

Willow Bank Pre-School
Duffield Road
Woodley, Reading
Berkshire
RG5 4RW
Telephone: 0118 927 2338
www.willowbankpreschool.org.uk
wbps@live.com

Session times: Monday to Friday during term time
08.45 a.m. - 11.45 a.m. & 12.30 p.m. - 15.30 p.m.
Lunch Club 11.45 to 12.30

The Pre-School Manager is:
Mrs Zoe Crabb
The Deputy Supervisor is: A Level 3 Practitioner

Early Years Practitioners are:
Mrs Diane Prince, Miss Kaye Lyver, Mrs Jenny Rawlings,
Mrs Jane Beasley, Mrs Sally Fennemore, Mrs Laura Boyle. Miss Jackie Pearce
Mrs Sharon Freeman 1:1, Mrs Ann-Marie Dick 1:1, Mrs Akanksha Shrivastava 1:1

Mrs Jane Beasley is our Inclusion Co-ordinator (SENCO)
Mrs Zoe Crabb and Mrs Nicola Magnusson are our Child Protection Liaison Persons

The Pre-School Parent Committee Chairperson is:
Mrs Iram Sethi (who can be contacted via Pre-School)

Welcome to Willow Bank Pre-School

Willow Bank Pre-School offers sessional care for 3-5 year olds. We have our own purpose built setting, situated in the grounds of Willow Bank Infant School, with an enclosed outdoor play area. We provide a safe, stimulating and caring environment that promotes learning through play, using a wide range of resources, and the opportunity for children to develop their social skills as they play alongside and with other children.

When your child starts Pre-School it is an important time for both child and parents. We hope that this booklet will explain a little about us and perhaps answer some of the questions you might have. You are always welcome to come and chat to the staff and see what we offer.

Staff

The most important people as far as your children are concerned are our staff, who are all dedicated and caring, with a wealth of experience. The Manager and Deputy Supervisor holds a level 3 (or higher) qualification and during each session, at least half of our staff hold a level 2 (or higher) qualification, appropriate for the care and development of children, as required by Ofsted.

Additional training is available for all staff to continue their professional development, keep up with new initiatives and to consolidate their areas of expertise (a copy of our Staffing & Employment Policy can be found in the setting or on our web site). New members of staff receive induction training during their first week of employment, which includes our Health and Safety and Safeguarding Children policies and procedures. Our aim is to have all members of staff qualified in Paediatric First Aid and basic Safeguarding Children (which includes Child Protection). Current staff qualifications are as follows:

Manager

Zoe Crabb	Early Years Practitioner, NVQ3 Childcare and Development, Unit 3M in Management, Food and Hygiene, I-Can, Story Sac, First Aid, Epi -Pen training, Conflict Resolution, Makaton, Observation and Assessment, Safeguarding level 2, ICT, SENCO, CAF,
Diane Prince	Early Years Practitioner, First Aid, Food, Hygiene, Child Protection, Introduction to Makaton, ADHD Awareness
Kaye Lyver	Early Years Practitioner, NVQ2 Children's care, Learning and Development, First Aid, Safeguarding, ICT
Jenny Rawlings	Early Years Practitioner, Diploma in Pre-School Practice, First Aid, Safeguarding, ICT
Jane Beasley	Early Years Practitioner, NVQ3 Children's care, Learning and Development, First Aid, Safeguarding, ICT, Fire Safety, Speech and Language Disorders, EY Special Education Code of Practice, writing ILP's, ADHD Awareness, SENCO.
Sally Fennemore	Early Years Practitioner NVQ3 Children's Care, Learning and Development, First Aid, Safeguarding, ICT
Laura Boyle	Early years Practitioner, NVQ3 Children's Care, Learning and Development, Safeguarding, ICT, First Aid, EY Special Education Code of Practice.

Jackie Pearce Early Years Practitioner, NVQ level 3, First Aid ADHD Awareness,
EY Special Education Code of Practice, Safeguarding.

Akanksha Shrivasta, Sharon Freeman and Ann-Marie Dick are all currently employed as 1:1 staff on a termly contract to support children with additional needs.

We aim to ensure that either the Manager or Deputy Supervisor is present during each session, supported by three other members of staff (staff:child ratio 1:6, Ofsted requirement - staff:child ratio 1:8). Occasionally, in an emergency, sessions may be run by a fully qualified member of staff (level 3) and up to three other members of staff. Staff present in each session, are recorded in the register. Unexpected staff absence due to illness or emergency is covered, where possible by existing staff members. In order to maintain the ratio of qualified staff per session (as mentioned above and required by Ofsted) we have created a list of qualified/CRB checked emergency contacts that may be able to provide cover if required.

