



POLICIES 2009

The Cabin Preschool, Langtree School Grounds, Reading Road, Woodcote, READING, RG8 0QJ

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Registered charity no: 296168

The Cabin Pre-school Policies and Procedures

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a) **Admissions policy**

It is our intention to make The Cabin genuinely accessible to children and families from all sections of the local community. In order to accomplish this, we will:

- Ensure that the existence of the pre-school is widely known in all communities. We will place notices advertising the pre-school in places where all sections of the community can see them, in more than one language if appropriate.
- Arrange our waiting lists in order of date of birth.
- Keep a place vacant, if this is financially viable, in order to accommodate emergency admissions.
- Describe the pre-school in terms which make it clear that it welcomes both father and mothers, other relations and other carers, including childminders, and people from all cultural, ethnic, religious and social groups, with and without disabilities.
- Monitor the gender and ethnical background of children joining the group to ensure that no accidental discrimination is taking place.
- Make our equal opportunities policy widely known.
- Consult with families about the opening times of the pre-school to avoid excluding anyone.
- Be flexible about attendance patterns so as to accommodate the needs of the individual children and families.

This policy was agreed at a Cabin meeting on 27th April 2009

Signed on behalf of The Cabin Pre-School

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b) Behaviour management policy:

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by everyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

In order to achieve this:

- Rules governing the conduct of the group and the behaviour of the children will be discussed and agreed within the pre-school and explained to all newcomers, both children and adults.
- All adults in the pre-school will ensure that the rules are applied consistently so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- All adults will try to provide a positive model for the children with regard to friendliness, care and courtesy.
- Adults in the pre-school will praise and endorse desirable behaviour such as kindness and willingness to share.
- We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

When children behave in unacceptable ways

Physical punishment – such as smacking or shaking, will neither be used nor threatened. Children will never be sent out of the room by themselves.

Techniques intended to single out and humiliate individual children such as the ‘naughty chair’ will not be used.

Children who misbehave will be given one to one adult support in seeing what was wrong and working towards a better pattern. Where appropriate this might be achieved by a period of ‘time out’ with an adult.

Children must not climb on the furniture.

In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.

In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.



Adults will not shout, or raise their voices in a threatening way.

Adults in the pre-school will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.

Any behaviour problems will be handled in developmentally appropriate fashion, respecting individual children's level of understanding and maturity.

Recurring problems will be tackled by the whole pre-school, in partnership with the child's parents, using objective observation records to establish an understanding of the cause.

Adults will be aware that some kinds of behaviour may arise from a child's special needs.

If an adult working at Cabin needs to discuss matters concerning bullying or intimidation amongst staff members, he/she should address their concerns first to the chair of the committee or, if this is not possible, to our PLA representative.

This policy was agreed at a Cabin meeting on 27th April 2009

Signed on behalf of The Cabin Pre-School

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c) **Safeguarding Children Policy**

Safeguarding is a relatively new term which is broader than 'child protection' as it also includes prevention. Safeguarding has been defined as:

All agencies working with children, young people and their families taking all reasonable measures to ensure that the risks of harm to children's welfare are minimised; and where there are concerns about children and young people's welfare, all agencies taking appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other local agencies.

Safeguarding children is vital for charities as charity trustees have a duty of care towards the children with whom they have contact. Having safeguards in place within an organisation not only protects and promotes the welfare of children but also it enhances the confidence of trustees, staff, volunteers, parents/carers and the general public. Safeguarding children is beneficial to a charity in many ways – protecting its reputation, helping to effectively meet its objectives and protecting its finances.

We intend to create an environment in which children are safe from abuse and in which any suspicion of abuse in our pre-school is responded to promptly and appropriately. In order to achieve this we will:

Recruit Safely

It will be made clear to applicants for posts within the pre-school that the position is exempt from the provisions of the Rehabilitation of Offenders Act 1974.

All applicants for work within the pre-school, whether voluntary or paid, will be interviewed before an appointment is made and will be asked to provide at least one reference. All such references will be followed up. In the case of applicants with unexplained gaps in their employment history, or who have moved rapidly from one job to another, explanations will be sought.

All appointments, both paid and voluntary, will be subject to a probationary period and will not be confirmed unless the pre-school is confident that the applicant can be safely trusted with children.

Seek and Supply Training

We will seek out training opportunities for all adults involved in the group to ensure that they recognise the symptoms of possible physical abuse, neglect, emotional abuse and sexual abuse. All staff must have knowledge and be trained or at least read the settings policies in safe-guarding They must sign and agree to our policies and procedures.

Prevent Abuse by Means of Good Practice

Adults will not be left alone with individual children. An adult who needs to take a child aside – for example, for time out following inappropriate behaviour, will do so in the same room away from the other children. Children will be encouraged to develop a sense of autonomy and independence through adult support in making choices and in finding names for their own feelings and acceptable ways to express them. This will enable children to have the self-confidence and the vocabulary to resist inappropriate approaches and to express any concerns they may have.

Ratios

These are a legal requirement and without these we are leaving ourselves open to liability. These are put there to protect us

The ratios are;

Children over two but under three ratios is 1; 4

Children over three but under eight ratios is 1; 8

Staff are never left alone with children, at all times there must be two people working with all children.

Police checks.

All people working with children need to be police checked, as long as the setting enforces this and does not employ anyone who has not got a police check then they are securing their business against possible abusers.

At the Cabin before agreeing to employ a new member of staff they must agree to be police checked and it is also important that the setting nominate a person to carry out these checks and see the certificate before the person starts work.

