

Parent Handbook

Admission Policies



Kaleidoscope Care Sleaford

Policies and Procedures from September 2025

All Policies in this Handbook have been created or reviewed in accordance with the *EYFS framework for group and school-based providers July 2025*.
(effective from September 2025)

Updated, August 2025, by Lia Ruddlesdin

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Kaleidoscope Sleaford, Wrap Around Care and Holiday Club: The William Alvey School, Eastgate Sleaford, Lincs, NG347EA
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Waiting List, Admissions and Charging Policy

Waiting List and Admissions

Our setting is open to all children from the age of 4 years to 11 years. A place will be granted to a child primarily upon a first-come, first-served basis unless there are special circumstances, such as a second child from a family already attending the setting.

Parents are informed of all information regarding the routines, staffing and payments, when they look around the setting prior to taking up their child's place. Parent Handbooks are given to the parents for their retention, via email. All fees are to be paid monthly in advance or at the end of each week. Parents will be invoiced weekly, and this will be emailed for parents to check their balance. Where you are paying monthly, the first monthly payment will be required in advance of the child starting at the setting.

Once the parents/carers have confirmed they would like to take a place, the setting will send a registration form via email to be filled in at home. We can provide hard copies for families who do not have access to a printer. If any special requirements are highlighted on the form a Health form will be completed prior to your child's first session. Once they have started the club these will be reviewed regularly. The staff on site will work closely with you and your child to ensure they are happy and settled during their time within the club.

To Reserve a Place:

To reserve a place for your child, we require that you complete a registration form, this must be completed prior to your child attending.

Bookings and Payments

Wrap around care (Before and After school bookings)

Kaleidoscope Care Ltd Before and After School is open for 39 weeks of the year alongside the William Alvey Term Dates. All permanent bookings continue for each term and each school year until they leave school unless notice is given. To Cancel a child's permanent place two weeks' notice is required.

Permanent Bookings

If you require bookings on a weekly basis, we recommend you book a permanent place as this will give you a guarantee of a place, charges remain applicable on these bookings if your child is absent for any reason, for example, sickness and holiday.

Ad-hoc Bookings

We do accept ad-hoc bookings, please bear in mind this depends on availability, once the booking is confirmed charges remain applicable if your child is absent

Holiday Club

Kaleidoscope Care Holiday Club is open for 12 weeks of the year (Closed for one week at Christmas). Prior to each holiday booking forms are sent out to families who require a place. Priority will be given to those children who have a permanent booking with Kaleidoscope Care Ltd. The setting will confirm if you have a place within the holiday club, once confirmed all fees remain applicable if your child is absent.

Forms for holiday club go out prior to each school holiday, please return any dates you require during the holidays to kaleidcare11@outlook.com, please only book dates that you 100% require as once booked charges remain applicable even if your child is absent.



Payments

The setting aims to meet the needs of all our families; all fees are to be paid monthly in advance or weekly in arrears. We accept cash, childcare vouchers, tax free childcare, standing orders and payments made through Internet banking.

Banking Details	Kaleidoscope Care Ltd
Internet Banking Payment Details	Account number is: 21546325 Sort code: 40-42-07
Ofsted Registration number for vouchers and Tax-Free Childcare	URN:2641268

Our fees are reviewed on an annual basis, usually at the beginning of April, and parents are informed in advance what the new fees will be. Our current fee structure will be sent out via email, along with our policy handbooks.

Late Fees:

The following procedure will commence for any parent failing to pay their correct fees in line with our policy:

1. Be politely reminded, giving the opportunity to raise any queries
2. 5% interest charge is applied to all fees that remain unpaid after step 1 and will be applied on the next Tuesday.
3. With no action to step 1 or step 2, suspension of the child's place will be implemented
4. Termination of the child's place may follow, without any further notification if no explanation to late payment or offer of payment is made after steps 1 and 2.

It is recognised that some parents/carers may, at times, experience some form of financial difficulty. It is not our intention to penalise the children of such parents/Carers. At the same time certain costs need to be met, and for all children using the facilities to benefit from new equipment and resources payments need to be made in line with our policies. The Management will endeavor to arrange a payment plan acceptable to both parties, which will enable the child to continue to attend the setting where possible. All financial matters will be handled with the utmost consideration and in total confidence.

Late Collection Fees

We understand that sometimes, due to circumstances out of our control, situations can occur which cause late collections, unfortunately we must implement an extra charge in these circumstances, as practitioners will be required to stay late, this charge is per child. Charges are made for: The initial fifteen-minute period or part thereof and every 15 minutes thereafter will be charged per child. These charges also apply to morning sessions running late. Charges are included within the fee structure and are reviewed annually.

Notice Required & Leave of Absence

Parents are requested to give two-weeks' notice if they no longer require a place for their child, although more notice would be appreciated where possible, all parents are required to give notice in writing to the settings email kaleidcare11@outlook.com to ensure that we have the correct date your child is finishing. To inform the setting of any changes please email; kaleidcare11@outlook.com

In cases of absence due to holidays or sickness, as much notice as possible will be appreciated. All fees remain applicable during absence from the setting, including but not limited to; Sickness and holiday, for all children who have a permanent booking with the club. For ad-hock sessions once booked they also remain applicable.



Contracting Parents

When a child joins the setting one or both parents are asked to sign the standard form by applying for a place and accepting the standard terms and conditions on the registration form.

When only one parent signs the form, it is this parent who is considered the contracting parent.

In both cases the contracting parent will be bound by the terms and conditions set out by the setting, these include:

- Responsibility and liability for the payment of fees and costs in line with the settings policies
- Responsibility and authority to nominate who may collect the child from the setting. At least two names and addresses must be given. Where the list of names given does not include the second parent, they will not be allowed to collect the child. If the un-named second parent arrived to collect/visit the child at the setting, they would not be authorized to do so, unless they could prove beyond doubt that they were the child's parent and there was no court order in place which prevented them from having access to their child.
- Responsibility to give permissions on specific issues in relation to the child such as whether the child may be photographed.

