

Organisation Policy

Humpty Dumpty's Easton Pre-School



Registered Charity No: 1056309

Humpty Dumpty's Easton Pre-School, St Peters CE Primary Academy,
Marlingford Road, Easton, Norwich, Norfolk, NR9 5AD
Ofsted Registration No: EY427363

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1.0 Administration

1.1 Admissions

Aims

We intend for our setting to be accessible to children and families from all sections of our local community. We aim to ensure all sections of our community have access to the setting through open, fair and clearly communicated procedures. We welcome both parents/carers and other relations including childminders. We will treat you and your child with discretion, having regard to any needs arising from gender, special educational needs and disabilities, social background, religion, ethnicity or from English being a newly acquired additional language or those cared for by the local authority. See also Safeguarding & Promoting Children's Welfare Policy, 2.0 Equality of opportunity.

We strive to respond where appropriate to the needs and demands of our families and the community through meetings and questionnaires.

Procedures:

- Families register an interest in our setting by contacting the Administrator. The child's name, date of birth and address are recorded with the parent/carers phone number and e-mail address. Parent/Carers are given a copy of our Privacy Notice which they must confirm they have read.
- Your child may start from the age of two and a half years old (sessions availability permitting), this is reviewed regularly.
- There is no requirement for children to be 'dry', (see Safeguarding policy 3.5 Nappy Changing). Staff will work with parents/carers to aid pre-school children to be dry before starting mainstream school.
- We introduce children throughout the year (rather than all at once), allowing each child the time and support they need while they settle.
- If your child is registered with us we will contact you during the summer term before the academic year they are due to start and ask about your preference for sessions. This will be taken into consideration when allocating sessions for your child.
- We aim to send you a registration pack at least 4 to 6 weeks before the start date to confirm your start date and time, induction meeting and allocated sessions.

When allocating sessions considerations are given to:

- children's date of birth
- the vicinity of your home to our catchment area which follows that of St Peter's Primary Academy and Barford Primary School.
- whether you have other children already attending the setting

- whether you have children already at St Peter’s Primary Academy or Barford Primary School (but please note attendance at our settings has no bearing or influence on admission to primary school which is governed by Norfolk County Council’s admissions policy only)
- length of time on our waiting list

Please note sessions are allocated subject to availability.

Early Education is offered within the national parameters –

- no session to be longer than 10 hours
- no minimum session length (subject to the requirements of registration on the Ofsted Early Years Register)
- not before 6.00am or after 8.00pm
- a maximum of two sites in a single day

Session Times:

We offer sessional childcare which provides you flexibility in the sessions you require ranging from two sessions of 3 hours to a full day from 8am to 3.30pm (7 ½ hours).

- Sessions are Monday to Friday 8, 8.30 or 9am to 12 noon and 12 noon to 3.30pm. Lunch club is included in the afternoon session. Due to the demand of sessions attendance may be restricted to those children in their pre-school year (this is under regular review) and they may initially, only be offered a maximum of 15 hours per week. Additional hours may be permitted subject to availability. We accommodate up to 20 children per session aged from 2.5 – 4+years.

This ‘Admissions policy’ was reviewed and signed off at a meeting of Humpty Dumpty’s Easton Pre-school Committee and staff.
Meeting held on: 26.2.19
Date to be reviewed: July 19
Signed on behalf of management committee: Kylie Hamshaw
Name of signatory: Kylie Hamshaw
Role of signatory (e.g. chair/policy owner): Chairperson

1.2 Charging and Funding Policy

Policy Statement

Humpty Dumpty's Easton Pre-School is registered as a charity and is not permitted to operate as a profit-making organisation. Our fees are an integral part of providing a safe and stimulating environment for the children in our setting and ensure that current high standards are maintained. They are agreed by the committee and are reviewed regularly (at least annually). We ask that parents/carers respect our policy and with regards to fee levels and payment deadlines. Late payment of fees adversely affects our cash flow and increases our administration costs.