Furthermore, all new members or existing staff are required to sign a contract stating that they are suitable to be employed by the Pre-School and that they will inform the Manager and Chair immediately if this situation changes.

Incident reporting

Good record keeping is a must to help protect you against acquisitions of bad practice. All incidents need to be recorded accurately in word for word detail, listing all persons present and they need to witness the report, sign and date it

All strange marks or behaviour of children coming into the setting, when these marks or actions can not be easily explained must be recorded in the incident book.

All incidents must also be reported to the manager of the setting and to the parents who can at all times be given access to their children's file.

All records of children must be kept in a locked and secure place. At the Cabin we use a locked filing cabinet each child has their own file where delicate information can be stored in a confidential envelope.

Open Communication Between Parents and Pre-School

Good policies of any setting will help to protect the staff from abuse or criticism as long as these are up held and adhered to. If a parent is having difficulty in complying with requests, then a well written policy which they should have a copy of, will normally encourage compliance. All families must have access to these. All families are given a prospectus on application. All observations must be recorded accurately with names, dates, times and witnesses where possible.

Our comments, suggestions and complaints book are available to parents so that their comments can be written down immediately to prevent hearsay. This is then signed and acted upon by parent and staff as necessary.

Ofsted's telephone number is clearly displayed for parents should they wish to make a formal complaint.

Staff Mobile Phones

It has been agreed that no staff will use personal mobile phones or cameras to take photographs of the children in their care. Only the nominated camera belonging to Cabin will be used.

Staff mobile phones may be kept on but in the kitchen.

What Staff Should Do If They Have Concerns About A Child

Keep Records

Whenever worrying changes are observed in a child's behaviour, physical condition or appearance a specific and confidential record will be set up, quite separate from the usual on-going records of children's progress and development. The record will include, in addition to the name, address and age of the child, timed and dated observations, describing objectively the child's behaviour/appearance without comment or interpretation.

Where possible, the exact words spoken by the child should be recorded accurately as well as the name and signature of the recorder. Such records will not be accessible to people in the pre-school other than the Pre-school Manager, Chair and key worker or other members of staff as appropriate.

Liaise with other bodies

Pre-schools operate in accordance with local authority guidelines. Confidential records kept on children about whom the pre-school is anxious will be shared with the Oxfordshire Assessment Team.

If a report on a child is to be made to the authorities, the child's parents will be informed at the same time as the report is made. The group will maintain on-going contact with the registered authority, including names, addresses and telephone numbers of individual social workers, to ensure that it would be easy, in any emergency, for the pre-school and the social services department to work well together.

Records will also be kept of the local NSPCC contact, or other contacts as appropriate.

Support Families

The pre-school will take every step in its power to build up a trusting and supportive relationships between families and staff and volunteers in the group. Where abuse at home is suspected, the pre-school will continue to welcome the child and family while investigations proceed. We will work together to get a much help as possible to ensure a secure outcome for the child. Confidential records kept on a child will be shared with the child's parents.



With the proviso that the care and safety of the child must always be paramount, the pre-school will do all in its power to support and work with the child's family.

This policy was agreed at a Cabin meeting in January 2010.

Signed on behalf of The Cabin Pre-School

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Procedure to follow if a member of staff has an allegations of abuse made against them

- The member of staff should be immediately suspended for the protection of both them and the child.
- The Cabin safeguarding officer (Jayne Cole) will then be responsible for contacting Ofsted **08756 404043** Ref: **13370** and Oxfordshire Children's Assessment Team 01865 897983. More advice can be acquired from the Early Years Children Centre (01865) 323772 (Jill Bodey)
- Contact the Chair to inform.
- All conversations, actions need to be written down immediately. Keep an ongoing time log
- Give parents the following telephone numbers to enable them to access advice where appropriate:

Ofsted **08756 404043** Ref: **133703**

NSPCC **0808 8005000**

Oxfordshire Children's Assessment Team **01865 897983**

- Until we have met with OFSTED and Oxfordshire Children's Assessment Team, and until the matter is resolved, the accused member of staff will remain strictly suspended. Under no circumstances should the accused person be allowed on Cabin's premises.
- The Manger will arrange all contact with the member of staff.
- If the allegation is made against the Manager then the Chair Person will suspend and report to the appropriate bodies:

Ofsted **08756 404043** Ref: **133703**

Oxfordshire Children's Assessment Team **01865 897983**

More advice can be acquired from the Early Years Children Centre **01865 323772** (Jill Bodey)

Procedure to follow after a full disclosure has been made from a child to an adult.

- If a child makes a disclosure, we would endeavor to be as supportive to this child as possible and make them feel that they have done the right thing in telling us their concerns. *It is important to give this child time and your full attention.*
- Give the child the NSPCC child line number **0808 8005000**, explain they can call these at any time and you don't have to pay for the call (This if the child is able to use a telephone)
- Ensure you tell the child what you are going to do and why. It is important not to make false promises to this child for example, that you will not tell anyone about what they have told you but it is vital that you fully support them emotionally giving them lots of comfort if they require it.
- The Manager would then contact the Oxfordshire Children's Assessment Team **01865 897983** Or Police and or Ambulance where appropriate informing these authorities with child's name and details home address, age and summary of the disclosure.
- The Manager would then speak to the parent/s and explain procedures to parents. Only if he/she feels it is safe to do so. Otherwise the police will be entrusted to deal with the situation.
- The Manager would then explain to the child that the incident has been reported to Social Services and that it is necessary to ensure this did not happen again. It must be stressed to the child that they are not in any trouble.
- The Manager would then write a full report of all conversations and all actions, Word by word accounts that are then filed in a safe confidential area, under the child's name, in a confidential envelope. *It is vital that members of staff/ Chair does not express views or thoughts throughout the process and remain as objective as possible.*

Procedure to follow should any staff member has safeguarding concerns about a child.