It is important to note that without a court order in place, any parent with proof of their relationship to the child cannot legally be prevented from seeing or collecting their child from the setting.

Any person who has been proven to be a risk to children will not be allowed to access the premises under any circumstances.

If there is a Court Order in place preventing any access to your child, this must be brought into the setting and a copy will stay in the child's persona

Opening Hours:

Before and After School: Monday – Friday 7.30am-9.00am/3.15-6.00pm (Term-Time) Excluding Bank Holidays

Holiday Club: Monday-Friday 8.00am -5.45pm (12 weeks of the holiday, closed at Christmas)

Settling Children into the Setting:

Each child aged 4 years to 5 years will be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents and/or carers. They should also help families engage with more specialist support if appropriate.

It is of paramount importance to this setting that all children should be treated with great care and consideration. A new child should feel comfortable, cared for and integrated into the life of the club as quickly as possible. Upon admission, the practitioners and older children will work in partnership with parent/carer to settle the child into the group environment, each child will be appointed a keyperson to directly assist them in their needs whilst in our care and to offer support to the parent/carer, ensuring information is shared effectively.

When a child enrolls in the setting, we are happy to receive telephone calls from parent/carer at any time throughout the session, and a practitioner will give you an honest and true picture of how your child has settled. If a child remains very upset, it is the policy of this setting to call the parent/carer and discuss our concern.



Unforeseen Closure Policy

Whilst aiming to be open throughout the year, it is possible that the setting may need to close on grounds of health and safety of staff and children due to unforeseen circumstances.

These include, but are not exclusive to, the following:

Weather Conditions

Such as; snow, flooding or exceptional high wind. During these times the Settings Management Team may be required to call parents/carers to collect their children early or take the decision to keep the Setting closed during a normal working day. Such a decision will only be taken if the weather conditions are deteriorating to such a level that we deem it is not safe to travel or stay at work.

Staff Illness

Whilst every effort is always made to call replacement staff in, the setting cannot operate without the correct ratios of staff to children:

1:10 Ratio

Under such circumstances that additional staff cover is unable to be provided for whatever reason, the setting will be closed.

Utilities Breakdown

If there is a sustained loss of electricity, gas or water the Setting will be closed. It is not possible to operate without these utilities.

Reasons beyond our control include

Fire, acts of terrorism, epidemics, pandemics, spread of disease (human/animal). See Policy on: Lock-Down and Evacuation Procedure:

Procedure

If the Setting is unable to open it is anticipated that you will be informed by email/telephone in the morning, before the session starts. If this is not possible a note explaining the closure will be displayed on the door. It is the responsibility of the parents to ensure that the Setting holds all up to date contact details to be used in such a situation.

In the unlikely event that the setting is closed due to any of the above circumstance's charges will still apply and fees will not be refunded.



Parent Information Policy

Through both the completion of the registration form, and through regular discussion with parents we seek to gain important information from parents, this includes:

- Full name.
- Date of birth.
- Name and address of every parent and/or carer who is known to the provider. Information about any other person who has parental responsibility for the child.
- Which parent(s) and/or carer(s) the child normally lives with.
- Emergency contact details for parents and/or carers. Where possible, settings should hold more than two emergency contact numbers for each child.

As well as other important information, including allergies, medical details and other health information.

We recognise that children change, as do family circumstances and family views, and therefore we ask our parents to regularly review their registration form and keep us informed of any changes to this information. It is imperative that we are kept up to date with emergency contact names and telephone numbers, and new allergies or other important information immediately; these should not be left to the six-monthly review to change. To inform the setting of any changes either with the child or family circumstances we ask parents to email kaleidcare11@outlook.com.

Shared written Information:

Enables parents or carers to;

- Have accurate information
- Understand the reasons why we operate as we do
- Become more involved and share responsibility for the care and the quality of the play and educational experience for their child

We will endeavor to give all parents/Carers the same information.

This information will be available for inspection by Ofsted at any time.

How EYFS is being delivered in the setting, and how parents and/or carers can access more information.

Our Club is committed to meeting the requirements of the Statutory Framework for the Early Years Foundation Stage 2025 (EYFS). EYFS applies to all children from birth through to the end of their reception year (Please refer to our EYFS Policy). More information about EYFS is available from the Department for Education's website.

The range and type of activities and experiences provided for children

Our club is committed to providing an environment where children can freely participate and learn through their play and interactions with others and that promotes health and well-being. (For further information please see our EYFS Policy, Play work principles and participation policy and our Promoting Health and Well-being policy).

How the setting supports children with special educational needs and disabilities.

We aim to provide all children with a broad and balanced, engaging, fun environment that is committed to the integration of all children within our care. Our philosophy is that all children 'with or without Special Needs' should have the opportunity to develop to their full potential alongside other children in an educational or care environment. We are committed to developing a service that provides equality of opportunity through individual focus based on children as individuals within our care (Please refer to our Special Educational Needs Policy).

Food and drinks are provided for children.

Our Club is committed to ensuring that safe and healthy practises around the storage, preparation and service of food are always followed. Staff involved in food handling and preparation must meet high standards of personal hygiene. Any member of staff showing signs of infection or ill health will not be permitted to handle food (Please refer to our Safer Eating Policy and Menu's).

Access to information

Records Kept

We maintain accurate and regularly updated records. Confidential records are kept in a locked filing cabinet. All records including complaints made against the setting will be kept on record in accordance with general data protection regulations and the data protection act 2018.

Records kept on file include:

Children's Records

Fire drills and Fire Equipment Maintenance

the Accident/Incident Book

Menu Records



Attendance Register
Financial Records

Employment and Development Records
Play Routines and Planning

Data Protection

Records must be easily accessible and available (these may be kept securely off the premises). Confidential information and records about staff and children must be held securely and only accessible and available to those who have the right or professional need to see them⁶⁶. Providers must be aware of their responsibilities under the Data Protection Legislation and where relevant the Freedom of Information Act 2000.