As part of our philosophy to support and nurture the children both developmentally and personally, staff wish to be called by their first names, thus allowing the children to form stronger partnerships with them.

Children

Of course, the most important people at Willow Bank Pre-School are the children. There is a maximum of 24 children per session. Staff interact with the children by encouraging, facilitating and supporting them whilst they have fun, learn through play, talk about their experiences and share their enjoyment with others, thus enabling the children to become more confident and independent.

Parents

Parents are as much a part of our Pre-School as their children. It is important for you and your child that you play an active part in this exciting phase of her/his life. You may be able to share a special skill or interest such as music, cooking, dance or even your job. Please feel free to talk to a member of staff and make arrangements to come along.

Our parent rota (located on the parent's notice board) is an integral part of our day-to-day running, enabling us to give that little bit of extra input. We do not expect you to help in your child's first half-term, as this can often be unsettling but once s/he is more confident, in the second half-term and beyond, please feel free to put your name down on the parent-helper rota, for a session of your choice. (Please note: that due to insurance/Ofsted restrictions we are unable to accept siblings into the setting when you are helping).

Remember that grandparents and childminders are welcome to help too. When you help, your child may want to stay close for much of the time, but this is quite natural behaviour for a child who feels s/he is has to share you with all the others.

Parent Committee

You may not be aware that Willow Bank Pre-School is managed by a Parent Committee, it is therefore vital that enough parents become involved as without the Committee, Willow Bank Pre-School would have to close. The Committee work in close co-operation with the Manager, and staff and is responsible for reviewing policies, employing staff, fundraising and strategic decision-making. The Committee is elected at an Annual General Meeting, held in October and members serve for a minimum of one year. You can join the Committee at any time during the year; more information can be obtained, in the first instance, from the Manager or Committee Chair. The Committee meets, on average, twice per term and you can arrange to observe if you wish to get a better understanding of its role. Even if you are unable to join the Committee, there are plenty of opportunities throughout the year for you to help with fundraising. The money raised is used to buy new toys and much needed equipment for the children. Typically, the Committee organises the following activities that need your support (but new ideas are always welcome!):

Autumn Term: Photographer, Christmas Party, Nativity.

Spring Term: Easter Raffle and Party, Spring Fair.

Summer Term: Willow Bank Pre-School Fun Day, Sports Day, Summer Party.

Willow Bank Pre-School belongs to the families that use it and Committee membership allows you to support your child's early education.

Starting Out

A happy introduction to Willow Bank Pre-School is important and before your child's start date you and your child will be offered a visit during a normal session. This allows you both to become familiar with the routine and with some of the other children and staff, and hopefully makes it easier to settle in.

When your child starts properly, we have found from experience that staying only prolongs the 'agony' of parting. It is usually better to say 'goodbye' and go home (with the emphasis on home) so that we can contact you quickly, if necessary. We will not subject your child to any distress and, if s/he really needs you to stay for a while, you are welcome to join in the activities and encourage him/her to make friends.

Children are often involved in messy play during sessions so they should be dressed in washable clothes which are not too new! Children tend to become more independent as they progress through Pre-School and simple fastenings on jackets, trousers and

shoes/trainers (velcro type fastenings) will enable them to go the toilet without assistance as well as move between indoor and outdoor play areas (**no open toed sandals/crocks** for Health and Safety reasons please). For EVERY session your child will need to bring a sports type bottle containing water and a complete change of clothes, just in case. They will also need a pair of wellies for garden play in inclement weather and a sun hat in summer months. Please mark all your child's belongings with his/her name.

Record Keeping

We are required by Ofsted to keep certain records about each child, including observations about their experiences and achievements at Pre-School and a selection of work. By observing the children in a systematic way, using either written notes, or photographic evidence, we are able to focus on each child individually, to monitor progress and plan next steps/experiences in line with the child's interests, which will help him/her to work towards the Early Learning Goals. These observations also provide information that can be shared with you during your time in session as a parent helper, at another mutually convenient time or during parents evenings (held twice a year). Your child's Learning Record will move, with your child, to their next educational setting and will be continued by the staff in that setting until the end of Foundation Stage. All information within the setting with regard to your child is subject to our Data Protection and Confidentiality policies. Copies of these can be found on our web site or if you would like a copy please ask the manager.