It is our responsibility to seek further advice and guidance if we have concerns
Signs and symptoms of abuse:

- A baby who cries constantly
- A child who is often bruised or injured
- A child who is often very withdrawn
- A child who is often very dirty or smelly
- A child who is often hungry, or under or over-dressed for the time of year
- A child who is often left at home alone
- A child who is often left in unsafe situations, or without medical attention when they need it
- A child who is constantly 'put down', insulted, sworn at or humiliated
- A child who seems very afraid of particular adults, and reluctant to be alone with them
- A child who has unexplained changeable emotions, such as depression, anxiety or severe aggression
- A child who shows sexual knowledge or behavior that is inappropriate for their age
- A child who is growing up in a home where there is domestic violence
- A child who is living with parents or carers who are involved in serious drug or alcohol abuse
- A Self-harming Child
- An unusually secretive child
- A child who appears to have a special relationship with an older person
- Developmental delay
- Reluctant to change for sporting activities in front of peers

- Fearful of parents/ not wanting to go home
- Frequent lying

In some cases these may have reasonable explanations but it is our duty to do everything we can do to help children in our care.

On the other hand, this list does not cover every possibility. You may see other things in the child's behavior or circumstances that worry you.

The most important thing to remember is that if you have a gut feeling that something is not right, trust your judgment and take action. Refer your concerns immediately to the Manager of the setting. If you do not feel able to do so for any reasons then do the following:

- Inform the Manager/Chair whenever possible/appropriate
- Tell them what the child has told you/done etc word for word
- Contact the Oxfordshire Children's Assessment team **01865 897983** and OFSTED **08456404043** Write the name of the assessment team worker you spoke and the date and details of the discussion.
- Arrange a meeting with parents to discuss safeguarding issues about a child, unless you feel that it will compromise the child's welfare or safety.
- Write down the details of any discussions with the parents.
- Take professional advice at every stage

d) Complaints policy

As a member of the Pre-School Learning Alliance we aim to provide the highest quality education and care for all our children. We aim to offer a welcome to each individual child and family and to provide a warm and caring environment within which all children can learn and develop as they play.

We believe children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. Our intention is to work in partnership with parents and the community generally and we welcome suggestions on how to improve our group at any time.

Making concerns known

A parent who is uneasy about any aspect of the group's provision should first of all talk over any worries and anxieties with the pre-school leader.

If this does not have a satisfactory outcome within a couple of weeks, or if the problem recurs, the parent should put the concerns or complaint in writing and request a meeting with the pre-school leader and the chair of the management committee. Both parents and the leader should have a friend or partner present if required and an agreed written record of the discussion should be made.

All complaints and suggestions are recorded in the orange log book held at Cabin. Any parent or carer can access this at any time.

Most complaints should be resolved informally or at this initial stage

If the matter is still not sorted out to the parent's satisfaction, the parent should again contact the chair. If parent and group cannot reach 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 to clarify the situation. Staff or volunteers within the Pre-school Learning Alliance will be available to act as mediator if both parties wish it.

It is also possible to complain directly, or gain advice and mediation from Ofsted. They can be contacted on 08456 014772, look at the Ofsted website for more information - <http://www.ofsted.gov.uk/> - or email enquiries@ofsted.gov.uk. There is a poster up near to the noticeboard at Cabin, with more information about the support that Ofsted can provide.

The mediator will help define the problem, review the action so far and suggest further ways in which it might be resolved. The mediator will keep all discussions confidential. S/he will meet with the group if requested and will keep an agreed written record of any meetings that are held and of any advice given.

The role of the registering authority

In some circumstances, it will be necessary to bring in the local authority registration and inspection unit, who have a duty to ensure laid down requirements are adhered to and with whom the Pre-school Learning Alliance works in partnership to encourage high standards. The registering authority would be involved if a child appeared to be at risk or where there seemed to be a possible breach of registration requirements. In these cases both parent and pre-school would be informed and the Pre-School Learning Alliance fieldworker would work with the social services department to ensure a proper investigation of the complaint followed by appropriate action.



We believe that most complaints are made constructively and can be sorted out at an early stage. We also believe that it is in the best interests of the pre-school and parents that complaints should be taken seriously and dealt with fairly and in a way which respects confidentiality.

This policy was agreed at a Cabin meeting on 27th April 2009

Signed on behalf of The Cabin Pre-School

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e) **Confidentiality policy**

The pre-school's work with children and families will bring us into contact with confidential information.

To ensure that those using and working in the pre-school can do so with confidence, we will respect confidentiality in the following ways:

- Parents will have ready access to the files and records of their own children and will not have access to information about any other child.
- Staff will not discuss individual children, other than for the purpose of curriculum planning/group management, with people other than the parents/carers of that child.
- Information given by parents/carers to the pre-school leader or key worker will not be passed on to other adults without permission.
- Issues to do with the employment of staff, whether paid or unpaid, will remain confidential to the people directly involved with making personnel decisions.
- Any anxieties/evidence relating to a child's personal safety will be kept in a confidential file and will not be shared within the group except with the child's key worker/pre-school leader and their chair/owner.
- Students on pre-school Learning Alliance or other recognised courses observing in the pre-school will be advised of our confidentiality policy and required to respect it.
- All the undertakings above are subject to the paramount commitment of the pre-school to the safety and wellbeing of the child.