We are registered with the Data Protection Agency, and comply with their Code of Practice, recognising the Freedom of Information Act 2000.

Open Records

Practitioners are entitled to view their own personal records as well as the children's records in their care once they have been suitably checked. Children's observations are always accessible for parents to view, please speak to members of the team. Parents are entitled to request in writing to view their child's personal records. Please refer to Policy on Partnership with Parents for the procedure which must be followed, to request this information.

Accessibility

The setting strives to provide good quality provision which takes into consideration the accessibility of all children through the layout of the premises as well as the policies we have in place.

The admissions policy is drawn up in an Equal Opportunities framework. This will be reviewed regularly, kept open and clear to all. The waiting list will be monitored regularly, reviewing the process and sorting out any appeals that may occur.

We are registered with Ofsted which means that parents can pay their fees through childcare payment schemes for example Sodexo, Busy Bees, Linking up, Compshare etc. Parents who claim the Working Families Tax Credit, can now claim the additional childcare element within it. This can be worth up to 70% of the parent's eligible weekly childcare costs. We are also registered for Tax-free Childcare which means that once the Government introduces the scheme parents will be able set up an account which the Government will add to and can be used to pay for childcare, for every £8 a parent pays into the account then the government will add £2.

Contact Information

Email: Kaleidcare11@outlook.com

Mobile: 07749594968

If you are unable to contact anyone via the above methods, please call 01529414464



Privacy Notice - How we use children's information

The Data Protection Officer/Lead with responsibility for monitoring this privacy notice is:
Laura Whitehead

Why do we collect and use children's information?

Kaleidoscope Care will record, process and keep personal information on you and your child in accordance with the General Data Protection Regulations 2018.

We use this data to:

- Support children's learning
- Make assessments on children's development
- Safeguard the children in our care in accordance with relevant legislation
- Comply with Government legislation
- Assess the quality of our services
- Contact you regarding your child.

Kaleidoscope Care collects, holds and shares two kinds of records on children attending our setting.

Developmental records

These include:

- Observations of children in the setting, photographs, video clips, samples of work that can be shared with the school.

Personal records

These may include:

- Personal details – including the information provided on the child's registration form and any consent forms and characteristics such as ethnicity, language and nationality.
- Contractual matters – including the child's days and times of attendance, a record of the child's fees and/or funding entitlement, any records of fee reminders and/or disputes
- Emergency contact details – including those people, other than parents/guardians with authorisation to collect the child from the setting.
- Children's health and well-being – including discussions about everyday matters regarding the health and well-being of the child with the parent/guardian, records of accidents and medication records.
- Safeguarding and child protection concerns – including records of all welfare and protection concerns and our resulting actions, meetings and telephone conversations about the child and any information regarding a Looked After Child.
- Early support and SEN – including any focussed intervention provided by our setting, a record of the child's IEP and, where relevant, their Statement of Special Education Need.
- Correspondence and reports – including letters and emails to and from other agencies and any confidential reports relating to specific children

Collecting information

Whilst most of the information you provide to us is mandatory, some of it is provided to us on a voluntary basis. To comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain information to us or if you have a choice in this.

The welfare requirements place a legal obligation upon us to collect and process much of the information detailed above. Therefore, we do not require your consent to collect this information as we have a fair and lawful reason for doing so. All forms collecting data will clearly state our lawful basis for processing the information you supply and where the request is voluntary, or consent is required this will be clearly stated.

Storing children's data

We ensure that access to children's files is restricted to those authorised to see them such as The Management Team, designated person for child protection, the child's key person or the setting SENCo. These confidential records are stored in a locked filing cabinet within the office and the Kids Club.

Records are within the software program used by the setting 'Childsplay' and are stored on an external secure server, accessible by the software provider as well as the above Kids Club practitioners, and Head Office Management Team.

Sharing information

The information that you provide to us, whether mandatory or voluntary, will be regarded as confidential. We do not share

information about your child with anyone without consent unless the law and our policies allow us to do so.

We are obliged to share confidential information without authorisation from the person who provided it, or to whom it relates, when:

- there is evidence that the child is suffering/or is at risk of suffering, significant harm.
- There is reasonable cause to believe that a child may be suffering, or is at risk of suffering, significant harm
- It is to prevent significant harm arising to children, young people or adults, including the prevention, detection and prosecution of serious crime.

Further information regarding information sharing and confidentiality can be found in our policies.

Requesting access to your personal data

Under data protection legislation, parents/guardians, children and young people have the right to request access to information about them that we hold. Where a child is too young to give 'informed consent' the parent is the 'subject' of the file and has a right to see the information held.

Children's developmental records are shared regularly with parents/guardians and formal requests to access these is not required.

To make a request for your personal information contact the main office kaleidcare11@outlook.com following the procedure detailed in our access to records policy.

Information on record retention can be found within our policies.

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- withdraw consent where given
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

If you would like to discuss anything in this privacy notice, please contact Laura Whitehead.

If you have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner's Office at <https://ico.org.uk/concerns/>



Working Effectively to Promote Positive Partnership with Parents

The setting recognises that working in partnership with parents is of major value and importance enabling a happy, caring and stable environment for children and their parents. We aim to form a good relationship with parents so that information regarding their children (be it developmental, social or health related) can be exchanged easily and comfortably by practitioners and parents.

We recognise that parents are the first educators of their children, and it is our aim to work in partnership with parents in providing an environment that supports their child. All parents from all sections of the community are equally welcome to access our services, and are made aware of our aims, objectives, and policies.

Parents will be welcome always. We will keep them constantly informed of activities, fees, opening times, training, children's trips and fund-raising events through newsletters, our Facebook page and noticeboards. Parents are always welcome to contribute in any way they feel able. We will ensure consistency and reliability, thus allowing parents to plan confidently.

