.
- If children refuse to lie down for nappy change, they can be changed whilst standing up, providing it is still possible to clean them effectively.
- Each young child has his/her own bags on their pegs with their nappies/pull ups and changing wipes.
- All staff ensure that nappy changing is relaxed and a time to promote independence in young children.
- Young children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.

- They are encouraged to wash their hands and have soap and towel to hand. They should be allowed time for some play as they explore the water and the soap.
 - All staff are gentle when changing and avoid pulling faces and making negative comment about the nappy contents.
 - Wipes are used to clean the child. Where cultural practices involve children being washed and dried with towels, staff aim to make reasonable adjustments to achieve the desired results in consultation with the child's parents/carers. Where this is not possible it is explained to parents/carers the reasons why. The use of wipes achieves the same outcome whilst reducing the risk of cross infection from items such as towels that are not 'single use' or disposable.
 - All staff do not make inappropriate comments about young children's genitals when changing their nappies.
 - The procedure for dealing with sore bottoms is the same as that for young children.
 - Older children use the toilet when needed and are encouraged to be independent.
 - Members of staffs do not wipe older children's bottoms unless there is a need, or unless the child has asked.
 - Parents/carers are encouraged to provide enough changes of clothes for 'accidents' when children are potty training.
 - If spare clothes are kept by the setting, they are 'gender neutral' i.e. neutral colours, and are clean, in good condition and are in a range of appropriate sizes.
 - If young children are left in wet or soiled nappies/pull-ups in the setting, this may constitute neglect and will be a disciplinary matter.
- Nappy changing is always done in an appropriate/designated area. Children are not changed in play areas or next to snack tables.

Illness and Injury Policy

- Children should not be left at the setting if they are unwell. If a child is unwell, they will prefer to be at home with their parent rather than at the setting with their peers. An unwell child will usually require a one to one ratio which affects the rest of the group and limit adult input. We will follow these procedures to ensure the welfare of all children within The Orchard Pre-School
- If a child becomes ill during the day, their parent will be contacted and asked to pick their child up as soon as possible. During this time a child will be cared for in a quiet calm area.
- Parents are asked to keep their child at home if they have any contagious infection, and to inform us of the nature of the infection.
- If a contagious infection is identified in the setting, parents will be alerted to this by a notice being displayed on the doors to both buildings enabling them to spot the early signs of the infection. On occasions e-mails are sent to all parents if they need to be alerted of infection earlier than their next session.
- The setting follows the guidance of the Health Protection Agency and this includes that children and staff do not return to the setting until at least 48 hours after their last attack of sickness or diarrhoea.
 - Diarrhoea is defined as 3 or more liquid or semi-liquid stools in a 24 hour period. Therefore, unless there are other concerns, children do not need to be collected immediately after one bout of suspected diarrhoea.
- Please do not bring your child to the setting during the first 24 hours of administering antibiotics in case of an adverse reaction.
- Children with an elevated temperature should not return to pre-school until they are 24 hours clear.

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- The setting will not allow parents to sign in Calpol as although it is effective at reducing a temperature it is also very good at masking symptoms when there may be something more seriously wrong.
- The setting has the right to refuse admission to a child who is unwell. This decision will be taken by the supervisor **Jessica Ford** and is non-negotiable.

Covid 19

- If any children or staff have mild symptoms such as a runny nose, sore throat or slight cough, who are otherwise well can continue to attend the setting.
- If any children/staff are unwell and have a high temperature, they should stay home and avoid contact with other people where they can. They can return back to the setting when they no longer have a high temperature, and they feel well enough to attend.
- it is not recommended that children and young people are tested for COVID-19 unless directed to by a health professional.
- For children and young people aged 18 and under who are recommended to take a COVID-19 test by a health professional and test positive, the advice is to try to stay at home and avoid contact with other people for three days. This is because children and young people tend to be infectious to other people for less time than adults.
- Adults are no longer required to do a COVID-19 rapid lateral flow test if they have symptoms. Adults with a positive COVID-19 test result are advised to try to stay at home and avoid contact with other people for five days, which is when they are most infectious.

Controlling infection in our setting we use the following measures

- Good basic hygiene practices such as regular hand washing by staff, children and visitors
- Clean and disinfect regularly touched surfaces and objects using anti-bacterial spray
- Personal protective equipment (PPE) such as aprons and gloves are used as necessary
- Clear procedures are in place for cleaning equipment and wider environment.
- Immediate cleaning of spillages of blood and other bodily fluids
- Clear procedures on safe disposal of waste
- Any items that come into contact with mouths such as cups, bottles, toys should not be shared.
- We ensure we have good ventilation, improving general air flow by opening windows and doors, where safe to do so.
- We have a Co2 monitor up in the setting to help us monitor areas of poor ventilation in the setting.

Lost or Missing Child Policy

- Every member of staff is expected to know the exact number of children in their care always.
- If a child is suspected of being missing, this procedure is followed:
 - The Supervisor **Jessica Ford** and The Committee must be informed
 - A member of staff will be allocated to supervise the children, preferably in the quiet area of the relevant building and take the register.
 - A search will be organised– making sure that staff in all buildings know about the search.