Procedures

We request a £50 deposit per family (cheque made payable to Barford Playgroup preferable) to secure sessions. Should we be unable to offer acceptable sessions, cheques will be returned as soon as possible. For non-funded children the deposit will be deducted from your first bill in respect of fees. Deposits for children entitled to government funding will be returned/refunded following receipt of a fully completed funding form. If a parent/carer foresees financial difficulties as a result of payment of this deposit – please speak to the administrator, Sharon Attewell, or the setting Manager.

Fees

(from September 2018) are as follows:

2year olds	
Hourly	£5.50
Sessions range from	
3 hours	£16.50
To	
All day 7.5hrs (8am – 3.30pm, Mon, Tues or Thurs)	£41.25
3 + 4year olds	
Hourly	£4.50
Sessions range from	
3 hour	£13.50
to	
All day 7.5hrs (8am – 3.30pm)	£33.75

- For children who are not eligible for Norfolk County Council Funding, an invoice will be issued to parents at the start of each half-term period to which it applies. Payment is due by the deadline date specified on the invoice.
- Payment by BACS (preferred method), cheque or cash. Childcare vouchers and Tax Free Childcare are accepted.
- Fees must still be paid if a child is absent.
- For your child to keep his/her place at the setting, fees must be paid
- If fees are not paid on time, the pre-school will notify the parent/carer in writing & request payment at the earliest possible opportunity.
- If a child has to be absent over a long period of time, fees should be discussed with the Administrator, Manager, or a representative of the committee.
- Fees are reviewed regularly at least annually and any changes will be notified to parents with a terms notice.
- The pre-school will be sympathetic to parents/carers who are having or who anticipate having difficulty in paying and it may be possible to arrange an individual payment plan. However, this must be negotiated between the Administrator and parents/carers, preferably in advance. Any family in this situation should contact the Manager or Administrator at the earliest opportunity to arrange a confidential meeting. All information will be treated in the strictest confidence.
- If fees are paid persistently late or not at all with no explanation, the pre-school will issue a formal warning to the parent/carer and inform them that continued late payment could result in their child's place at the pre-school being forfeited. This letter will state the final date by which outstanding monies must be paid.
- Parents are required to give two weeks' notice to reduce the number of sessions attended or terminate their child's place.
- Please note that there will be no reduction in fees for time taken off during term time.

- If either setting is forced to close due to unforeseen circumstances, for example, extreme weather, staff sickness, heating failure, etc. fee-paying children will be refunded on their next bill. If we can stay open, or make alternative venue arrangements, normal fees will apply.
- Children staying for an afternoon session are required to bring their own packed lunch.
- End of term parties, outings, etc. are not charged to children who attend our setting. A contribution towards adult food and the entertainment at parties will be requested.

Funding

- We accept 2yr old funding for eligible children, which applies up to the end of the term after the child's 3rd birthday. This is 15hours per week (570hrs maximum per year).
- All children are Government Funded for 15 hours per week (570hrs maximum per year) from the term after their 3rd birthday.
- **30hours funding** is available to **eligible** 3 & 4year olds from the term after their 3rd birthday. **This MUST be applied for by the parent** before the start of the term and **cannot be backdated** or start during a term. Parents will receive an eligibility number which you must show on the funding form we supply.
- Children who qualify for 3 and 4year old Early Education may also attract additional funding called Early Years Pupil Premium (EYPP) where their parents/carers are in receipt of certain benefits, were formally in Local Authority care for at least one day, left care because they were adopted or were subject to a special guardianship or child arrangements order. Completing section four of the funding claim form will allow us to request an eligibility check and receive payment if confirmed. This additional funding will allow Humpty Dumpty's Easton Pre-school to support your child in the setting.
- Please refer to the Special Educational Needs Disability (SEND) and Inclusion Policy (2.2 of Safeguarding Policy) concerning the SEND support on offer to children and how we support families to choose the right setting for their child with SEND.
- We aim to identify all children that may attract any additional funding such as EYPP, DAF, SEND Inclusion Fund and any locally

available funding streams with a view to submit a claim/application to support and improve their outcomes.

- For funding purposes the new terms start on 1st September, 1st January and 1st April.
- Funding may be split between settings

For all options visit HM Government website www.childcarechoices.gov.uk.