Willow Bank Pre-School sessions

The children at Willow Bank Pre-School are working within the Foundation Stage of their education. Our Learning and Development Programme is play based and planned within the guidelines set by OFSTED, DFE and the Early Years Development Team. Children are placed in groups with shape names when they start at Pre-School and each group is linked to two key persons. We would like to briefly explain the structure and some of the activities that take place.

A typical session would run as follows:

08.45 or 12.30 Welcome time: Please wait outside until we open the door at the start of each session to give us time to be ready. When you arrive, you should encourage your child to hang up his/her coat and collect their name card off of the table and stick it to the magnetic board by the quiet room entrance (this activity is for name recognition, please do not find your child's name and hand it to them, they will soon learn to recognise it when pointed out to them). Children then proceed into the quiet room where we sing songs, talk about the day, weather etc. and inform the children of any changes to the daily routine i.e. visits from police, fire fighters etc. The children then join their key person in their groups for group registration.

09.00 or 12.40 Registration: Children are marked in on group registers informally whilst chatting with their key person about what they have done since last being in Pre-School.

09.05 or 12.45 Small Group Activity and Plan: Small Group Activity is an adult led activity based on different areas of learning - Knowledge & Understanding of the World, Creative development, Problem Solving, Reasoning and Numeracy, Physical development or Communication, Language & Literacy. The children work in their small groups with one of their Key persons each day. The groups rotate daily to cover the areas of learning. Following this, children plan (as part of plan, do review - which forms child initiated work time).

09.25 or 13.05 Child Initiated Work Time: **1. Plan** - The children remain in their groups and the children pass round their group shape telling the adult what they would like to do during their child initiated work time. All areas of the Pre-School can be accessed and depending on the weather conditions, children can work outside if they choose to. **2. Do** - Children go to their chosen activity (children can move to other activities freely if they wish to). Adults interact with the children, observe and collect evidence for the children's Learning Records. Children are encouraged to tidy an activity away once they have finished with it and all children help with the tidying up and putting away of toys and activities at the end of work time. This is aided by the use of pictures/labels on the boxes and shelves. **3. Review** - is held when return to their groups before going home.

Snack time: This is incorporated into child initiated work time in the form of a snack table. An area is set aside for children to take their snack at a time of their choosing, supporting their Personal, Social and Emotional development skills. The children are encouraged to take turns pouring drinks (milk or water) and sharing the snacks (fruit and breadsticks) remembering 'Please' and 'Thank you'.

Story time: The children come together for a story.

Large Group Activity: An activity encouraging whole group participation that could include role play, music and rhythm, ring games parachute games or something similar. Occasionally this time may be split into two groups.

Outside play (weather permitting): Children can access a range of activities available in our garden area (if weather is inappropriate child initiated work time is extended or we will play ring games/role play.) Children are encouraged to help tidy the outside area before going back inside.

Library time: This is currently held on Mondays and Thursdays with children given a Library card, folder and book at the beginning of each term and on return of the book the key worker will encourage the child to talk about the book they have returned and to choose a new book to enjoy at home with their family.

11.45 or 15.30 Home time: Children return to their tables and any parent helper is thanked.

11.45 to 12.30 Lunch Club: Children will be encouraged to eat a healthy lunch bought from home. (No fizzy drinks, sweets or nuts allowed)

A fun PE session is held one day a week for both a.m. and p.m. children. On Friday, our teddy bears "Bramble" and "Willow" choose a child to spend the weekend with.

The Learning Environment

At Willow Bank Pre-School we aim to provide a happy, stable and caring environment in which, through play, children aged 3 to 5 years can explore, enjoy, achieve and progress to their fullest potential at their own pace, through both child and adult initiated learning experiences.

We shall promote equality of opportunities and positive attitudes to issues that arise both from a multi-cultural society and from those with disabilities, to help children interact well with other children and adults. Staff will be positive role models and supportive of children's individuality, culture and learning experiences.

This shall be achieved by providing challenging and stimulating experiences in line with our Learning and Development Policy that take into account a child's individual needs, their interests and choices, as well as encouraging the involvement of parents and carers, to build on what has been learnt at home. Planning will be based on the Early Years Foundation Stage Programme, working towards the Early Learning Goals, covering the six areas of learning - Personal, Social and Emotional Development, Communication, Language and Literacy, Problem Solving, Reasoning and Numeracy, Knowledge and Understanding of the World, Creative Development and Physical Development, as well as children's interests, building on what the children already know, observation and assessment.