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- **Phase 1** is the **immediate area** i.e. the buildings and play areas; the walkway; parking areas; the immediate entrance and road outside; close the big gate across with member of staff at gate area. This will be recorded on an incident form and shared with parents upon collection.

If the child is still missing,

- **Phase 2** – The parents and emergency services will be informed. More people will join the search with mobile phones and mobile numbers given to each group. A wider search area will be defined to cover buildings/shops/then the fields
- An individual will be appointed to respond to **The Orchard Pre-Schools** telephone
- A record of the incident will be made throughout capturing all activities, including times/staff present/areas search etc.
- About the administration of life saving medication such as insulin/adrenalin injections or the use of nebulisers, an agreement will be drawn up between the parent/carer and The Orchard Pre-School as to the procedure to be followed.

Late Collection Policy

This policy is to protect children who have been left at the pre-school after their agreed session time or after closing hours. The Orchard Pre-School have a duty of care to the children and parents to ensure that collection of young children is made at the end of each session.

Late collection causes unnecessary distress to a child and the staff.

Session times are as follows:

AM Session 9am-12pm

Lunch Club is 12pm-1:00pm

PM session 12pm- 2:45pm

All day session 9:00am- 2:45pm

Children remaining in our care after the agreed session time, or after normal opening hours must be supervised by a minimum of two members of staff, both of whom must be qualified.

We understand that sometimes delays are unavoidable, especially if you are relying on public transport or travelling during rush hour traffic. If you are delayed, for whatever reason, please contact the setting and inform us when you expect to arrive. We will reassure your child that you are on your way and if necessary, organise additional activities.

We do appreciate and understand that sometimes there may be circumstances beyond parent control affecting the prompt collection of your child; however, we take persistent lateness in collecting a child very seriously.

Anyone collecting their child 2-10 minutes after their session has finished will be given a late slip and then an invoice will be given.

Persistent late collection will be addressed by the supervisor and a fee will be requested as the setting has had to pay staff extra to look after your child due to this.

Fees payable

Late arrival by 2-10minutes – £5.00

Every 5 minutes thereafter – £10.00

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An invoice will be produced with the amount payable after a late collection. All late fees will be used to recompense the members of staff that have had to stay after their working hours (at least two staff must be present).

Lockdown procedure:

- A puppet (Lockdown Lucy) is used to signal the children that we need to go into Lockdown
- Staff and children stay in their designated areas if it is safe to do so.
- Doors and windows are secured until further instructions are received.
- Curtains are closed where possible.
- Staff and children stay away from windows and doors.
- Children are encouraged to stay low and keep calm.
- A text/phone message is issued to parents when lockdown is confirmed.
- Staff tune into a local radio or TV station for more information.
- Staff DO NOT make non-essential calls on mobiles phones or landlines.
- The door will not be opened once it has been secured until the supervisor (Jessica Ford) is officially advised "all clear" or is certain it is emergency services at the door.
- Staff will cooperate with emergency services.
- Staff will ensure that they have the register and children's details.
- Parents are discouraged from not telephoning the setting as we need to keep our phone lines clear and only to call if it is vital that you speak to us.
- Parents are discouraged from collecting their child/children until the emergency services give the "all clear" Staff will always be acting on the advice of the emergency services.
- The setting supervisor (Jessica Ford) will report lockdown to the committee as soon as possible. In some situations, this may not be until after the event.
- A record is completed as soon as possible.

Lockdown procedure when outside in all areas:

- If a lockdown was to happen when children and staff are outside in the garden, where possible we are all too run in doors and to our lockdown place (stated above) where the lockdown procedure will start. (all the above will be adhered too)
- If staff and children are unable to get indoors, staff are to take the children round the side/back of the building and stay down and quiet and then same lockdown procedure will start where possible

If a lockdown procedure needed to take place when we were all out of the Orchard premisses e.g. park, playing field etc the following procedure would happen:

- When we are using the hard surface area (mugger) we will padlock the main gate, so the main entrance is securely fastened. We will then have access to a back gate which is unlocked but leads out to a field.
- All staff are to take their mobile phones with them when leaving the Orchard premises. These are to stay in their pockets and are only to be used in a lockdown event when contact will be needed.
- If someone or something was to approach us when out, each staff member will ensure that they have control of a group of children, ensuring all children are accounted for, and they would then run to the nearest house or safe area with their group of children.
- Each staff member will have their mobile phones on them and they will have stored the Orchard mobile number and the supervisors mobile number on their phones so contact can be easily made when it is safe to do so.

Managing children with allergies

When children join The Orchard parents are asked if their child has an allergies. Details of the allergy are recorded by parents on an Individual Care Plan, which includes signs to look for in an allergic reaction, action to be taken, any required medication and preventative methods. Allergy information is displayed clearly for staff in the kitchen. At snack and lunch time children with allergies sit near to or next to a member of staff to oversee the meal. All staff have up to date First Aid training. In case of allergic reaction, either parents or emergency services and parents are contacted immediately, depending on the case. We remind all parents not to include allergens when providing food for the whole school, e.g. Christmas party. We also have a no nut policy.