- Funding cannot be claimed by us for periods of absence such as holidays or a family day out. Parents/carers choosing to take holidays or family days out during term time will be invoiced for these hours at our current hourly rate.
- Each term, after Norfolk County Council Funding Forms have been completed and returned to the Administrator, we distribute bills for any additional hours.
- Government funding is intended to cover the cost to deliver 15 or 30 hours a week of free, high quality, flexible childcare only. It is not intended to cover the cost of meals, consumables, additional hours or additional services.
- As part of the registration process, parents/carers will be required to provide documentation to evidence their child's date of birth. This is to confirm when they reach the eligible age for the free entitlements.
A copy will not be retained but may be requested again at a later date.

Additional Optional Charges

- Additional hours and services will be charged at the current hourly rate where hours are not funded as Early Education by the Local Authority.
- Charges for additional services such as trips will be agreed in advance with families.
- There is no charge for the following –

Cost of Meals and Snacks

Consumables

- A non-compulsory uniform is available for sale.

The free entitlements will be delivered consistently so that all children accessing any of the free entitlements will receive the same quality and access to provision, regardless of whether they opt to pay for optional hours, services, meals or consumables.

The entitlement is offered free. Parents will not be charged a “top-up” fee to recoup the difference between the amount received from the Local Authority and the current hourly rate.

We will work with parents to ensure that as far as possible the hours/sessions that can be taken as free provision are convenient for parents’ working hours.

This Charging and Funding Policy was reviewed and signed off at a meeting of Humpty Dumpty’s Easton Pre-school Committee and staff.
Meeting held on: 26.2.19
Date to be reviewed: July 19
Signed on behalf of management committee: Kylie Hamshaw
Name of signatory: Kylie Hamshaw
Role of signatory (e.g. chair/policy owner): Chairperson

2.0 Childcare Practice

2.1 The role of the keyperson and settling in

Policy Statement

We believe children settle best when they have a key person (known as special teacher) to relate to, who knows them and their parents/carers well, and who can meet their individual needs. Research shows that a key person approach benefits the child, parents, staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in. The key person role is set out in the Welfare Requirements of the Early Years Foundation Stage (EYFS). Each setting must offer a key person for each child. Our procedures deliver a key person approach that promotes effective and positive relationships for children in our settings.

Aims

We aim to make the setting a welcoming place because we understand that for some children transitions into a new environment can be difficult. We aim to provide an environment where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families

Our key person(s) aims to form a warm, caring relationship with a child in order to be sensitive and responsive to a child's emotional needs, feelings and interests. Children come to know this key person as their 'Special Teacher' once they start attending our setting.

We want children to feel safe, stimulated and happy in our setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting.

Procedures

We allocate a key person before the child starts. The key person:

- is responsible for settling the child into our setting.
- offers unconditional regard for the child and is non-judgmental.
- works with the parent to plan and deliver a personalised plan for the child's well-being, care and learning. This would include seeking to engage and support parents/carers in guiding their child's development at home.
- acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers
- is responsible for making observations and recording developmental progress (see also Observations and assessment 2.2) As such, the

key person is key in recognising and addressing any Special Educational Needs (SEN) a child may have and following the Special educational needs and disability (SEND) code of practice: 0 to 25 years (see section 2.2.2 of our Safeguarding Policy)

- records and shares information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
- encourages positive relationships between children in her/his key group, frequently spending time with them as a group.

We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children. If the child displays a stronger attachment to another member of staff we may consider transferring him/her to a new key person.

2.1.1 Settling-in (see also Transitions 2.3)

Before a child starts at our setting, we use a variety of ways to provide their parents/carers with information. These include:

- written information such as our prospectus and policies (on website)
- pre-start visits
- phone conversations
- emails
- website (www.barfordplaygroup.co.uk)

During the half-term before a child is enrolled, we:

- send registration documents to the family to be completed
- confirm your start date, induction and allocated sessions
- provide opportunities for the child and his/her parents to visit the setting
- allocate a key person to each child and their family – this information is sent with the registration documents

At induction we explain the process of settling-in with the parents/carers and jointly decide on the best way to help the child to settle into the setting.