Please see our policy on child protection.

This policy was agreed at a Cabin meeting on 27th April 2009

Signed on behalf of The Cabin Pre-School

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f) Data protection policy

We adopted a new data protection policy in 2007/8 to comply with the new rules on data protection, as follows:

Disclosure

- A legal disclosure is the release of personal information to someone who requires the information to do his or her job within or for Cabin.
- An illegal disclosure is the release of information to someone who does not need it, or has no right to it, or one which falls outside the Pre-School's registered purposes.

Data security

- Cabin undertakes to ensure security of personal data.

Physical security

- Appropriate building security measures are in place, such as locks on the filing cabinets. Only authorised persons are allowed into the cabinets. Disks, tapes and printouts are locked away securely when not in use.
- Visitors to Cabin are required to sign in and out and are, where appropriate, accompanied.
- Any queries or concerns about security of data in Cabin should in the first instance be referred to the chairman of the committee or Cabin manager.
- Individual members of staff can be personally liable in law under the terms of the Data Protection Acts. They may also be subject to claims for damages from persons who believe that they have been harmed as a result of inaccuracy, unauthorised use or disclosure of their data. A deliberate breach of this Data Protection Policy will be treated as disciplinary matter, and serious breaches could lead to dismissal.

Disposal of information kept

- All personal details, when no longer required, will be disposed of sensibly by use of shredder.

This policy was agreed at a Cabin meeting on 27th April 2009

Signed on behalf of The Cabin Pre-School

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g) Equality and diversity policy

The Pre-school Learning Alliance is committed to helping pre-schools provide equal opportunities for all children and families. As a member of the Alliance, Cabin works in line with relevant legislation:

Disabled Persons Act	1958, 1986
Race Relations Act	1976
Sex Discrimination Act	1986
Children Act	1989

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

Admissions

Cabin is open to every family in the community. The waiting list is not operated on a first come, first served basis but on a fairer system. (Refer to Admissions and Payment). Families joining Cabin are made aware of its equal opportunities policy.

Employment

Cabin 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 job description for all workers.

Families

Cabin recognises that many different types of family successfully love and care for the children.

Festivals

Our aim is to show respectful awareness of all the major events in the lives of the children and families in Cabin, and in our society as a whole, and to welcome the diversity of backgrounds from which they come. To achieve this, we aim to acknowledge all the festivals which are celebrated in our area or by the families involved in Cabin.

Without indoctrination in any specific faith, children will be made aware of the festivals which are being celebrated by their own families or others and will be introduced where appropriate to the stories behind the festivals.

Before introducing a festival with which the adults in Cabin are not themselves familiar, appropriate advice will be sought from people to whom the festival is familiar.

Children and families who celebrate at home festivals with which the rest of Cabin is not familiar with will be invited to share their festival with the rest of the group. Children will be encouraged to welcome a range of different festivals, together with stories, celebrations and special food and clothing they involve as part of the diversity of life.

The curriculum

All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

Resources

These will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multicultural society. Materials will be selected to help children to develop their self-respect and to respect other people by avoiding stereotypes and derogatory pictures or messages about any group of people.

Special Educational Needs and Disabilities

Cabin recognises the wide range of special needs of children and families in the community, and will consider what part it can play in meeting these needs. Planning for pre-school meetings and events will take into account the needs of people with disabilities.

Discriminatory Behaviour Remarks

These are unacceptable in Cabin. The response will aim to be sensitive to the feelings of the victim(s) and to help those responsible to understand and overcome their prejudices.

Language

Information, written and spoken, will be clearly communicated in as many languages as necessary. Bilingual/multilingual children and adults are an asset. They will be valued and their language recognised and respected in Cabin.

Food

Medical, cultural and dietary needs will be met.

Meetings

The time, place and conduct of meetings will ensure that all families have an equal opportunity to be involved in the running of Cabin.

This policy was agreed at a Cabin meeting on 27th April 2009

Signed on behalf of The Cabin Pre-School

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h) Healthy eating policy
(Including nut allergy policy)

At Cabin, we regard snack and meal times as an important part of the children's day. Eating represents a social time for children and adults and helps children to learn about healthy eating. To help us comply with recent government initiatives and the general wellbeing of our children, we have decided to set down our own guidelines.

- At snack times, we aim to provide healthy and nutritious food, which meets the children's individual dietary needs.
- From May 2008, we now provide hot lunches, supplied (in pre-school size portions) by the Langtree School kitchen. We aim to ensure that the lunch options provided comply with our healthy eating guidelines. Every day, a vegetarian option is available. Menus are shown on the planning board.
- Children attending the lunchtime session and not ordering a cooked lunch are session are expected to bring a balanced packed lunch with them.

Procedures

We follow the procedures below to promote healthy eating at Cabin.

- Before a child starts Cabin, we find out children's dietary needs, including any allergies, which we record in each child's registration record and parents sign the record. We also ask parents to advise us of changes to their children's dietary needs - including allergies.
- We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
- We aim to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes.
- We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts. We ask parents not to provide packed lunches that include nuts or nut products (e.g. snack bars, peanut butter, pesto) to avoid exposure to nuts in another child's lunch
- In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.
- Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.
- We organise meal and snack times so that they are social occasions in which children and staff participate.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures. We help them to develop the social and feeding skills relating to mealtimes.

- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the session/day.
- We inform parents of our policy on healthy eating

Snacktime

Drinks and snacks provided by cabin will be of low salt, sugar and low fat content where possible.

Breakfast will be toast with low fat margarine and a choice of marmite, with either milk or water to drink - children to make their own choice.

Afternoon snack will include a piece of fresh fruit, vegetable or cheese, with a carbohydrate accompaniment such as pitta bread or bread sticks. A choice of milk or water is supplied to drink.

Lunch boxes

We are not allowed to warm up children's food, but you may send in a flask which we will help the children pour into a bowl.

We will provide water for children to drink with their lunch. You may provide fruit juices or squash.

Please no chocolate at all this includes yogurts, biscuits or any kind of sweets save these for pick up time or home.

- Suggestions for lunch sandwiches: small, and with children's favourite fillings - if they won't eat them at home they won't eat them at Cabin;
- Yoghurts children size please;
- Small amount of crisps one normal packet could last all week;
- Fresh fruit, apples we will chop up, oranges we will peel;
- Other suggestions: dried fruit, cold meats, pasta salads, rice salads, sausage rolls, humus or other dips, cold sausages, jellies, homemade plain cakes, jam tarts, plain biscuits, tinned fruit.

We have a fridge and are happy to store any items which need refrigerating but please label with name and keep the packaging small, ensure all foods are within eat by date will not allow children to eat out dated foods.

Please no nuts at all: we do have children with intolerances

Exception will be made for any child with dietary issues or allergies please discuss with Manager.

Cooking and special occasions

Special celebrations such as Pancake Day or sensory tasting activities in line with current themes may allow for small amounts to be tasted. Cooking activities will be a mixture of healthy or treats which we will use to discuss and then send home for you to decide if your children are allowed to eat them

This policy was agreed at a Cabin meeting on 27th April 2009



Signed on behalf of The Cabin Pre-School

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h) Handling and safekeeping of disclosure information

General principles

As an organisation using the Criminal Records Bureau (CRB) Disclosure service to help assess the suitability of applicants for positions of trust, Cabin complies fully with the CRB Code of Practice regarding the correct handling, use, storage, retention and disposal of Disclosures and Disclosure information. We also comply fully with our obligations under the Data Protection Act 1998 and other relevant legislation pertaining to the safe handling, use, storage, retention and disposal of Disclosure information and have a written policy on these matters.

Storage and access

Disclosure information should be kept securely, in lockable, non-portable, storage containers with access strictly controlled and limited to those who are entitled to see it as part of their duties.

Handling

In accordance with section 124 of the Police Act 1997, Disclosure information is only passed to those who are authorised to receive it in the course of their duties. We maintain a record of all those to whom Disclosures or Disclosure information has been revealed and it is a criminal offence to pass this information to anyone who is not entitled to receive it.

Usage

Disclosure information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

Retention

Once a recruitment (or other relevant) decision has been made, we do not keep Disclosure information for any longer than is necessary. This is generally for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints. If, in very exceptional circumstances, it is considered necessary to keep Disclosure information for longer than six months, we will consult the CRB about this and will give full consideration to the data protection and human rights of the individual before doing so. Throughout this time, the usual conditions regarding the safe storage and strictly controlled access will prevail.

Disposal

Once the retention period has elapsed, we will ensure that any Disclosure information is immediately destroyed by secure means, i.e. by shredding, pulping or burning. While awaiting destruction, Disclosure information will not be kept in any insecure receptacle (e.g. waste bin or confidential waste sack). We will not keep any photocopy or other image of the Disclosure or any copy or representation of the contents of a Disclosure. However, notwithstanding the above, we may keep a record of the date of issue of a Disclosure, the name of the subject, the type of Disclosure requested, the position for which the Disclosure was requested, the unique reference number of the Disclosure and the details of the recruitment decision taken.

Acting as an Umbrella Body

Before acting as an Umbrella Body (one which countersigns applications and receives Disclosure information on behalf of other employers or recruiting organisations), we will take all reasonable steps to satisfy ourselves that they will handle, use, store, retain and dispose of Disclosure information in full compliance with the CRB Code and in full accordance with this policy. We will also ensure that any body or individual, at whose request applications for Disclosure are countersigned, has such a written policy and, if necessary, will provide a model policy for that body or individual to use or adapt for this purpose.

This policy was agreed at a Cabin meeting on 27th April 2009

Signed on behalf of The Cabin Pre-School

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j) Health and safety policy

At Cabin we believe that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers.



- We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.
- Our member of staff responsible for health and safety is Jayne Cole
- She is competent to carry out these responsibilities.
- She has undertaken health and safety training and regularly updates her knowledge and understanding.
- We display the necessary health and safety poster on the noticeboard

Insurance cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed in:

Procedures

Awareness raising

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.
- Health and safety issues are explained to the parents of new children so that they understand the part played by these issues in the daily life of the setting.
- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at staff meetings.
- We operate a no smoking policy.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

Safety of adults

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store equipment or to change light bulbs they are provided with safe equipment to do so.
- All warning signs are clear and in appropriate languages.
- Adults do not remain in the building on their own or leave on their own after dark.
- The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues that need to be addressed.
- We keep a record of all substances that may be hazardous to health - such as cleaning chemicals, or gardening chemicals if used. This states what the risks are and what to do if they have contact with eyes or skin or are ingested. It also states where they are stored.
- We keep all cleaning chemicals in their original containers.