Medication Policy

If the child needs (non-prescribed) medicine to relieve their symptoms, they should not attend pre-school. This ensures that illnesses are contained as much as possible. If the child is on short term or long-term medication prescribed for a child by a doctor, dentist, nurse or pharmacist (medicines containing aspirin should only be given if prescribed by a doctor), the following procedures will be followed:

- If possible, the child's parents will administer medicine.
- If not, then medication may be signed in and administered throughout the day according to the prescription label on the medicine.
- Medicine must be stored in the original container and clearly labelled, with child's name, dosage and any instructions.
- The medication must be handed to a member of staff – not left in the child's bag.
- The parent/carer will complete our 'Administration of Medicine' Form, to include the following information:
 - Name/Manufacture/Batch Number of Medicine
 - Dosage
 - Times to be given
 - Signatures of parents and person who administers medicine and dosage

Conjunctivitis

Providing there are less than two children with viral conjunctivitis, we will admit the child. If these numbers are exceeded, then the cases of conjunctivitis are not isolated and The Orchard Pre-School will have no option but to request the child remains at home to prevent an epidemic.

If medication is prescribed, the child can attend Nursery 24 hours after commencing the medication and providing the parent has signed the medication sheet with dosage and times. Please note: without prior written consent we will not be able to administer medication.

The Orchard Pre-School reserves the right to send any child home the supervisor Jessica Ford feel that the child is not well enough to attend that day

Non-Collection of Child Policy

- **Supervisor Jessica Ford** to telephone parent/carer.
- If no reply, a message will be left where possible, stating the time and the importance of returning the call a.s.a.p.
- A call to the first of the two emergency contacts will be made.
- 2 members of staff will remain with the child and re-assure him/her.

- If one of the emergency contacts collects child, get contact to sign 'out' in the collection book and inform parents a.s.a.p.
- If a child is left indefinitely, i.e. longer than one hour, with no contact from family, the supervisor will contact committee to inform and then they will contact the police. These services should contact Accident and Emergency on our behalf to check if parent/carer has been involved in an accident.

No Smoking, Alcohol and Drugs Policy

The Orchard Pre-School has a policy of no smoking, this includes e-cigarettes, consuming of alcohol or taking recreational drugs in or around the premises.

- We would ask staff to be mindful of aroma associated with smoking and the side effects.
- **The Orchard Pre-School** takes drug and alcohol abuse very seriously.
- Any consumption of recreational drugs or alcohol taken before or during worktime may result in dismissal.

Outings Policy

All outings are assessed for risks prior to the visit. Details such as journey time, transport to be used, access to toilet facilities, security of venue, shelter, tide tables if beach visit, safe mini bus parking, headroom of vehicle, nearest hospital, garage and shop are investigated. Parents are notified of outings via a letter home including the below details and a request for permission which must be signed and returned before children can attend the outing. The cost of the outing, if any, will be included on the letter.

Details to parents include, venue, date, timetable for the day, staff to child ratio, provisions taken i.e. water, mobile phone and dress code for children and what the children should bring. Three emergency contacts are recorded for each child for the day of the visit. Short or long term prescribed medication and allergy information will be carried with us and administered as required. All lists of children and staff attending the visit are kept in the office

Online safety

At the Orchard we take e-safety very seriously. At all events, parents are reminded that any photos taken of children must not be uploaded to social media, including Facebook, Twitter and Instagram. to the e-safety Within the setting, children have access to a tablet. This is monitored closely by staff and only a specified number of websites are 'white-listed' to ensure that the children only have access to pre-approved websites. Children are reminded regularly to report anything they see that is strange online.

Oral Health

The Orchard provides care for children and promotes health through promoting oral health and hygiene, encouraging healthy eating and healthy snacks.

Only water and milk are served with morning snacks and children bring in their own water bottles. We encourage water only in their water bottles. Children are offered healthy nutritious snacks and parents are discouraged from sending in confectionary as a snack or treat in lunch boxes. We will have group discussions and activities on dental health which is included in our planning every three months. On our registrations, forms that are completed when a child starts at The Orchard parents are encouraged to fill out the section on your child's dental details. (Please see separate Oral health and hygiene Policy for more information.)

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Parental involvement

We actively encourage parental involvement.

As a parent run organisation, we feel that parents have a real opportunity to help shape their children's education. The Orchard is managed by a Committee of parents and supporters working in close partnership with the teaching staff. New parents are very welcome to join the Committee. Feedback is encouraged and the school is very responsive. Parents are invited to regular "Parent Consultation" sessions to discuss their child's progress. We also like parents to get involved in our child focus week, (Please see Focus child week policy)

Payments and fees

Fees

Summer Term 2025 onwards

Morning session: £19.75 (9am to 12 noon)

Lunch club: £6.50 (12 noon to 1pm)

Afternoon session: £19.75 (12 noon to 2.45pm - includes lunch club)

Fees will be reviewed annually with increases taking effect each September. We endeavour to give one term's notice of any increase in fees.

Promoting Fundamental British Values

The DfE have recently reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

The Government set out its definition of British values in the 2011 Prevent Strategy. At The Orchard Pre-School, these values are reinforced regularly and in the following ways. We keep an up to date audit of all such teaching and learning opportunities.