Information regarding children's activities throughout the session will always be available. Please speak to the team and they will be happy to share what your child has been taking part in within the club.

The team at the club will always be available for discussion with parents. Arrangements can be made for more private discussions at agreed times.

If we have any concerns about a child's well-being during the session every effort will be made to contact the parents on their emergency contact. Parents are requested to keep us informed of any changes to personal circumstances which may influence a child, e.g., change of address, telephone number, doctor, emergency contact. Parents are also requested to keep us informed of any circumstances which could influence a child's emotional well-being, e.g., bereavement, separation or illness in the family.

All parents will be informed as to how they can register their views, suggestions, and opinions; we will always be ready to listen to parents as an ongoing monitoring of the service we give. Therefore, we will always try to meet the needs of both children and parents.

Code of Conduct Parents

Children usually feel more confident and positive about themselves and their learning when parents/carers and practitioners work together in an atmosphere of mutual respect.

Our setting recognises that to make children feel valued and to enhance the learning and development of those who attend, a positive and effective partnership with parent/carers is essential and will be always encouraged. Successful relationships become partnerships when there is a two-way communication and parents, and practitioners really listen to each other and value each other's views and support in achieving the best outcomes for each child. Therefore, the setting will strive to provide a safe, welcoming, and happy environment for the children and families that access our services.

We firmly believe that working together with parents/carers and educators can provide long-lasting and beneficial effects on the children's learning and emotional wellbeing. This policy is to be used as a guide for all parents/cares, volunteers, practitioners, extended family, visitors, and professionals who access our setting. We have a legal responsibility to provide a comfortable, safe, and happy environment for all the children, practitioners, in which the rights of the child are always considered.

The setting places great value on:

- The physical and emotional wellbeing of the children: Meeting the individual needs of all children lies at the heart of the EYFS. We will, in close partnership with Parent/carers, strive to deliver personalised learning, development and care to help children get the best possible start in life.
- Providing an open, welcoming environment where everyone's contribution is not only valued and respected but positively encouraged.
- Promoting positive attitudes to diversity and difference within all children, helping them to learn and to value different aspects of their own and other people's lives.
- Encouraging Parent/Carers to support and participate in the day-to-day activities that we provide for the children.
- Providing a safe and secure environment, in which children will thrive, practitioners will feel supported and valued, and parents will feel that their views and opinions are important.



To ensure the smooth running of the setting due regard should be given to the following procedures.

- **Health and Safety:** Training is provided to all new employees and policies, and good practice are shared. New parents will receive a copy of key policies and procedures upon enrolment. Compliance with all policies and procedures is essential.
- **Communication:** Is key to avoiding misunderstandings and potentially volatile situations. We encourage a culture of polite consideration towards others using acceptable verbal and nonverbal language. At no time will aggressive or offensive language be acceptable from anyone whatever the circumstance may be.
- **Discipline:** issues with the children are the responsibility of the practitioners and as such any concerns about behaviour should be referred to them directly. Children's behaviour should only be discussed within the confines and privacy of the office.
- **Respect:** We are an inclusive setting, and we celebrate diversity. Everyone is valued and respected, and we aim to promote positive attitudes to diversity and difference within all people.
- **Confidentiality:** is paramount and everyone is expected to comply with the confidentiality policy. Please respect the confidential nature of information gained or behaviour observed in relation to other children and adults.
- **Conduct:** Always act in the best interest of other people.

For this policy to be effective everyone concerned **must** take ownership and assume responsibility for it. To ensure that this happens:

The Management will endeavor to

- Abide by the standards of conduct as set out in this policy
- Follow all policies and procedures always set out by the setting
- Provide all parents/carers with a copy of this policy making them aware of its importance and the implication of not abiding by it
- Ensure that all volunteers, students, and visitors are made aware of this policy and agree to abide by its terms and conditions
- Ensure that this policy is provided to practitioners upon acceptance of employment and that they are made aware of the serious implications of not acting within its boundaries
- Review this policy regularly and when required

The practitioners will endeavor to

- Abide by the standards of conduct as set out in this policy
- Follow all policies and procedures,
- Respect individual needs and value the cultural practices and beliefs of the children and families that use our services
- Work with colleagues, management, and parent/carers to provide an environment that encourages positive communication and feedback. Your views and opinions are valuable in enabling us to evaluate our services
- Act as positive role models always
- Ensure that parents/carers helping are not left alone with a child and are not placed in situations where they may feel awkward

Breach of Code of Conduct

Any breach of the code of conduct will be treated promptly and taken very seriously. The management will endeavour to determine the appropriate course of action, which may include, but is not limited to, any of the following procedures.

- A first and final warning meeting/letter being issued to inform the relevant person of the outcome of the investigation and that another breach of conduct will not be tolerated.
- A restraining order is being sought against the relevant person, which will in effect prevent that person from attending the setting even to drop off or pick up children.
- The suspension and possible permanent withdrawal of a child's place. This action will only be taken if all other avenues have been explored and the management feel that this is the only possible course of action left open to them.

If practitioners are presented with a difficult or volatile situation and they feel that an individual is at immediate risk of harm, then the Police will be contacted, and their assistance requested to help deal with the situation.



SEN Policy (Short Version)

We have designated a Special Educational Needs Coordinator (SENCO) Laura Whitehead. Laura is a senior Manager with a good level of experience working with all children. When a child with additional needs attends the setting, it will be the joint responsibility of the SENCO and staff members within the club to be involved with the parents and child, and if required they will develop and prepare a program of work, called Individual Play Plans (IPP'S) or Individual Education Plan (IEP). Specific training has been undertaken by Laura, and on-going training and advice from other professionals will also be sought. The policy will be reviewed on an annual basis. Laura works closely with the team at the club to ensure that all relevant people are aware of individual needs and how to implement any targets set for the child that will help them develop to their optimal potential.