The layout of Willow Bank Pre-School allows children to initiate and put into operation their own plans during child initiated work time. Materials and equipment available for the children to use are easily accessible encouraging independence, appropriate to their stages of development, adequate to support all areas of the Learning and Development Programme and regularly maintained and replaced.

The areas of the learning environment and supporting resources are:

The main room, which consists of a large area containing three different coloured tables that are used during the session for activities and plenty of moveable children's chairs. These tables are used in the planning process for small group activities.

There are places for children to display their work, a visual timetable of the session, an information board for parents and visitors, access to two toilets, access to the staff

kitchen, a doorway to the quiet room and two entrance/exit doors - one leading to the front of the setting and the other leading to the garden.

The main room is broken down into three areas:

Home Corner -

This area encourages personal social skills and language which help to develop children's Language, Literacy and Communication as well as Personal, Social and Emotional development and Physical, Creative and Problem Solving, Reasoning and Numeracy through role play whilst extending children's imagination in the development of Knowledge and Understanding of the World around them. It contains items such as:

- Cooker and household appliances, pans, crockery, cutlery and food.

- Table and chairs.

- Selection of storybooks.

- Clip boards, paper and pencils (for emergent writing).

- Telephones, clocks, cameras.

- Dressing up clothes.

- Shopping tills, bags, purses and money.

Carpet area -

This area is used by children to play with activities chosen from the open shelving system encouraging social interactive play skills and language developing their Language, Literacy and Communication as well as Personal, Social and Emotional development. Physical development is encouraged through the use of construction toys, as is spatial awareness. Puzzles and threading encourage fine motor skills. Problem Solving, Reasoning and Numeracy are supported by sorting activities, shape games - using positional language, weighing scales etc. Knowledge and Understanding of the World is developed through imagination whilst playing as an individual or with others, programmable toys and small world play. Musical instruments develop creative expression.

Resources include:

- A computer and age appropriate software for children's use.

- Small world animals - jungle, zoo, farm and Noah's ark.

- Jungle mat, ocean mat and farm layout.

- Small world house, dolls and furniture.

- Castle, knights, princes, princesses.

- Dolls, clothes and accessories.

- Construction - bricks, wood tools and screws, duplo.

- Brio train track and trains.

- Cars, garage and road mats.

- Musical instruments.

- Nature box, magnifying glasses, binoculars, insects.

- Marble run.

- Tap a shape, mosaic pegs, construction straws.

Puzzles with a variety of sizes and levels of difficulty.
Board games, sorting activities, shape games.
Buttons, threading beads, mosaic shapes.
Magnets, magnetic boards, letters and numbers.
Mathematical toys, calculators, dice, weighing scales.
Programmable toys.

There is a selection of art materials towards the top of the shelving for adults to access together with spare clothing, seasonal equipment and other storage.

Hard flooring area -

This area supports Creative development by allowing children to express their emotions and use their imagination in a creative form, explore different media and materials, art and design technology, water and sand play. Physical development is supported by the use of scissors, pencils, paintbrushes etc. Problem Solving, Reasoning and Numeracy skills and Knowledge and Understanding of the World are developed through problem solving within design technology, sand and water play. Language, Literacy and Communication together with Personal, Social and Emotional development are encouraged through small group play at the sand or water and sharing ideas when problem solving. The area contains:

Paint easel.

Sand and water trays (which are also used for soil, shaving foam, cornflour, shredded paper etc).

Pens, pencils, crayons and chalks.

Paper in a variety of colours.

Scissors, glue, labels.

Junk modeling/collage materials.

Ink pads and stamps.

Play dough and equipment.

There are also hooks for children's protective aprons, two small sinks with soap dispensers and a waste bin and a drying rack to store wet paintings in this area, all of which are accessed independently by the children. Children can display their art work in the setting if they want to. This area also contains a shelved area holding a tape machine, register and current planning sheets.

The quiet room is used to start the day with 'Welcome time'. And for small group activities usually linked to Language, Literacy and Communication, as it is the quietest area in Pre-School. There are places for children to display their work, a visual timetable of the session and notice board for our teddy bears 'Bramble' and 'Willow'. The quiet room is available for quieter activities including story reading in the book corner, listening to stories or music with a CD/tape recorder and headphones or computer use. The main

learning opportunities this room provides encourage Personal, Social and Emotional development and Communication, Language and Literary through social interaction, sharing of books and taped stories or music. All other areas of learning are visited through a selection of age appropriate computer software. The room contains:

A computer and age appropriate software for children's use.