The Key Values are:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

Democracy

All the children contribute and discuss The Orchard Pre-School class rules at registration in the morning. Children have many opportunities for their voices to be heard. We have a school committee which meets regularly to discuss issues raised in our setting council meetings.

The Rule of Law

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the

consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

Individual Liberty

Within our Pre-School, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a Pre-School we educate and provide boundaries for children to make choices safely, through provision of a safe environment and empowering education. Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through example and discussions. Whether it be through choice of learning activity, of how they record, of participation in our planned activities, which have been thought out to deliver and promote fundamental British values

Mutual Respect

As a Rights Respecting Pre-School, mutual respect is at the heart of our values. Children learn that their behaviours influence their own rights and those of others. All members of the school community treat each other with respect.

Tolerance of those of Different Faiths and Beliefs

The Orchard Pre-School places a great emphasis on promoting diversity with the children. Registration and group sessions are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. The Orchard Pre-School we will actively express concern and investigate children, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

Child Protection and Safeguarding Children Policy

Our Aim:

The Orchard Pre-School believes that children have the right to be completely secure from both the fear and reality of abuse, and we are committed to protecting all the children in our care from harm. To achieve this every member of staff has an enhanced DBS, verified references and safeguarding training at the earliest opportunity. Each staff member and volunteers have a copy of the policy and procedures on safeguarding and this is regularly reviewed by the team.

Our Designated Safeguarding Lead (DSL): Jessica Ford (Supervisor)

Deputy Designated Safeguarding Lead (DDSL): Clair West (Deputy Supervisor)

These officers have undergone specialist training which is updated on a regular basis. They are responsible for liaising with the Multi-Agency Safeguarding Hub (MASH), Social Services, The Local Safeguarding Children's Board (LSCB) and Ofsted in any child protection matter.

Please read in conjunction with our Child Protection and Safeguarding Policy

Settling in Procedure

It is important that staff build up good relationships with children and parent/carers during settling in and there are steps we take to help this:

- Explaining how our setting operates and how we aim to achieve the EYFS framework by providing a safe learning environment to promote all areas of development.

- All parents and children are invited to our settling in session in the week before their child is due to start. This can vary from child to child and the settling in sessions can be adapted as necessary to meet the needs of individual children and families.
- Children will experience different level of separation anxiety and we will support this by encouraging parents/carers to separate for brief periods at first, building up to longer absences.

Special Educational Needs Policy

The Special Educational Needs Co-Ordinator (SENCO) is **Jess Ford**. Attendance at courses keeps us up to date on current good practice.

We have regard for the Special Educational Needs and Disability (SEND) (DfE and DoH 2015) which states that local authorities must ensure that all early years providers that they fund in the maintained, private, voluntary and independent sectors are aware of the requirement on them to meet the needs of children with SEN and disabilities. When securing funded early education for two, three- and four-year-olds local authorities should promote equality and inclusion for children with disabilities or SEN; this includes removing barriers that prevent access to early education and working with parents/carers to give each child support to fulfil their potential.

The term SEN support defines arrangements for identifying and supporting children with special educational needs and/or disabilities. We are required to offer appropriate support and intervention and to promote equality of opportunity for children that we care for.

Children's SEND generally falls within the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Graduated approach

Initial identification and support (identifying special educational needs)

- Ongoing formative assessment forms part of a continuous process for observing, assessing, planning and reviewing children's progress.
- Children identified as having difficulty with one or more area of development should be given support by applying some simple strategies and resources.
- For most children application of some simple differentiation approaches will be enough to build confidence and help the child develop, Initial record of concern form can be used for this purpose.
- If despite applying differentiated strategies a child continues to struggle and is showing significantly more difficulty with learning than their peers or has a disability which requires specific adjustments, then the key person should raise a concern with the setting's SENCo/setting manager and the child's parents.

Observation and assessment of children's SEN

Where a child appears to be behind expected levels, or their progress gives cause for concern, educators should consider all the information about the child's learning and development from within and beyond the setting.

- Information can be collated from formal checks such as the progress check at age two, observations from parents/carers and observation and assessment by the setting of the child's progress.
- When specialist advice has been sought externally, this is used to help determine whether a child has a special educational need (SEN).
- The child's key person and SENCo/Supervisor use this information to decide if the child has a special educational need.
- If the decision is that the child does have a SEN and the parents are not already aware of a concern, then the information is shared with them. Once parents/carers have been informed, they should be fully engaged in the process, contributing their insights to all future actions for their child.

Planning intervention

- Everyone involved with the child should be given an opportunity to share their views. Parents/carers should be encouraged to share their thoughts on the child's difficulties and be involved in the decision as to what will happen next.
- A first intervention option may be to carry on with applying differentiated support and to review the child's progress at an agreed date. If the child's needs are more complex, then the decision maybe to go straight ahead and prepare a SEN support: Action plan with detailed evidence-based interventions being applied straight away and simultaneously external referrals made.
- If relevant, then the child should be appropriately included in development of the action plan but only at a level which reflects their stage of comprehension.
- SEN support: Action plan described below, ensures that children that are identified, or suspected of having a SEN will receive the right level of support and encouragement with their learning and development as early as possible.