Younger children may take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.

We judge a child to be settled when:

- they have formed a relationship with their key person or another staff member; for example the child looks for their special teacher when he/she arrives, goes to them for comfort, and seems pleased to be with them
- they separate from their parent/carer with little or no support
- the child is familiar with where things are and is pleased to see other children and participate in activities.

When parents leave their children at the setting, we ask them to say goodbye to their child and explain that they will be coming back, and when.

We recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left. If a child cries persistently for longer than 20 minutes after a parent/carer has left (despite our best efforts to console or distract them), we make contact with the parent/carer and ask them to return. We believe that a child's distress will prevent them from learning and gaining the best from the setting.

We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.

<p>This 'The role of the keyperson and settling in' policy was reviewed and signed off at a meeting of Humpty Dumpty's Easton Pre-school Committee and staff.</p>

<p>Meeting held on: 26.2.19</p>

<p>Date to be reviewed: July 19</p>

<p>Signed on behalf of management committee: Kylie Hamshaw</p>
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<p>Name of signatory: Kylie Hamshaw</p>

<p>Role of signatory (e.g. chair/policy owner): Chairperson</p>

2.2 Observation and Assessment Policy

We believe that children learn best through play when they feel safe, secure and valued within the setting. We recognise in order to learn, children need to be motivated and engaged in stimulating activities and experiences provided by caring practitioners who have a good knowledge and understanding of the needs of children. We treat every child as an individual with unique characteristics and personalities and in order to ensure their individual needs are supported and met we operate a key-person system (see 2.1 Role of the Key Person). The key person (known as 'special teacher' to the children) aims to build a strong positive relationship with the child and their family acting as the link between home and setting. The key person is responsible for making observations and recording and supporting developmental progress by ensuring next steps are included in planning.

Planning

2.2.1 Starting point

Following your child's initial visit at the setting an induction meeting will be arranged for the first day they start at the group (see 2.3 Transition Policy.) This meeting is vital for your child's key person to get to know your child and of course you as the parent/carer.

The first day will consist of:

- The child having opportunities to explore the environment and meet their key person.
- The parents/carers meeting the key person and asking any questions they may have.
- The parents/carers sharing with the key person their child's interests, needs, routines and family life, providing foundations for relationships to be made between the key person and child.
- The parents sharing Learning Journals or any information from the child's previous or existing setting.

The key person will then ask you to help them create a starting point of where your child is at in their learning and development using the settings progress tracker form.

After the induction your child's key person, with your permission, will begin taking photographs and written observations of your child playing, in order to gain further insight into their interests and learning styles. All observations are recorded using an online learning journal; the system we use is called Tapestry.

The observations consist of short 'wow' moments and planned short or long observations. The longer observation is usually about a page long and

provides a more detailed record of your child's interests and development at crucial points such as when a child first starts at the setting. The observations are collected and recorded in the child's online learning journal. Some examples of work, such as paintings, are held in individual wallets to be given to parents when their child leaves the setting.

2.2.2 The learning journal

Each child will have an online learning journal created when they join the setting. It will become a record of each child's achievements and progress whilst at the setting. It will include:

- Snap shot and wow moment written observations
- Interests and next steps*
- Long observations.
- Information provided from parents on events and observations made at home.
- Photographs of your child engaged in activities.
- Examples of your child's work.
- Links to the Early Years Foundation Stage

The key person will discuss the learning journal with the child's parents regularly. The online system allows parents to view and contribute to the journal at home at any time. Parents/carers are expected to add observations, photographs and examples of work to their child's online learning journal.

*A next step is a small goal which is achievable for your child over a period of time and is decided by your child's key person based on observations made.

2.2.3 Child's individual interests

After approximately six weeks of the child starting, staff will have gained information and have some insight into the child's interests.

The child's key person (special teacher) will:

- Consider what the child's interests are and how the child learns best. e.g. being active or calmer activities
- Begin to incorporate interest based next steps into planning
- Create focus activities to support achievements and feed into plans

No child will be given targets which are unrealistic. The next steps are used by the key person to plan for progress. The child will be learning through a good balance of adult led and child-initiated play activities and through having fun.