A CD/tape recorder with headphone sets and a selection of CD's and tapes for children to listen/dance to.

A book corner containing a selection of books.

A puppet theatre and a selection of puppets.

Soft seating and selection of books.

One end of the quiet room has been sectioned off to provide a work/resources area for staff (this area is not used by the children). It contains a staff computer, printer, laminator, three lockable cabinets, information/resources folders, storage for bulky items, extra books and equipment (that is rotated into the setting).

The kitchen is for adult use. It is closed off during the session by a 'stable' type door. It contains:

A small work top cooker, microwave oven, kettle, fridge and shredder.

Sink area with cupboards and shelving containing cleaning solutions and paint supplies and draws containing tea towels, utensils and stationery items.

Refreshments cupboard - tea, coffee, sugar, glasses and mugs for staff and beakers and bowls for children,

Utensils cupboard - items used for cooking activities.

Store cupboard - healthy snacks, birthday cake and other supplies.

First Aid cupboard - first aid items and individual children's medication and permissions to administer.

Telephone and phone books.

Staff notice board, safety notices, wipe board, pens and pencils.

Waste bin and liners, mop and bucket, broom, vacuum cleaner, carrier bags, dustpan and brushes.

Hooks for staff to hang their coats and personal possessions.

The garden is a fully enclosed space enabling the children to get fresh air, experience changing weather conditions and help with gardening, as well as somewhere for them to extend their physical development using bikes, pushchairs, bats, balls, the climbing frame, balance beam and other equipment. A play house containing a table, chairs, kitchen, telephone, dolls and dressing up encourages role play, a small shed contains child size gardening tools to help in the garden, a large shed contains trains and track, cars and road mat, pens, crayons and chalk and other equipment and these, together with large sand and water trays and a large chalk board for mark making provide opportunities to extend Personal, Social and Emotional development, Problem Solving, Reasoning and Numeracy

development and Language, Literacy and Communication. On hot days we have parasols and gazebos to provide shade. We can gain permission to use the Infant School playground, when they are not using it, where children, under supervision of the staff, are able to run around on the tarmac area and use Pre-School's wheeled toys but are not allowed to use Infant School's play equipment due to insurance restrictions.

To the front of the setting is a covered area where parents and children wait for the setting to open and a locked wooden shed for committee storage, garden tools etc.

At Willow Bank Pre-School, we feel that the experiences provided help children to contribute to their community, empower them to ask questions and make decisions, foster independence and develop a feeling of self-worth. Copies of our Equality of Opportunity Policy, Inclusion Policy, Conflict Resolution Policy and Practice and Anti-Bullying Policy and Procedure can be found on our web site or if you would like a copy please ask the manager.

Safeguarding Children

Willow Bank Pre-School aims to create an environment which promotes and safeguards the welfare of children which includes protecting children from maltreatment, preventing impairment of children's health or development and ensuring that children are growing up in circumstances consistent with the provision of safe and effective care. We have a duty of care to refer any allegation, complaint or concern received relating to a child to Social Care or the police. A copy of our Safeguarding Children Policy and Procedures can be found on our web site or if you would like a copy please ask the manager.

Illness/Absence (including Unexplained Absence)

If your child has a temperature, is sick or has diarrhoea, please do not send them in until a clear 48 hours after symptoms have stopped. We also request that if you or any other member of your family is suffering from an illness with these symptoms that you or they do not come into Pre-School, as these types of bugs spread very easily and quickly in the setting. A copy of our Health & Hygiene Policy and Procedures, together with a copy of communicable diseases, can be found at the back of this booklet. If your child is absent for any reason, please bring in a note (if you know in advance) or telephone on the day. This enables us to distinguish the difference between 'Absent' and 'Authorised Absent' for the register, which we are required to record. We are required to notify Wokingham Borough Council if a child is absent for more than two weeks. A copy of our Health & Hygiene and Admissions Policies and Procedures can be found on our web site or if you would like a copy please ask the manager.

Collection of Children

Please ensure that you collect your child on time, late collection can be very upsetting for some children. To comply with current legislation, we have introduced a 'Collection's Book'.