Involving the child

- The SEND Code of Practice supports the rights of children to be involved in decisions about their education.
- Inclusion of children with SEND helps build self-confidence and trust in others.
- Ascertaining children's views may not be easy, a range of strategies will be needed.
- Accurate assessment helps identify children's strengths and possible barriers to learning.
- The key person and setting supervisor/SENCo work in partnership with parents/carers and other agencies to involve the child wherever appropriate.
- Children are involved at appropriate stages of the assessment and to their level of ability.
- Establishing effective communication is essential for the child's involvement.

SEN action plan

- SEN support: Action plan, should show what support is required to help achieve outcomes for the child and detail the frequency of these interventions and who will apply them and with what resources.
- A review date (at least termly) should be agreed with the parents/carers so that the child's progress can be reviewed against expected outcomes and next steps agreed.
- A copy of the plan is stored in the child's file so that any other member of staff or an inspector looking at the file will see how the child is progressing and what interventions have been or are being applied.
- If a child requires specific medical interventions during their time in the setting, Health care plan form should also be completed and integrated into the general plans to ensure the child's medical needs are known and safely met.

Drawing up a SEN action plan

- If external agencies are already involved at this stage, then they should also be invited to help decide on what appropriate interventions are needed to help meet outcomes for the child.
- Where there are significant emerging concerns (or an identified special educational need or disability) targeted action plans are formulated that relate to a clear set of expected outcomes and stretching targets.
- SEN support: Action plan, highlights areas in which a child is progressing well; areas in which some additional support might be needed and any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability). It describes the activities and strategies the provider intends to adopt to address any issues or concerns.
- Planned intervention should be based on the best possible evidence and have the required impact on progress with longer-term goals covering all aspects of learning and development and shorter-term targets meeting goals.
- The plan should focus on the needs of the child, the true characteristics, preferences, and aspirations of the child and involvement of the parents with a clear set of targets and expected outcomes for the child.

Effective planning at this stage should help parents and children express their needs, wishes, and goals:

- focus on the child as an individual and not their SEN label
 - be easy for children to understand and use clear ordinary language and images, rather than professional jargon
 - highlight the child strengths and capacities
 - enable the child, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future
 - tailor support to the needs of the individual
 - organise assessments to minimise demands on families
 - bring together relevant professionals to discuss and agree together the overall approach
-
- If the child fails to make progress and multi-agency support is sought, then it is at this point that Early Help or other professional assessment should be considered.

Record keeping

If a child has or is suspected of having a SEN, a dated record should be kept of:

- the initial cause for concern and the source of this information, (the progress check at age two and/or outcomes of previous interventions). SEN support: Initial record of concern form can also be used for this purpose drawing information from other sources
- the initial discussion with parents/carers raising the possibility of the child's SEN
- the views of the parents/carers and other relevant persons including, wherever possible, the child's views
- the procedures followed regarding the Code of Practice to meet the child's SEND e.g. SEN action plan, referrals to external agencies and for statutory assessment
- evidence of the child's progress and any identified barriers to learning
- advice from other relevant professionals; and all subsequent meetings with parents and other persons and any subsequent referrals

Records may include

- observation and monitoring sheets
- expressions of concern
- risk assessments
- health care plans (including guidelines for administering medication)
- SEN action plans
- meetings with parents/carers and other agencies
- additional information from and to outside agencies
- agreements with parents/carers
- guidelines for the use of children's individual equipment; Early help CAF referrals
- referral to the local authority identifying a child's special educational needs and request for statutory Education, Health, Care (EHC) needs assessment, and a copy of an EHC plan

Seeking additional funding/enhanced/top up

If the child's needs cannot be met from within the setting's core funding, then it will be at this point that the evidence collated will be used to apply for top up/enhanced funding from the local authority's inclusion fund. If a new or existing child is disabled, then the setting should check if the family is in receipt or have applied for Disability Living Allowance. If so, the setting will be able to apply to their local authority for the local Disability Access Fund. Statutory education, health and care (EHC) assessment and plan Statutory assessment

- If a child has not made progress, then the next steps may be for the child to undergo an Education, Health and Care Assessment.
- If a child is under compulsory school age, the local authority will conduct an EHC needs assessment if they consider that the child's needs cannot be met within the resources normally available to the early years setting.
- When a child's needs appear to be sufficiently complex, or the evidence suggest specialist intervention then the local authority is likely to conclude that an EHC plan is necessary
- The local authority should fully involve the parent and must seek advice from the setting in making decisions about undertaking an EHC assessment and preparing an EHC plan.

- Settings should prepare by collating information about the child's SEND including:
 - documentation on the child's progress in the setting
 - interventions and support provided to date
 - evidence of external agency assessment, support and recommendations

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- parent/carer views and wishes (and where appropriate those of the child)

The information will then be submitted to the local authority to allow them to accurately assess the child in the context of the support already given.