Windows

- We have no low level windows requiring safety glass or safety screens.
- Windows are protected from accidental breakage or vandalism from people outside the building.
- We are on the ground floor.

Doors

- We take precautions to prevent children's fingers from being trapped in doors.

Floors

- All floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged.

Electrical/gas equipment

- All electrical/gas equipment conforms to safety requirements and is checked regularly.
- Our boiler/electrical switch gear/meter cupboard is not accessible to the children.
- Fires, heaters, electric sockets, wires and leads are properly guarded and the children are taught not to touch them.
- Storage heaters are checked daily to make sure they are not covered.
- There are sufficient sockets to prevent overloading.
- The temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas including storage areas.

Storage

- All resources and materials from which children select are stored safely.
- All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

Outdoor area

- Our outdoor area is securely fenced.
- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- Where water can form a pool on equipment, it is emptied before children start playing outside.
- Our outdoor sand pit is covered when not in use and is cleaned regularly.
- All outdoor activities are supervised at all times.

Hygiene

- We regularly seek information from the Environmental Health Department and the Health Authority to ensure that we keep up-to-date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the setting which includes play room(s), kitchen, rest area, toilets and nappy changing areas.
- We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
- The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.
- We implement good hygiene practices by:
 - cleaning tables between activities;
 - cleaning toilets regularly;
 - wearing protective clothing - such as aprons and disposable gloves - as appropriate;
 - providing sets of clean clothes;
 - providing tissues and wipes; and
 - ensuring use of a hygienic blower to dry hands.

Activities and resources

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending Cabin.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- All toys and equipment are checked for choking hazards.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials, including paint and glue, are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools (e.g. scissors) safely.
- Children who are sleeping are checked regularly.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
- The outside area is swept on Mondays and Fridays when in use, and more often if required.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded.
- Large pieces of equipment are discarded only with the consent of the manager and the chairperson or owner

Legal Framework

- Health and Safety at Work Act (1974)
- Management of Health and Safety at Work Regulations 1992
- Electricity at Work Regulations 1989
- Control of Substances Hazardous to Health Regulations(COSHH) (2002)
- Manual Handling Operations Regulations 1992 (as amended)
- Health and Safety (Display Screen Equipment) Regulations 1992

This policy was agreed at a Cabin meeting on 27th April 2009

Signed on behalf of The Cabin Pre-School

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k) Lost Child Policy

If a child is lost:

- Transport all children to a safe area and complete a register.
- Note time and place of last sighting of child.
- One staff member to conduct a calm and controlled search of the immediate vicinity.
- Upon recognition of the loss of a child the Parent/Carer will be contacted in the first instance. We hold emergency contact numbers if for any reason the Parent/Carer is uncontactable, though contacting the Parent/Carer is of paramount importance and every effort will be made to reach them.
- Contact Police
- Staff must be aware that Parents of a lost child will be very emotional and likely to be angry and upset. The Manager or Deputy Manager will liaise with the Parents and be the point of contact during the time.
- Staff must keep the remaining children calm and out of the immediate area of activity.
- OFSTED (Governing Body) will be contacted and informed of the loss of the child.
- Risk Assessment consulted and amended where necessary.

This policy was agreed at a Cabin meeting on 27th April 2009

Signed on behalf of The Cabin Pre-School

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1) Non-collection of children policy

Our intent

In the event that a child is not collected by an authorised adult at the end of a session/day, Cabin will take certain agreed actions to ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child.

In the event that a child is not collected by an authorised adult, we will ensure that the child receives a high standard of care in order to cause as little distress as possible. We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

Method

- Parents of children starting at Cabin are asked to provide specific information which is recorded on our Registration Form, including:
 - home address and telephone number, and mobile telephone number (if applicable) - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative
 - place of work, address and telephone number (if applicable)
 - names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a child minder or grandparent
 - information about any person who does not have legal access to the child
 - who has parental responsibility for the child
- On occasions when parents are aware that they will not be at home or in their usual place of work, they record how they can be contacted in our collection book.
- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they record the name, address and telephone number of the person who will be collecting their child in our collection book. We agree with parents how to verify the identity of the person who is to collect their child.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up procedures. We provide parents with our contact telephone number. We also inform parents that - in the event that their children are not collected from setting by an authorised adult and the staff can no longer supervise the child on our premises - we apply our child protection procedures as set out in our child protection policy.
- If a child is not collected at the end of the session/day, we follow the following procedures:
 - We allow 30 minutes to pass following closure of Cabin to allow for late collection.
 - The diary is checked for any information about changes to the normal collection routines.
 - If no information is available, parents/carers are contacted at home or at work.
 - If this is unsuccessful, the adults who are authorised by the parents to collect their child from Cabin - and whose telephone numbers are recorded on the registration form - are contacted.
 - All reasonable attempts are made to contact the parents or nominated carers.
 - The child does not leave the premises with anyone other than those named on the Registration Form and in the collection book.

- If no-one collects the child after one hour and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
- We contact our local authority social care department.
- The child stays at the setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker.
- Social care workers will aim to find the parent or relative. If they are unable to do so, the child will be admitted into the care of the local authority.
- Under no circumstances are staff to go to look for the parent, nor do they take the child home with them.
- A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
- OFSTED may be informed.
- Our local Pre-school Learning Alliance office/Pre-school Development Worker may also be informed.

This policy was agreed at a Cabin meeting on 27th April 2009

Signed on behalf of The Cabin Pre-School

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m) Parental involvement policy

Parents are the first educators of their young children. The aim of the group is to support their essential work, not to supplant them.