Activities the key person has planned will be observed and reflected on as to whether it was beneficial for the child and/or how it can be altered and adapted to aid progression.

2.2.4 Assessment

In order for children to be able to learn they need resources, experiences and activities that interest them, offer them motivation and keep them engaged for sustained periods. These opportunities provide foundations for children to develop curiosity and enquiry and ultimately a positive learning disposition. Positive learning opportunities and experiences promote 'Characteristics of effective learning' (Department for Education (DfE) 2014): How children learn:

- Playing and exploring (**engagement**) finding out and exploring, playing with what they know, being willing to have a go.
- Active learning (**motivation**) being involved and concentrating, keeping on trying, enjoying achieving what they set out to do.
- Creating and critical thinking (**thinking**) having their own ideas, making links, choosing ways to do things.

The DfE (2014) has developed an Early Years Foundation Stage (EYFS) guidance which suggests children's early learning and development should be monitored against a set of outcomes based around seven learning areas. There is an expectation that children achieve these outcomes by the end of their reception year at mainstream school. The seven learning areas are split into three **prime** areas and four **specific** areas; the focus is particularly on the prime areas of development as these are central to a child's wellbeing.

- **Prime areas:** Physical Development (PD), Personal, Social and Emotional Development (PSED) and Communication and Language development (CL).
- **Specific areas:** Expressive Art and Design (EAD), Mathematics Development (MD), Literacy (L) and Understanding of the World (UW).

The practitioners monitor each of their key child's progress by regularly checking the child's individual tracker form or Online Learning Journal assessments. Any delays in learning and development can be identified in this way and should there be concerns staff will work closely with the setting Special Educational Needs Coordinator (SENCo) and the parent/ carer to develop strategies to give further support to the child. This may be in the form of a Special Educational Needs & Disabilities Support or Individual Education Plan (IEP) form and/or support from outside professionals and

agencies. Refer to Safeguarding Policy – 2.2 Special Educational Needs and Inclusion and Organisation Policy – 3.2 Working in Partnership with other Agencies for more information.

Parents are able to download a guide to the early year's foundation stage to help them understand how their child learns. www.foundationyears.org.uk

2.2.5 Early Years Foundation Stage Two Year Progress Check and The Shared Review

Every two-year-old is required to have an educational development assessment to support the two-year health review. The education and health checks are carried out between 27 and 30 months of age (or as close as possible) and the combined checks are called Being 2 the Shared Review. The educational two-year check is a brief summary detailing the child's progress in the three prime areas (see above). The check will identify the child's strengths and any areas where progress may not be as expected. The two-year check is usually carried out, at the setting, by the key person when the child has been at the setting for more than six weeks.

- The progress check will be completed with contributions from parents/carers. We will request the parent comment box to be completed giving any further insights, about their child, that they may have witnessed in the home environment. We also ask the parents how they intend supporting the child at home.
- We request your consent to share your child's progress check with the Healthy Child Programme (provided through the NHS) and Norfolk County Council's Achievement and Early Years' Service and Children's Centres – The Shared Review.

2.2.6 On-going Learning and Development Summaries

- Staff track the progress of their key children and complete a learning and development summative assessment (snapshot) report each term. This typically takes place around the time of parent/teacher consultations. These reports track the continuing progress of the child. It identifies the child's strengths and any areas where progress may not be as expected. If it is felt a child would benefit from some targeted support, plans (IEP) will be put in place with the setting SENCo and parents/carers to support future learning and development.
- The completed reports will be discussed with the parents/carers and their contributions are welcomed.

- If at any point it is felt that outside professionals or agencies need to be contacted, the child's key person and setting SENCo will liaise with parents to agree how to take matters forward.