- The local authority must inform the child's parents of their decision within six weeks of receiving a request for an assessment and give its reasons for their decision. If the local authority decides to conduct an assessment, it must ensure the child's parents are fully included right from the beginning and are invited to contribute their views. If the local authority subsequently decides not to conduct an assessment it must then inform the parents of their right to appeal that decision, of the requirement for them to consider mediation should they wish to appeal.
- If the local authority decides that a statutory EHC plan is not necessary, it must notify the parents/carers and inform the provider, giving the reasons for the decision. This notification must take place within 16 weeks of the initial request or of the child having otherwise been brought to the local authority's attention.
- If the decision following an assessment is to compile an EHC plan the local authority should consult collaboratively with the parents/carers in the preparation of the plan ensuring that their views and their child's preferences are considered and that plans describe positively what the child can do and has achieved to date.
- Plans are evidenced based and focus on short term outcomes and long-term aspirations for the child including family and community support. Parents/carers have the right to request a particular provision for their child to be named within their EHC plan.
- If an early years setting is named, the local authority must fund this provision. They cannot force a setting to take a child and can only name the provision in the EHC if the setting agrees.
- Local authorities should consider reviewing an EHC plan for a child under age five at least every three to six months. Such reviews would complement the duty to carry out a review at least annually but may be streamlined and not necessarily require the attendance of the full range of professionals, depending on the needs of the child. The child's parents/carers must be fully consulted on any proposed changes to the EHC plan and made aware of their right to appeal to the Tribunal.

External intervention and support

Where external agency intervention has been identified to help support a child with SEND then this intervention should be recommended in writing by a suitably reliable source such as a speech and language therapist, paediatrician or educational psychologist. educational Needs (SEN).

Staffing and Recruitment Policy

Staffing

Staff at The Orchard Pre School are deployed to meet the care and learning needs of children and ensure their safety and well-being. There are effective systems in place to ensure that adults looking after children are suitable to do so.

- Recruitment checks meet the requirements of the EYFS

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- All staff and volunteers who work more than occasionally with the children have enhanced DBS disclosure checks. All staff and volunteers working with children have appropriate training, skills, and knowledge.
- All staff, students and volunteers are deployed in accordance with the procedures.
- There is a complaints procedure and staff, and volunteers know how to complain and who they complain to.
- There is a whistleblowing procedure for all staff, students and volunteers to raise any concerns they may have.
- Ofsted are notified of staff changes or changes to the setting's name or address.
- Parents/carers are involved with their children's learning and their views are considered.

Members of staff, including assistants, bank staff and students (where eligible to be counted in ratios) at The Orchard Pre School are deployed to meet the care and learning needs of children and to always ensure their safety and well-being.

- Two members of staff are on the premises before children are admitted in the morning and the end of the day; one of which should be the supervisor or deputy.
- Only those staff aged 17 or over are included in ratios. Staff working as apprentices (aged 16 or over) may be included in the ratios if the setting supervisor is satisfied that they are competent and responsible. Except in the cases of apprentices, only those aged 17 and over may be included in the ratios and only if the setting supervisor is satisfied, they are suitable, (staff under 17 should be supervised at all times).
- At least one Paediatric First Aider must always be on site when children are present, and at least one Paediatric First Aider must be present and within sight and sound of children at mealtimes. Consideration will be given around staff absences from the setting so that The Orchard Pre School is compliant with paediatric first aid requirements.
- The setting supervisor deploys staff to give adequate supervision of indoor and outdoor areas, ensuring that children are always within sight or hearing of staff. Whilst eating, children must be within sight and hearing of a member of staff and where possible the staff member will be sat facing children when eating.
- All staff are deployed according to the needs of the setting and the children attending.
- In open plan provision, staff are positioned in areas of the room and outdoors to supervise children and to support their learning.
- Staff are responsible for ensuring that equipment in their area is used appropriately and that the area is tidy at the end of the session.
- Staff plan their focus on activities.
- Staff inform colleagues if they must leave the room for any reason.
- There are two members of staff outside in the garden when it is being used, one of whom supervises climbing equipment that has been put out.
- The setting supervisor may direct other members of staff to join those outside, if the numbers of children warrant additional staff.
- Staff always focus their attention on the children whilst having a wider awareness of what is happening around them.
- Staff do not spend working time in social conversation with colleagues.
- Staff allow time for colleagues to engage in 'sustained shared interaction' with children and do not interrupt activities led by colleagues.
- Sufficient staff are available at story times to engage children.
- Key persons spend time with key groups daily; these times are not for focussed activities but for promoting shared times and friendship.

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Staff children

- Where members of staff have their own children with them at the setting, the age of the child must fall within the stipulated ages of the setting's Ofsted registration.
- Where members of staff are likely to be working directly with their own children, this is subject to discussion before commencement with the setting supervisor .
- Where it is agreed that a member of staff's child attends the setting, it is subject to the following:
 - the child is treated by the parent and all staff as any other child would be
 - the child will not be in the parent/carers key group of children
 - the key person and parent will work towards helping the child to make a comfortable separation from the parent to allow the parent to fully undertake their role as a staff member of the setting
 - the key person will take responsibility for the child's needs throughout the day, unless the child is sick or severely distressed
 - the situation is reviewed as required, to ensure that the needs of the child are being met, and that the parent/carer can fulfil their role as a member of staff, If it is the setting supervisor's child, then their chair of committee ensures the criteria above is met.

Recruitment

We invite applications from individuals with the relevant skills or interest to train and qualify. We are committed to recruiting, appointing and employing staff in accordance with relevant legislation and about equal opportunities regardless of gender, religious, ethnic, cultural, physical and social background.