We aim to provide all children with a broad and balanced, engaging, fun environment that is committed to the integration of all children within our care. Our philosophy is that all children 'with or without Special Needs' should have the opportunity to develop to their full potential alongside other children in an educational or care environment. We are committed to developing a service that provides equality of opportunity through individual focus based on children as individuals within our care.

We will give support to children and adults within our care, and work with the parents and other agencies as required.

All records and discussions will remain strictly confidential within the setting.

The building has been designed to facilitate children/adults with additional needs, this includes wheelchair/pushchair access by ramp to the front door and all doorways are wheelchair friendly. There is also a fully equipped accessible W.C downstairs.

This policy has been written, considering guidelines, and practices laid out in the Special Educational Needs, code of practice, published by the DFES.

Arrangements for the admission and integration of children with special educational needs

Our setting welcomes the opportunity for both parents and children to come for visits prior to starting and to discuss ways in which the child's individual needs can be met. This can also make the child's integration into the setting less frightening, by removing or reducing any potential barriers.

*See Policies & Procedures for SEN full version



Equal Opportunities Policy

We are fully committed to an Equal Opportunity Policy, under the Equality act 2010, mandate of the Sex Discrimination Act 1975, The Race Relations Act 2000, The Disabled Persons Act 2006, The SEND Code of Practice 2015, The Children Act 2022, and The Equal Pay Act 1970.

The named Equal Opportunities Managers are Keith Ruddlesdin and Lia Ruddlesdin.

Each child and practitioner in the setting are treated as an individual, taking positive account of gender, religion, ethnic origin, cultural origin, sexual preference, disability, and marital status. A conscious effort is made by all practitioners to promote positive self-identity for all children within our care. We aim to raise positive awareness and celebrate diversity, through association in multicultural role play, wall themes, public holiday times, costumes, food, reading and story-time. No child will be stereotyped, and all activities and toys will be available to everyone regardless of gender, activities and toys will be suitable and developmentally appropriate.

We aim to demonstrate through our work that we positively value and respect children of all ethnic origins/racial groups, religions, cultures, linguistic backgrounds and abilities. Children of both sexes are positively encouraged by staff to participate in all activities.

We consider it important to provide a range of experiences and an environment that will instill in the children a positive outlook towards people in our society whom they may see as different from themselves:

- Toys and equipment will be chosen with the differing needs of children in mind.
- Displays will show and reflect a positive image towards the world in which we live.
- Books will be chosen to meet all the children's ages and abilities and to reflect and celebrate the diversity in our society.
- Role play zone will be changed regularly to show different cultures, races and the world around us.

It is our policy not to discriminate, whether directly or indirectly, in their treatment of any person on the grounds of gender, race, colour, disability, religion or marital status. This policy applies to all people whether using or working within the facility i.e. staff, children, parents/carers. Acts of unlawful discrimination or discrimination of any nature will be challenged, and the person concerned helped to understand through training why this is not an acceptable approach. All children are to be respected for their individuality and potential recognised, valued and nurtured. Children are encouraged through positive imagery, resources and teaching methods to value diversity and respect for others.

We evaluate our activities regularly for effectiveness, for inclusive practice and review our approach for improvements in this area where required.

Care given to children aged 8yrs to 11yrs 11mths will not adversely affect the care provided for children under 8 years old. Bilingual/multicultural children are an asset to the setting as they help to positively reflect the diversity of our culture. They will be valued and their languages recognised and respected. We will endeavor to introduce experiences of multicultural foods into activities and refreshment times.



Managing Behaviour

At the setting, we want every member of the setting community to feel valued and respected, and for each person to be treated fairly. We are a caring community, whose values are built on mutual trust and respect for each other. Our behaviour policy is therefore designed to support the way in which everybody can live and work together in a supportive way. We believe that all children are entitled to be cared for in an environment in which they feel safe. Therefore, we aim to promote an environment where everyone feels happy, valued and secure. We acknowledge that there are times when issues surrounding behaviour will need to be supported by adult intervention and we will use the behaviour management policy and procedure to guide us through this process.

Lia Ruddlesdin, Keith Ruddlesdin, Paige Ruddlesdin and Laura Whitehead head all behavioral management issues within the setting. All lead staff have the necessary skills to advise other practitioners on behavioral issues and knows to access expert advice if necessary. All practitioners receive behavioral management training as part of the induction process. This training is refreshed at regular intervals.

It is central to the philosophy of the setting that all practitioners should always be positive towards the children, each other, and the facility. Practitioners will make every effort to act as good role models to children by behaving in a friendly and considerate manner themselves, creating an atmosphere of respect and value for one another. Parents/carers using the setting will be supported in a partnership approach towards achieving these aims. Any issues or problems arising with children, other practitioners or parents should be discussed in private with a member of the senior Management Team. The passing of negative comments about parents, practitioners or children is not acceptable in any other forum.

We aim to encourage self-discipline in the children and develop their consideration for each other, their surroundings and property, by acknowledging their positive actions and attitudes. In this way, we hope to ensure that the children see that we value and respect them, and that their positive behaviour gains them more attention than negative behavior, which in general is not acknowledged unless the child may cause harm to themselves, or others around them or serious damage to property.

We are committed to working in partnership with parents and carers in supporting children's development in all areas, including behaviour, and we consider children's age and stage of development. We recognise that there may be different expectations for children's behaviour at home and at the setting. We therefore work closely with parents/carers to explain the ways in which we promote positive behaviour and to explain the ways we can work together to promote the same message to children.

We aim to ensure the individual needs of all children are met by providing clear, consistent, and developmentally appropriate expectations for behaviour.

Children will be supported to learn and develop respect, understanding and compassion, fairness and equality, kindness, confidence, and self-esteem.