2.2.7 Transition Reports (see also Transition Policy)

- When a child is due to leave the setting for school or to a new setting, they will have a transition report completed.
- The child's key person will complete the transition report for the new school or setting, providing detailed information on what the child's interests are, their learning style and stage of development. This enables the new teacher/practitioner to have knowledge about the child so that they are able to prepare for the child's entry into the new environment therefore easing the settling in process.
- Parents are invited to add their comments to the report.
- A copy of the report is given to the parent when the child leaves the setting

Safeguarding and Data Protection

All staff at Humpty Dumpty's Easton Pre-school take safeguarding and children's welfare very seriously. All reports, planning, assessments and photographs of the children will not be shown or shared to anyone outside of the setting without prior consent from parents/carers. Please also refer to our Privacy Notice – part of our Safeguarding & Promoting Children's Welfare Policy (available to view on our website www.barfordplaygroup.co.uk or on our parents board).

This 'Observation and Assessment' policy was reviewed and signed off at a meeting of Humpty Dumpty's Easton Pre-school Committee and staff.

Meeting held on: 26.2.19

Date to be reviewed: July 19

Signed on behalf of management committee: Kylie Hamshaw

Name of signatory: Kylie Hamshaw

Role of signatory (e.g. chair/policy owner): Chairperson

2.3 Transitions

We organise transitions around the needs of the individual child. We understand that we have a statutory duty to ensure continuity for children during periods of transition. We believe that smooth transitions support the personal, social and emotional development, learning and future success of every child.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting. We recognise this is a difficult transition for some parents too.

Aims

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

We are aware that there are many smaller transitions that make up our day such as snack, clear up and circle times which can all unsettle a child.

There are many other transitions in a child's life which can unsettle them such as a new baby sibling, moving house, family illness, bereavement, or family break up. It is always helpful when parents/carers feel able to share such information with us so that we are able to offer the best possible support to the child and family.

Procedures

- We allocate a key person (known to the children as a 'special teacher') before your child starts (see also 2.1 the role of the key person).
- We use pre-start visits.
- The key person has an induction meeting with you on your child's first day at the setting.
- The key person is responsible for settling the child into our setting.
- All staff offer unconditional regard for the child and are non-judgemental.

We appreciate that on occasions there may be unexpected key person absence and in this instance another staff member will help settle your child.

Transition from home to pre-school

- We value the parent as the first educator of their child
- We invite parents to supply photographs of their child and family, not only to support our safeguarding procedures (see Safeguarding policy 1.7), but also to help the child to keep home in mind and show families that we value them in our setting.
- Parents are welcome to come and visit our setting at any time
- We collect essential information through a registration form (see 1.3 Registration form) which is usually sent to you, for completion, at least 4 to 6 weeks before your child's start date.
- At induction we will gather information from you about your child's needs, likes, dislikes, routines and development. This will give us a starting point and helps us to form the child's 'Learning Journal' (see 2.2 Observation and Assessment Policy). This also assists the key person in understanding the emotional needs of the child and enables them to match the home routine of the child within our setting, wherever possible.

We aim to create an environment in our setting that reflects the needs and interests of the child.

- We use boards to display information and photographs about what happens in the setting and we use photographs of children at play in a series of books relating to the EYFS areas of development. These document special occasions, trips, visits, celebrations and everyday life at the setting and are available for families to look through on our display rack at Easton.
- We allocate all children with a coat peg identified by their first name and photograph of their favourite toy. This helps children feel secure and that they are part of a group.

We support children who have identified additional needs as they enter our setting (see Safeguarding & Promoting Children's Welfare Policy 2.2 Special educational needs and inclusion).

- We collect information at point of entry about any other professionals who are involved with the child and family.
- We seek parental permission to work with other professionals before entry to ensure the setting is ready to meet the child's physical, emotional, social and learning needs.
- We carry out development progress checks on children between the ages of 2 to 3 years, after they have been at the setting for more than six weeks. This allows time for the child to settle and for the staff member to get to know them. These checks will be shared at a

meeting with parents and they will be asked to pass the information onto the child's Health visitor. This will support the 2year check that they carry out and will give an all-round picture of the child.

Transition from the pre-school setting to reception class or another early years setting.