We will:

- Make all new parents aware of the group's systems and policies.
- Encourage parents on an individual basis to play an active part in the management of the group.
- Ensure that parents are involved on a regular basis about their child's progress
- Ensure that all parents have opportunities to contribute from their own skills, knowledge and interests to the activities of the group.
- Involve parents in shared record keeping about their own child, either formally or informally.
- Ensure that all parents are fully informed about meetings, conferences, workshops and training.
- Consult with families about the time of meetings to avoid excluding anyone.
- Hold meetings in venues which are accessible and appropriate for all.
- Welcome contributions from parents, whatever form these may take.
- Make known to all parents the system for registering queries, complaints or suggestions.
- Provide opportunities for parents to learn about the pre-school curriculum and about young children's learning, in pre-school and at home.

This policy was agreed at a Cabin meeting on 27th April 2009

Signed on behalf of The Cabin Pre-School

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n) Pricing policy

Fees are payable on a termly basis and each school year consists of six terms. Parents are notified of the required fees at the start of each term on a paper invoice.

The payment, whether cash or cheque, should be returned to Cabin as soon as possible. Fee payments are checked by the Cabin Treasurer and entered onto the fee register. You can request a receipt if required.

At The Cabin we are registered to receive DfES Nursery Education Grant funding. Children receive funding from the funding period following their third birthday. Funding periods run from 1 September to 31 December, 1 January to 31 March and 1 April to 31 August. Parents are free to use their funding at any registered setting.

Children in receipt of the Nursery Education Grant are entitled to a maximum of 12.5 hours of funded sessions per week for 38 weeks a year. The Cabin will not open for more than 38 weeks in a school year and so children using their grant funding at the Pre-school will have the cost of all their normal sessions met by the funding. Our term dates are similar to local primary school dates and are published to parents and available on request.

Anyone in particular need may pay fees on weekly basis with the agreement of the Cabin manager. The fees must be paid at the child's first session of each week and need to be handed into the Cabin Manager in an envelope. Any change will need to be dealt with by the Leader or the Administrator. Some employers offer schemes where fees can be paid through them. We may be able to accept payment under these schemes.

However payment is made, fees are payable regardless of whether your child is able to attend or not, i.e. holiday or illness. We also ask that 1 term notice is given before withdrawing your child from Cabin. If notice is not given we reserve the right to charge fees for a maximum of 1 term. This also applies to children in receipt of the Nursery Education Grant.

If a child starts mid-term the fees will be calculated and adjusted accordingly by the Treasurer. Any fee related queries will be dealt with jointly by the Cabin Manager and Treasurer.

Non-payment of fees will be dealt with promptly and all arrears will be paid before the next term. Reminder letters will be sent out after three weeks have passed from the invoices being sent out. Persistent non-payment will mean loss of your child's place and any siblings who may wish to attend in the future may be refused a place.

Fees will be reviewed annually, and may also be adjusted at the Committee's discretion.

This policy was agreed at a Cabin meeting on 27th April 2009

Signed on behalf of The Cabin Pre-School

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o) Recruitment of ex-offenders policy

Statement of intent

We use appropriate criteria in the recruitment of ex-offenders.

Aims

It is our policy that all staff working directly with and volunteers who will have substantial access to children have satisfactory Enhanced CRB checks and references prior to appointment. This is the highest level of check available to anyone involved in regularly caring for, training, supervising or being in sole charge of children. Enhanced Disclosures contain the following checks:

- Protection of Children Act (POCA) List.
- Protection of Vulnerable Adults (POVA) List
- Information that is held under Section 142 of the Education Act 2002 (formerly known as List 99)
- Relevant and proportionate information held by local police forces.

We will always look first for the most appropriate person for the job before beginning the process of checking criminal records.

Methods

We will use the following criteria in considering ex-offenders for employment:

- Sexual offences against a child – offer of employment should not be made.
- Other sexual offences – offer of employment should not be made.
- Recent serious violent crimes and supply of drugs, or a pattern of possession which is recent would result in an offer of employment not being made.
- One off possession of cannabis, especially if some years ago – offer of employment would possibly be made.
- Any convictions for theft, fraud, criminal damage etc are taken more seriously if the person has access to money, equipment of property or works in people's homes. An offer of employment would depend of the circumstances and the age of the conviction.
- Drink driving offences – would be an issue where the applicant will be driving children as part of their duties, or there is a pattern. A one off drink driving offence where the appointing person is happy there is no longer an issue, an offer of employment would be made.
- One off minor violence which can be explained – employment is usually offered, but will depend on what the job is and the person's attitude towards the offence.
- Speeding tickets and parking fines do not appear on Disclosures.

If a disclosure comes back with criminal information declared, then a thorough risk assessment will be undertaken. We will look at both the job and the person and weigh up whether there is a risk to children against possible safeguards and precautions. Our foremost duty is the safety of our children.

The following set of questions from 'NACRO' can be used as an aid when entering discussion with an applicant and when making a decision of employment:

- How does the offence impact on the role that the person has applied for?
- The nature of the crime

- Is the offence a one off or are there a number of offences?
- How long ago it occurred
- Is it a juvenile or adult offence?
- The circumstances involved
- Is the behaviour behind the crime a concern?
- Is the context behind the crime a concern?
- Has the situation leading to the crime changed?
- What is the person's attitude to the crime?
- Job requirements
- Safeguards against offending at work – is the role supervised or does it involve unsupervised work?