- We advertise; using recruitment websites, facebook and display posters locally.
- Prior to any appointment, two references and an enhanced DBS are initiated.
- Management team have attended 'Safer Recruitment 'training.
- If applicants have unexplained gaps in their employment history, explanations will be sought.
- Newly appointed staff are given a copy of all our policies and procedures. New staff are required to attend safeguarding children training as soon as possible.

Obtaining references

As part of our commitment to safer recruitment The Orchard Pre School will always obtain references from applicants for roles in our setting. Robust recruitment checks are essential to ensuring that unsuitable persons cannot have contact with children through employment with us.

Obtaining references is an essential element of our recruitment process. We will always obtain a reference prior to employment commencing in line with the requirements of the EYFS as follows:

- Our application process requires candidates, to supply us with the contact details of a suitable referee from:
 - Their current employer, training provider or early years education and care setting
 - A senior person within the organisation who is authorised to provide a reference.
- If the applicant is not currently employed, or is not currently working with children we will:
 - Obtain verification of the applicants most recent relevant employment if they are not currently employed
 - Obtain a reference from the applicants most recent relevant employer from the last time they worked with children
- If the applicant has never worked with children we will obtain a reference from their current employer, training provider or education setting.
- We do not accept references from the following
 - Family members
 - A generic reference i.e. 'to whom it may concern'.

Once a reference is received

- A reference received electronically will be checked to ensure that it originates from a legitimate source.
- We will compare the information on the original application form against relevant information given in the reference, for example, checking that dates align, and roles and responsibilities listed are consistent. Where this is not the case, we will take up any discrepancies with the applicant.
- If information is incomplete or we feel it is insufficient for us to make an informed decision about the applicant's suitability, we will contact the referee for clarification.
- Before an offer of employment is made, we will ensure any concerns are resolved satisfactorily.
- In line with best practice, we will seek to gain explanations for any gaps in employment.

Staff Supervision

The Orchard is committed to developing and nurturing the careers of its employees, as well as ensuring that their well-being is paramount and monitored. A programme of supervision ensures staff can effectively and confidently provide high quality childcare in this setting.

All staff will therefore have:

- An annual appraisal meeting with the chair of the committee, to review the progress of the past year and to set meaningful objectives for the coming year.
- A 6 monthly review meeting with the chair of the committee to monitor the progress being made towards these objectives and to ensure that all necessary support is in place.
- Informal termly-supervision meetings with the supervisor of the Orchard to share concerns, ideas and matter of well-being.
- Opportunities for CPD, including childcare qualifications and specific skills.

Staff Liaison

- Regular staff meetings are held for training and development.
- Observations and profiles are completed on each child by a key-person and shared with parents/carers.
- We encourage all members of staff to gain a qualification appropriate for their position in the setting.

- We support the work of our staff and identify their on-going training and development needs by means of regular monitoring/appraisals. If needed we will seek advice from external professional training bodies.
- Supervision is a scheduled and unscheduled time for staff to see a member of the committee team on a one-to-one basis for professional development and discuss any issues.
- Staff are encouraged to attend training/network meetings
- We liaise with our neighbouring schools, in Little Milton and Great Milton.

Supervision of children on Outings

At The Orchard, we believe that Children benefit from being taken out of the setting to go on visits or trips to local parks or other suitable venues for activities which enhance their learning experiences. Staff ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures below.

Procedures

- Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the setting.
- Parents are then asked to sign specific consent forms before major outings.
- A risk assessment is carried out before an outing takes place.
- Named children are assigned to individual staff to ensure each child is individually supervised, to ensure no child goes astray, and that there is no unauthorised access to children.
- Outings are recorded in an outings record book kept in the setting.
- Staff take a mobile phone on outings, and supplies of tissues, wipes, pants etc as well as a mini first aid pack, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.
- Staff take a list of children with them with contact numbers of parents/carers.
- A minimum of two staff should accompany children on outings and a minimum of two remain with the children who do not attend if necessary.

Snow policy

We endeavour to keep the Orchard open every day where possible to ensure consistent childcare is provided. However, we also have to keep the health and safety of the children and staff as our main priority. The Supervisor will make the final decision if The Orchard has to close, or remain closed due to adverse weather such as snow, ice or extreme cold. In this event, the parents will be contacted by the Committee via text or email as soon as possible. A message will be posted on the Orchard website and if possible, a notice displayed on the front door. If parents are asked to collect children early, we ask this is a priority. At least two members of staff will stay in the setting until all children are collected.

Social Media Policy

The Orchard Pre-School takes data protection and confidentiality very seriously and can assure parents that children's names, personal information, or facial photos will never be used on the pre-school website. All children will remain completely confidential without prior written permission from their parent.

Parents are asked for their permission on the Registration form that confirms they are happy for a photo that may feature their child's hands, feet or back of head to be posted to the

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Orchard website. Parents will also sign to confirm they have read and understood this policy. At all events, parents are reminded that any photos taken of children must not be uploaded to social media, including Facebook, Twitter and Instagram.