- We aim to guide parents/carers through the application and transition process of their child's entry into the reception class in school. Information is relayed via e-mails and/or letters. Copies of these will also be displayed on the parents board. The information will detail when parents/carers can expect to receive information from Norfolk County Council regarding the application process, deadlines and details of our transition visits from and to local schools.
- We aim to maintain good relationships, built on professional respect, with local feeder schools.
- Staff from the main feeder schools are invited to visit the pre-school children within our setting during the Summer Term prior to transition. This is to help make the reception class staff in the receiving school aware of the likely emotional needs of the child.
- Online Learning Journals will be passed to the parents (normally by downloading PDF from Tapestry) when the child leaves the setting. The child's learning journal will be deleted from the Tapestry system approximately eight weeks after the child leaves the setting. The online journal can be shared with the follow-on setting if that setting has the Tapestry system in place.
- We organise (if necessary) and attend a 'transition meeting' for those children with identified additional needs, with the support of our Early Years Support Teacher. Parents/carers, staff from feeder school/early years setting and key persons are invited, alongside any other relevant professionals, in order to ensure the child's needs can be met in school.
- All children have a transition report written by their key person, identifying key information about the child with links to the EYFS where appropriate. This document also includes a section for the thoughts of the child and parents/carers comments to be recorded at this stage in the child's journey. With parental permission a copy is given to the follow on setting to ensure they have the most up to date information about the child's developmental needs at point of entry to the new setting.
- Humpty Dumpty's Easton Pre-school hold an end of year party in the Barford village hall which is held on the last day of our summer

term. All staff, children, parents and carers, as well as younger siblings, are warmly invited to join in the party. We find this a hugely successful way of encouraging the children to embrace the changes ahead, whilst giving children, staff and families a chance to say 'thanks' and 'goodbyes'.

Please note we do ask for a small voluntary contribution towards the cost of the entertainer and food at the end of term party.

All procedures are backed up by a transition file on our parent's board which offers lots more information

This 'Transition' policy was reviewed and signed off at a meeting of Humpty Dumpty's Easton Pre-school Committee and staff
Meeting held on: 26.2.19
Date to be reviewed: July 19
Signed on behalf of management committee: Kylie Hamshaw
Name of signatory: Kylie Hamshaw
Role of signatory (e.g. chair/policy owner): Chairperson

3.0 Partnership

3.1 Parental Involvement

Policy Statement

We know parents are the most significant people in a young child's life and have extensive knowledge about their child's development, needs and interests. Therefore, we believe that you being closely involved with us during your child's time at our setting will be hugely beneficial to their learning and development. When we refer to 'parents' we mean both mothers and fathers; these include both natural or adoptive parents, as well as step-parents and parents who do not live with their children but have contact with them and play a part in their lives. 'Parents' also includes same sex parents and foster parents.

Parental responsibility

All mother's and most fathers have legal rights and responsibilities as a parent – known as 'parental responsibility'. If you have parental responsibility, your most important roles are to:

- *Provide a home for the child*
- *Protect and maintain the child*

A mother automatically has parental responsibility for her child from birth. A father usually has parental responsibility if he's:

- *Married to the child's mother*
- *Listed on the birth certificate*

If you have parental responsibility for a child you don't live with, you don't necessarily have a right to contact with them – but the other parent still needs to keep you updated about their well-being and progress.

The information above (in italics) was taken from www.gov.uk 'Parental rights and responsibilities' please refer to this site for more information.

Aim

Our aim is to work with, and support, parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting. If you ask us for support, encouragement, guidance, advice or suggestions about caring for or coping with your children we will do our best to work with you and help you.

We realise some parents are less well represented in early years settings; these include fathers, parents who live apart from their children but who still play a part in their lives as well as working parents.

In carrying out the following procedures, we aim to ensure all parents are included.