Spent and Unspent Convictions; If an offender stays on the right side of the law for the specified time after their conviction, it becomes 'spent', hence the convicted person does not have to reveal it or admit its existence in most circumstances. However, there are some exceptions relating to employment and these are listed in the Exceptions order to the Rehabilitation of Offenders Act 1974. The main exceptions relate to working with children or working with vulnerable adults, where CRB checks will reveal both spent and unspent convictions.

This policy was agreed at a Cabin meeting on 27th April 2009

Signed on behalf of The Cabin Pre-School

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p) *Special educational needs policy*

Cabin aims to have regard to the DfEE Code of Practice on the Identification and Assessment of Special Educational Needs, and to provide welcome and appropriate learning opportunities for all children.

- *Children with special needs, like all other children are admitted to the pre-school after consultation between parents, pre-school leader and key worker.*
- *Our system of observation and record keeping which operated in conjunction with parents enables us to monitor children's needs and progress on an individual basis.*
- *Our key worker system ensures that each adult is specifically responsible for a group of children, so each child receives plenty of adult time and attention.*
- *If it is felt that a child's needs cannot be met in the pre-school without the support of a one to one worker, funding will be sought to employ one.*
- *We work in liaison with staff outside the group, including therapists, health visitors, psychologists, social workers, paediatricians and Portage workers, to meet children's specific needs.*
- *Our staff attend whenever possible in service training on special needs arranged by the Pre-School Learning Alliance and other professional bodies.*

This policy is to be updated

q) Smoke-free policy

It is the policy of The Cabin Pre-School that we are a smoke-free environment. The policy came into effect on Sunday 1st July 2007. Smoking is prohibited in all enclosed and substantially enclosed premises in the workplace. This policy applies to all employees, parents, consultants, contractors and visitors.

Overall responsibility for policy implementation and review rests with Jayne Cole. However, all staff are obliged to adhere to and support the implementation of the policy. The person named above shall inform all existing employees, consultants and contractors of the policy and their role in the implementation and monitoring of the policy. They will also give all new personnel a copy of the policy on recruitment/induction.

Appropriate 'no-smoking' signs will be clearly displayed within the premises.

Local disciplinary procedures will be followed if a member of staff does not comply with this policy. Those who do not comply with the smoke-free law may also be liable to a fixed penalty fine and possible criminal prosecution.

This policy was agreed at a Cabin meeting on 27th April 2009

Signed on behalf of The Cabin Pre-School

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r) **Student placement policy**

We recognise that the quality and variety of work which goes on in a pre-school makes it an ideal place for students on placement from school and college childcare courses as well as those on the Diploma in Pre-school Practice or Tutor Fieldworker courses.

Students are welcomed into the pre-school on the following conditions:

- The needs of the children are paramount. Students will not be admitted in numbers which hinder the essential work of the pre-school.
- Students must be confirmed by their tutor as being engaged in a bona fide childcare course which provides necessary background understanding of children's development and activities.
- Students required to conduct child studies will obtain written permission from the parents of the child to be studied.
- Any information gained by the students about the children, families or other adults in the pre-school must remain confidential.
- Unless registered as fit persons, students will not have unrestricted access to children

This policy was agreed at a Cabin meeting on 27th April 2009

Signed on behalf of The Cabin Pre-School

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s) **Bad weather closure policy**

If bad weather or other environmental factor affects our ability to open, our policy is to follow the same pattern of opening as Woodcote Primary School.

In the event that we are force to close, we will endeavour to contact as many parents as possible directly, and, if access to the Cabin is possible, a message will be left on the answering machine advising when we will be open.

This policy was agreed at a Cabin meeting on 27th April 2009

Signed on behalf of The Cabin Pre-School

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t) **The role of the key person and settling in**

Policy Statement

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the Cabin by providing secure relationships in which children thrive, parents have confidence, staff are committed and the Cabin is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy in the Cabin 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 Cabin.

We aim to make Cabin 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.

At Cabin, we allocate a key person to every child. If a member of the Cabin team has a personal relationship with a child or their family predating their joining Cabin then this precludes them from becoming that child's key person.

The Cabin has a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

Procedures

- We allocate a key person before the child starts. This helps the child to settle and ensures them input to the relationship from day one.
- If a home visit is carried out when the child starts, this is done by the manager and the key person.
- All staff share responsibility for the induction of the family and for settling the child into our setting.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parent to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person 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.
- A key person is responsible for developmental records and for sharing 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.
- The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day.
- We provide a back-up key person so the child and the parents have a key contact in the absence of the child's key person – in most instances this role is undertaken by the manager
- We promote the role of the key person as the child's primary carer in the Cabin, and as the basis for establishing relationships with other staff and children.

Settling-in

- Before a child starts to attend the Cabin, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the Cabin, information days and evenings and individual meetings with parents.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the Cabin. The child's first 4 visits to Cabin are treated as settling-in sessions and we do not charge for these sessions.
- We may offer a home visit by the manager and the person who will be the child's key person, to ensure all relevant information about the child can be made known.
- We use pre-start visits to explain and complete with his/her parents the child's registration records.

- Before a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the Cabin.
- We have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope.
- Younger children will 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; for example the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, 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. We expect that the parent will honour the commitment to stay for at least the first week, or possibly longer, until their child can stay happily without them.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the Cabin.
- We reserve the right not to accept a child into the Cabin without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first four to six weeks of starting we discuss and work with the child's parents to start to create their child's record of achievement.

This policy was adopted at a Cabin meeting on 6th October 2009

Signed on behalf of The Cabin Pre-School

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