- Use socially acceptable behaviour
- Respect: all children will be encouraged to have respect for themselves, for other people (their feelings, beliefs, and values) and for the setting environment including equipment and property.
- Understanding and compassion: all children will be supported to understand other people's views and experiences and to be caring and tolerant towards others.
- Responsibility: all children will develop an increasing ability to make choices and take responsibility for their own actions. We help children to develop an understanding of the consequences of their behaviour.
- Fairness and equality: all children will develop an understanding of how to be fair to all; how to share demonstrate this behaviour in their actions also.
- Kindness: practitioners will support children to promote acts of kindness to each other and to assist children in ways of being gentle towards each other.
- Practitioners will support and the use of positive reinforcement to acknowledge considerate behaviour, reinforce positive behaviour developing children's confidence and self-esteem.

Practitioners will work together as a team and show a fair and consistent approach to incidents. They will discuss any concerns with parents/carers to understand and identify possible causes of negative behaviour.

Physical intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children, an adult or serious damage to property. When physical intervention is used, it will be recorded on an incident form and parents/carers will be informed on the same day when collecting their child or as soon as is reasonably practicable.



Practitioners will focus directly on positive features of the child's behaviour. When negative behaviour is recognised or observed, practitioners will intervene appropriately, in a clear, calm and positive manner, to support children to reconcile conflict. This will be done with an age-appropriate approach.

We help children look after themselves by:

- Praising them: focusing on the positive things they do
- Helping them to recognise their feelings and express themselves in an acceptable way
- Encouraging them to ask for help from peers as well as adults
- Encouraging their attempts and identifying with a view to planning for their interests
- Building their independence through self-help skills
- Encouraging them to see the good in others
- Encouraging them to learn from each other

We help children to care about others by:

- Using conflict resolution strategies and keeping calm
- Modelling appropriate behaviour
- Working on and reinforcing the understanding of feelings, e.g. in circle time
- Naming and making feelings clear including the consequences of their actions: reflecting to children
- Being aware of the power of language, i.e. not being confrontational or negative
- Boosting self-esteem
- Giving time to listen and help them to acknowledge their responses sensitively

We help children to be polite by:

- Saying "Good morning" and where appropriate "Please and Thank you" (we model behaviour we want them to copy)
- Encouraging children to wait their turn
- Talking one at a time: listening to each other without interrupting when someone is already speaking
- Giving children clear messages and setting an example

We ask children to look after equipment by:

- Encouraging children to use equipment appropriately
- Teaching them about health & safety
- Playing games, e.g. in circle time and considering, "How do we look after this"
- Washing toys etc.
- Reminding them to tell us about breakages
- Looking after the equipment ourselves and therefore modelling it

We help children to care about the environment by:

- Making it as attractive as possible
- Cleaning tables
- Tidying up together
- Displaying children's work
- Picking up rubbish
- Providing labelled storage
- Looking after indoor and outdoor plants
- Explaining proper care and use of areas (painting area, home corner etc.)
- Noticing, acknowledging and praising 'careful handling' and modelling it
- Sharing responsibilities

There will also be a regular assessment of the environment to ensure that it is not having a negative impact on behaviour and that all children's needs are being met.

Examples of Behaviour and Strategies

Children display a range of behaviour at this age, most of which are to be expected for their age and when they are new to a setting environment. Practitioners may be expected to deal with behaviour, such as inappropriate shouting out, having a 'tantrum', snatching and walking away at tidy up time etc. Intervention will be low key and may include one of the following:



- Using a positive statement, e.g. "if you want to throw something, you could go outside and throw a ball"
- Explaining any concerns e.g. "if you lean back on your chair, you may fall over"
- Giving choices
- Having a group discussion or circle time about visual pre-school codes

Practitioners will deal with more challenging behaviour by:

- Labelling the behaviour not the child, e.g. saying "I don't like it when....." or "it's not okay to....."
- Using non-confrontational language, e.g. "when sand is thrown....." instead of "when YOU throw the sand....."

Where behavioural difficulties continue, parents/carers will be further invited into the setting to talk with the relevant practitioners. By working together home and setting will explore possible underlying causes and share positive strategies to ensure a consistent approach between setting and home. An action plan to be shared by the setting and home will be agreed and reviewed to monitor outcomes.

A minority of children may need additional or different support, beyond that of other children of the same age.

Support for these children, in collaboration with parents/carers may involve setting up an individual Plan (IP) with specific targets related to behaviour. Where appropriate, this stage may include referral to external agencies for additional support/assessment with parents/carers consent.

In the unlikely event that support for SEN does not provide positive outcomes a core-group will be established in liaison with parents/carers under the guidance of the Birth to Five Service.

We recognise that children may pick up speech habits from their parents or an outside influence and may use speech which is inappropriate (for example racial comments or inappropriate language) without realising this to be the case. If this happens the parents must be informed when they collect their child in a discreet manner and the difficulty pointed out. The parent must be requested to work with the child to show the child that the comments the child has made are not acceptable within the setting.

Where the parent refuses to accept that the child has made these comments or seeks to justify the comments because they are valid, or just "child talk", and that the child "does not really mean it". The practitioners must insist that action is taken to stop the child behaving in this way, and that the justifications or excuses are not acceptable.

The incident must be written down on the child behavior incident form.

If after working with the parents, there is little or no improvement of the situation this may lead to the child's place being cancelled. Unacceptable verbal behavior within this context includes any form of racist comments, verbal bullying and swearing.

Unacceptable physical behaviour will be dealt with in the same way. The main boundaries for behaviour are concerned with safety, care and respect for each other. Inappropriate behavior will be dealt with in the setting the time. Children are expected to respect and follow the behavioural guidelines and philosophies of the setting and are encouraged to do this in a way which is suitable to their level of understanding. We will always encourage co-operative behavior. Under no circumstances will any member of staff physically or verbally harass any child, as it will result in instant dismissal. Positive behaviour will be reinforced and encouraged, and each child starts every day with a "clean slate".