Procedures

To support and encourage a high level of parental engagement we will:

- Ensure parents attend a full induction to our setting on the child's first day where you will meet with your child's allocated Key Person (known as 'Special Teacher')
- Try to ensure all parents are included – that may mean we have different strategies for involving fathers or parents who work or live apart from their children i.e. separate access to their child's online learning journal.
- Keep you informed and updated, via a weekly email, about important dates for your diary, weekly themes, possible activities to do at home to engage and support your child's learning as well as any 'news'.
- Consult with parents to find out what works best for them and regularly ask their opinion about the care we provide by parent liaison, comments book, suggestion slips and informal discussions
- Ensure parents know about our aims and policies (policies to be found on the website and the office. (Please ask a staff member to access)).
- Encourage parents to get involved within the setting and with our committee
- Invite parents to attend 'stay and play' and themed workshop sessions in the setting
- Give parents regular feedback about their child's progress, using examples of achievement or behaviour through consultation meetings and informal discussions.
- When practicable use a portable board to display information about activities and experiences that have taken place on the day and any important messages that parents need to receive.
- Involve parents in the shared record keeping about their children - either formally or informally – parents have access to their child's online learning journals
- Provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting and we welcome the contributions of parents, whatever form these may take
- All parents have access to our written complaints procedure found on our notice boards.
- Provide you with opportunities to learn about the early years foundation stage curriculum and about young children's

learning, in the setting and at home through weekly emails and parents information area.

- Make sure you know about all relevant events and meetings.

Parents/carers are entitled to expect the highest standard of conduct from the staff and as such we expect the partnership to be based on mutual respect. Parents/carers should refer to our Complaints policy (1.11 in the Safeguarding & Promoting Children's Welfare policy) if they have any concerns or complaints.

This 'Parental Involvement' policy was reviewed and signed off at a meeting of Humpty Dumpty's Easton Pre-school Committee and staff.
Meeting held on: 26.2.19
Date to be reviewed: July 19
Signed on behalf of management committee: Kylie Hamshaw
Name of signatory: Kylie Hamshaw
Role of signatory (e.g. chair/policy owner): Chairperson

3.2 Working in Partnership with other Agencies

Policy Statement

We work in partnership with local and national agencies to promote the well-being of all children. This multi-agency approach ensures we have access to a wealth of advice and information that helps us develop an understanding of issues facing us. These agencies can also provide support and information for parents. For example, organisations promoting childcare and education, ethnic/cultural organisations and welfare rights advisors. We work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services.

Aim

We endeavour to build positive relationships with other professionals and agencies so we can communicate effectively, with equal input for the benefit of the child. Our aim is to ensure all children who attend our setting achieve well. We aim to identify needs early, through our observation and assessment practice, and provide appropriate support as swiftly as possible. If necessary and with the parents/carers consent the Family Support Process (see Safeguarding & Promoting Children's Welfare Policy - 2.2 Special Educational Needs and Inclusion) will be put in place to identify what help will most benefit the child and family to prevent needs escalating.

Examples of the partnerships we have in place are with:

- Early Years Support workers (many at Children's Centres)
- Area development workers
- Speech and language therapists
- Paediatricians
- Educational Psychologists
- Physiotherapists
- Family Support Workers
- Health Visitors
- Social Workers
- Portage

Other policies to refer to: Safeguarding & Promoting Children's Welfare Policy - Information Sharing 1.6 and Special Educational Needs and Inclusion 2.2 and Organisation Policy – Observation and Assessment 2.2.

Procedures

When working in partnership with staff from other agencies we:

- Make those individuals welcome and respect their professional role
- Share information about children and families following information sharing protocols and safeguarding children and special educational needs and disabilities procedures.
- Regard any information shared with us as third party; this information is kept in confidence and only shared with the consent of that agency
- Do not casually share information or seek informal advice about any named child/family
- Ensure that they do not have unsupervised access to any child they are visiting

This 'Working in Partnership with other Agencies' policy was reviewed and signed off at a meeting of Humpty Dumpty's Easton Pre-school Committee and staff.

Meeting held on: 26.2.19

Date to be reviewed: July 19

Signed on behalf of management committee: Kylie Hamshaw

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Role of signatory (e.g. chair/policy owner): Chairperson

Key Legislation and Guidance

Working Together to Safeguard Children March 2015

Equality Act 2010

The Children and Families Act 2014

0-25 SEND Code of Practice (SENDCoP) – Early Years: guide to the 0 to 25

SEND code of practice (September 2014)

General Data Protection Regulations (EU) 2016/679

Data Protection Act 2018