If you collect your child from Pre-School earlier or later than the end of the session you will need to sign your child out on a form. Also, if anyone other than yourself or an authorised collector is to collect your child from Pre-School, the alternative person's contact details, name of child and date will need to be entered onto a form. Blank forms are located on the wall next to the main entrance. A copy of our Arrival & Collection of Children Policy and Procedures can be found on our web site or if you would like a copy please ask the manager.

OTHER INFORMATION

Non Smoking Site and Road Safety

Our Pre-School is sited within the grounds of Willow Bank Infant and Junior Schools, which is a non smoking site. Only cars belonging to staff members are allowed within the grounds. Families are encouraged to walk or cycle to Pre-School to reduce the volume of traffic at peak times. Please note that there is also a back entrance in Walmer Road to the school site. Please make sure all gates are closed behind you when arriving/leaving for the safety of all children.

You are asked to observe all road markings outside the school and to park considerately if you have to use a car.

Show and Tell

We no longer do 'show and tell', except for special occasions e.g. birthdays, holidays, personal achievements, Bramble/Willow etc. or to help in the 'settling in' process. Please encourage your child to leave their toys at home unless one of the 'special' reasons above applies.

Fees

If your child is not eligible for Early Years Funding, our fees are currently **£3.95** for Lunch Club (45 min) and **£11.25** per 3hr session with a reduction of 10% for two or more children in the same immediate family. When a child starts at Pre-School we ask parents to make a one off voluntary donation of £20.00 towards healthy snacks during their time at Pre-School.

Uniform

It is not compulsory for your child to wear our uniform, but we feel it can give them a sense of identity and saves wear and tear on their normal clothes. You can buy Sweat Shirts, T-Shirts and Caps from the school throughout the year, in sizes 3-4 and 5-6. Prices start at just £3.

Queries

If there is anything worrying you or about which you'd like more information, we hope you

will feel you can come and talk to us. If you have any comments, critical or otherwise, please pass them on either directly or by using our suggestion box, so that we can take any appropriate action, if necessary. There is the opportunity to discuss your child's progress when you are the parent helper or you may make an appointment at a mutually convenient time with your child's key person. Staff are available at the beginning and end of each session for a less formal chat.

The Pre-School Learning Alliance

This Pre-School is a member of the Wokingham Branch of the Pre-School Learning Alliance (PLA), a national charity which aims to promote high quality education and care for young children through the provision of community-based Pre-Schools. The PLA provides financial aid for those children within families suffering severe financial hardship and for those with special needs, including those who need one-to-one help. Branch Committee meetings provide a forum for the exchange of ideas and information and branches offer courses of interest to those working with Pre-School children.

Courses for Parents

If you are interested in finding out more about child development, or looking for more information to help you as a parent, ask the Manager, Deputy or Chairperson for details of any courses being organised by the PLA or by the Early Years Forum. Occasionally we arrange for talks/courses to take place in the setting if there is sufficient demand.

Regulatory Authority / Inspections

Ofsted

National Business Unit

Royal Exchange Buildings

St Ann's Square

Manchester

M2 7LA Complaints and Enforcements: Tel: 0845 6404040

Willow Bank Pre-School is subject to regular Ofsted inspections. All staff and Committee members undergo Criminal Record Bureau checks. A copy of our Complaints Procedure can be found on our web site or if you would like a copy please ask the manager.

Policies and Procedures

Copies of the following Policies/Procedures can be found at the back of this booklet:

Accident (Medical Emergency) Procedure

Admissions and Funding Policy

Anti-Bullying Policy and Procedure

Arrival & Collection of Children Policy and Procedure

Complaints Procedure
Confidentiality Policy
Conflict Resolution Policy and Practice
Critical Incident/Emergency Closure Policy and Procedures
Data Protection Policy
Employment, Staffing & Training Policy
Equality of Opportunities Policy and Procedures
Fire Safety Policy and Procedures
Health & Hygiene - Policy and Procedures
Inclusion Policy and Procedures
Induction Procedure
Infectious/Notifiable Disease and Serious Injuries Procedure
Missing Child Policy and Procedure
Observation, Assessment & Record Keeping Policy and Procedures
Outings Procedure
Parental Involvement Policy
Photographing Children Policy
Role of the Committee
Safeguarding Children - Policy and Procedures
Safety Policy and Procedures
Settling in Pre-School Procedure
Student/Volunteer Placement Policy

A full set of Policies/Procedures is displayed on the notice board in the Pre-School and on the website. Copies are available to be borrowed on request.

Updated May 2010