Our setting is committed to dealing with negative behaviour in a non-confrontational and constructive manner. Wherever possible, disruptive or challenging behaviour will be tackled collectively between practitioners and children in the setting. Such procedures are outlined in the Behavior Management Policy.

However, there are occasions when such strategies alone will not alter or prevent negative behaviour. In such cases, further action will be necessary, including reviewing a child's place at the setting, on a permanent basis.

For children not behaving in an acceptable manner we will:

We acknowledge that some children will require additional support to achieve acceptable levels of behaviour. When we identify a child with these needs, we will work closely with the parents or carers to deal with the inappropriate behaviour in accordance with our Behaviour Management policy. Practitioners should always keep parents/carers informed about behaviour management issues relating to their child and attempt to work with them to tackle the cause of disruptive or unacceptable behaviour.

Where a child persistently behaves inappropriately, we will implement the following procedure:



- Initial stage - Practitioner will discuss the problem with the child and the reason for it being unacceptable. Up to three verbal requests for a change in behaviour will be made.
- Second stage – Practitioners to discuss and implement an action plan with the Management Team, informing the parents/carers. In the event of a child hurting another child or practitioner an incident report will be completed with full details of the incident and further action and support for the child who is displaying the negative behaviour will be documented. The parents will be informed of each incident and asked to sign, these records will be kept on file.
- Third Stage - If no improvements are shown the parents/carers will be invited into the setting to co-ordinate behaviour with the practitioners involved so that if there are any difficulties, we can work together to ensure consistency between their home and the setting. During the meeting the Management Team will ask parents' permission to seek advice and additional support from outside agencies such as the Early Years Specialist. If parents do not agree to have outside agencies involved and the setting has put in place additional support that has a positive result this may result in the child's place being terminated. Practitioners will record persistent incidents to establish a pattern of behaviour which may be relevant if the child is involved with outside agencies. If in the event of an extreme number of incidents that are considered serious or dangerous whereby other children and practitioners are put at risk, we will contact the parents and ask that the child be collected immediately.
- Final stage – If, after the parent's involvement, support from both practitioners, Management Team and outside agencies or one single event is deemed dangerous and serious, and we feel that other children and/or practitioners are potentially at risk, it may be necessary to permanently exclude a child from the setting whereby the child's place at the setting will be terminated. If a child is excluded from the setting, the parents/carers will be given a verbal and written explanation of the issues.

Please note that if a child does cause a serious or dangerous act against either another child or practitioner this will result in going to the final stage straight away where the child's place will be terminated for the safety of the other children and practitioners.

Practitioners must not give corporal punishment to a child in their care or allow any other person looking after children or living and working on the premises to do so. Physical punishments, or threat of them, are not used.

Adult handling behaviour is consistent and developmentally appropriate, respecting individual children's level of understanding and maturity.

Adults do not use any form of physical intervention, e.g. holding, unless it is necessary to prevent personal injury to the child, other children, an adult or serious damage to property. Any incident is recorded, and the parents informed of the incident on the. The responsibility of Behaviour Management within the setting is Keith Ruddlesdin, and in cases of Special Behavioral Needs, Laura Whitehead.

Procedure for dealing with unacceptable behaviour.

A copy of this procedure will be found with the Children Health & information Record at the back of this booklet and should be signed by each contracting parent to signify their agreement.

Biting

Biting is a common behaviour that some young children go through and can be triggered when they do not have the words to communicate their anger, frustration or need.

Our procedures

The setting uses the following strategies to help prevent biting: Sensory activities, adequate resources and practitioners who recognise when children need more stimulation or quiet times. However, in the event of the child being bitten we use the following procedures. The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visual injury. Administer any first aid where necessary. Complete an accident form and inform parents on collection or via email/telephone if deemed necessary. Continue to observe the bitten area for signs of infection. If there are any signs the skin has broken such as weeping or blood, then parents will be contacted immediately to seek advice from a Health Care Professional. For confidentiality purposes and possible conflict, we do not disclose the name of the child who has caused the bite to the parents.
- If a child or member of staff sustains a bite wound where the skin has been severely broken urgent medical attention will be sort after the initial first aid has been carried out.
- In cases where a child may repeatedly bite or have specific or additional needs, which lend themselves to increased biting, risk assessments will be carried out.

The procedures we follow whenever a child expresses any negative behaviour (Hitting, lashing out, throwing toys, excessive tantrums, biting etc) are as follows:



Number of incidents	Procedure
First	Inform parents
Second-Third	Inform parents and complete incident report
Third-Forth	Inform parents, complete incident form, begin monitoring the child to see what triggers the behaviour (looking at a variety of things, including peer interactions, adult's responses). Consider IEP
Continued negative behaviour	Regular meetings with parents, SENCo support, IEP targets, apply, support from Specialist team, apply for enhanced staffing.

Anti-Bullying

Our setting is committed to providing a caring, friendly, and safe environment for all children. Any child in the setting reporting an incident of bullying must not be ignored. The setting has a duty to all children to respond promptly and all incidents to be dealt with effectively. Bullying is defined as persistent physical, verbal or emotional abuse of another child or children. Bullying is a pre-meditated act, which relies on a stage of cognitive development to think the process through and occurs generally in children five years and over.