The Curriculum and Resources

All children will be respected and their individuality and potential recognised, valued and nurtured. The use of play equipment offers children opportunities to develop in an environment free from discrimination and prejudice.

- The Orchard Pre-School will manage the resources to ensure that both girls and boys have full access to all kinds of activities and equipment and are equally encouraged to enjoy and learn from them.
- Appropriate opportunities will be given to children to explore, acknowledge and value similarities and difference between themselves and others.
- Resources will be selected to ensure that the children are given a balanced view of the world and an appreciation of the rich diversity of our multi-racial society.
- Materials will be selected to help children to develop their self-respect and respect other people by avoiding stereotypes and by using images and words, which reflect positively the contribution of all members of society.

Terrorist threat/attack and lock-down

We have procedures for handling an emergency in the building, however in some situations we will be advised to stay put (lock-down) rather than evacuate. Lock-down of the building is intended to secure and protect children and staff in the proximity of an immediate threat. By controlling the movement in our setting/area, emergency services can contain and handle the situation more effectively.

If an incident happens the settings **supervisor (Jessica Ford)** will act quickly to assess the likelihood of immediate danger. In most cases the assumption will be that it is safer to stay put and place the setting into lockdown until the emergency services arrive. As soon as the emergency services arrive staff comply with their instructions. Staff rehearse simple age appropriate actions with the children such as staying low to the floor, keeping quiet and listening to instructions in the same way that fire procedures are practiced. Lock down is rehearsed and recorded termly.

Use of Mobile Phones, iPads, iWatches and cameras in the setting

At The Orchard Pre-School staff must not use personal mobile phones, cameras, iPads, iWatches, camcorders and any other equipment (which includes; technology, computers, e-mail and the internet) that would enable them to take photos of children. All photographic equipment belonging to staff will be kept in the Office or left in their vehicles and mobile phone calls may only be taken within staff breaks. If a personal emergency should occur, staff will be able to call from the phone in the office or from their mobile in designated area

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away from the children. Parents/carers or visitors must not use their phone on whilst visiting the nursery. If parents/carers or visitors need to take a call it must also be taken away from the children. Any parents/carers or visitors including Ofsted inspectors carrying out routine inspections spending time in The Orchard Pre-School for anything other than a visit will be asked to leave their mobile phone in their car or sign it in to the office. Staff will carry their phones with them when we are on outings or taking a walk to the local park for lockdown procedures (please read lockdown policy for more information)

By exception an Ofsted regulatory inspector is entitled to keep their business phone if investigating a complaint as they may be required to take photographs as evidence. No children will be included in these photos.

In accordance with our duties under the, The Data Protection Act 2018, The Orchard Pre-School strictly prohibits the use of any photographic equipment (cameras, camcorders, mobile phones or any other medium used to take still or moving images) by staff, parents or visitors on our premises without the consent of the Committee

One of the key ways that staff support children's development and engage parents in children's learning is through photographs and videos that record their activities and achievements. Photographic and video evidence will only be collected after obtaining written formal consent from the parent/carer when completing the registration forms. There may be times when children are captured in the background of photographs or in group activities. Parents should make Practitioners aware during settling in if they do not wish to give consent for their child to appear in another child's learning journey.

Whistle-blowing

In accordance with the Public Interest Disclosure Act 1998 commonly referred to as 'Blowing the whistle' the staff at The Orchard Pre-School follow the policy in their handbook. Staff who genuinely believe that people they work with are behaving in a way that seems wrong or have a sincere concern about an aspect of service will be doing their duty and acting in the public interest by speaking out. Please read in conjunction with full Whistle Blowing Policy.

Whats App/Group

At the Orchard Pre School we have a parent Whats App group where the supervisor can message parents and carers to inform them of any important dates, emergency closures and events etc. On the registration forms that parents complete before their child starts will complete a section that says they are happy with joining the Whats App group and The Orchard using their mobile number which is on the form. If any parents are against joining, we will use their email address to communicate the same information. No parents will be able to message back on the group unless the supervisor turns on commenting when responses are required. We also use Whats App to send parents pictures of their child's day, activities and any wow moments we see.

Monitoring and reviewing our policies and procedures

The Orchard Pre-School is committed to constantly monitoring and reviewing its policies and procedures. They are immediately updated if there is any new legislation and in the light of serious case reviews. All updated policies are shared with staff, volunteers and students. They are also shared with parent/carers during their settling in period when their child first attends the pre-school:

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- The Children Act 1989
- The Children Act 2004
- Disability Discrimination Act 1995
- Equality Act 2010
- Human Right Act 1998
- Prevent duty guidance for England and Wales (March 2024)
- What to do if you're worried a child is being abused (March 2015)
- Counter Terrorism and Security Act 2015
- Serious Crime Act 2015
- Education inspection framework (ofsted 2023)
- The Data Protection Act 2018
- Working together to Safeguard Children (June 2025)
- Protection of Freedoms Act 2012
- Childcare Act 2006
- Statutory Framework for the EYFS (2025)

The Policies and Procedures are next due for routine review and adaption at the Orchard Pre-School AGM in 2025, provided that an earlier review shall take place if required.
Signed on behalf of The Orchard Pre-school by:

..... **James Painter** (Chair)

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