Aims and Objectives

- Bullying is wrong and is damaging to individual people, the setting implements policies and procedures to support this, by developing a setting in which bullying is regarded as unacceptable
- We aim to deliver a safe and secure environment where all children can play and learn without fear or anxiety
- This policy aims to produce a consistent response to any bullying incidents that may occur
- Re-assure the child that they will be listened to, and every effort will be made by the staff to help and support them
- We as a setting do not label children as bullies or victims
- Establish facts surrounding the allegations including experiences of the child at home or elsewhere
- Be vigilant to the signs and symptoms of abuse. If practitioners are concerned that safeguarding is the root cause of the behaviour, they will refer to the safeguarding policy and procedures
- Recognise that children who bully have often been bullied or are being bullied themselves
- Help a child that has been bullying to recognise and understand the implications of their actions
- Discuss the situation with the parents/carers of the child who has been bullied and offer reassurance that the situation is being dealt with
- Record all relevant details of the alleged bullying on an incident form

Rough and Tumble play

The pre-school learning alliance has acknowledged and highlighted the need to recognise rough and tumble play as distinct from inappropriate or aggressive behaviour. Television or films, which include superheroes, often influence young children or weapon play and they will mimic this behaviour through play. We endorse the following strategies to manage this kind of play:

- Recognise that this is pro-social play rather than aggressive
- Set boundaries for the games to be set out in
- Use planning opportunities to discuss the concept of 'good' and 'bad'
- Support the play to find alternatives solutions to weapon play, exploring different scenarios.

Studies have shown that activities that take place in the playground show that boys are more involved with physical play that revolves around issues of dominance and status (Maccoby 1998 & Pellegrini 2005). Kyratzi (2000) research showed that boys are adventurous, risk taking and flouting authority outside the friendship group. Though boys show these types of behaviour this is not to be confused with bullying. Rough and Tumble play is an important part of development that shapes their brain to understand and learn how to manage their emotions, thinking, and physical actions at the same time (Insiders Health 2011).

Children attending the setting will be supported to become more assertive and develop their self-esteem. Equipment, resources and activities will be used to promote positive relationships.

The child and parents will be informed that this is being taken seriously and an investigation will be carried out. The bullied child should be assured that it is not their fault. The facts will be established surrounding the allegations ensuring that each of the parties are treated alike and dealt with separately. Parents of both the children, the staff within the area and the children will be involved in any decision making or action that is taken. As part of our Behaviour Management Policy certain types of behavior are unacceptable and this includes Bullying, and it will not be tolerated. The procedure on the Behaviour Management Policy will be followed if an incident of bullying occurs in the setting. Everyone within the setting is responsible for ensuring that bullying does not happen, and if it does occur, then it is their responsibility to inform a member of staff immediately. Suspending or expelling a child from the setting will be the last resort and mark the

seriousness with which an episode of bullying is viewed. Time will be given at the setting to help children become more assertive and develop their self-esteem. Everyone can also get involved in tackling the idea of bullying, through pictures, plays and stories. Our setting will display a Child-line poster. No strategy will be effective unless all members of the setting, children, practitioners, and parents are prepared to talk openly and seriously.



Conflict Resolution with Practitioners and Aggressive Behaviour Policy– Policy on Partnership with Practitioners:

At the setting, we believe that we have a strong partnership with our practitioners and operate an open-door approach to discuss any matters with you.

If as a practitioner, you have any concerns or issues you wish to raise with the setting then please follow the **'Safeguarding and Promoting Children's Welfare, The Referral Process'**

In the case of a practitioner emailing, calling, or using social media to complain the setting will direct them to the correct procedure for raising a complaint.

We have a zero tolerance to abusive calls, emails, social media contact and face to face confrontation.

Abusive Calls

The call taker receiving an abusive call will ask the caller to follow the complaints policy. If the abuse continues the call taker will end the call. Any abusive calls will be logged with an outline of the conversation.

Abusive Emails

The responder will ask the practitioner to come into the setting to speak in person, as per our complaints policy. If the emails persist the Manager may seek legal action. All emails will be kept as evidence until the matter is resolved.

If any person inside the setting begins to act in an aggressive manner, our policy is to:

- Direct the person away from the children and into a private area, such as the office (where appropriate)
- Ensure that another practitioner is in attendance, where possible, whilst continuing to ensure the safe supervision of the children.
- Remain calm and professional to calm the aggressive person, making it clear that we do not tolerate aggressive or abusive language or behaviour.
- If the aggressive behaviour continues or escalates, we will ask the person to leave the premises at that point and we will contact the police to ensure the safety of our staff team, children and families.
- If the person calms down and stops the aggressive behaviour a practitioner will listen to their concerns and try to resolve the issue
- Following an aggressive confrontation an incident form will be completed detailing the time, reason and any action taken
- Any aggressive behaviour from a practitioner could result in the application of a restraining order
- Management will provide support and reassurance to any practitioner involved in such an incident
- The Management Team will signpost practitioners to organisations/professionals that can offer support if applicable

Social Media

If slanderous or abusive messages appear on any social media sites, we will address these immediately with a request to follow our complaints procedure. We will endeavour to resolve any issue raised through our **complaint's procedure**. If slanderous/abusive messages continue we will seek legal action against the complainant, following the **Social Networking Policy**.



EYFS Policy

Our Club is committed to meeting the requirements of the Statutory Framework for the Early Years Foundation Stage 2025 (EYFS). EYFS applies to all children from birth through to the end of their reception year (Please refer to our EYFS Policy). More information about EYFS is available from the Department for Education's website.

As an out of school provider for school aged children, we are exempt within the EYFS from specific provision for children's learning and development and assessment requirements as other providers are required to do. This is in recognition that children in this age group attend a primary education provider (usually school reception class) and we will work with the child's parents and other providers as set out below to ensure that children's needs are met (EYFS, 2025, Page 6)

The designated Key Person for EYFS Children will:

- Communicate with the school about current learning and themes in the school.
- Communicate with the parents any additional help and support they may need.

The Club follows the play work principles, allowing children to choose how they occupy their time, and never forces them to participate in any given activity (For more information please see our play work principle and participation policy).

We recognise the four overarching principles of EYFS:

- **A Unique Child:** Every child is constantly learning and can be resilient, capable, confident and self-assured. We use positive encouragement and praise to motivate the children in our care.
- **Positive Relationships:** Children learn to be strong and independent through positive relationships. We aim to develop caring, respectful, professional relationships with the children and their families.
- **Enabling Environments with teaching and support from adults:** Children learn and develop well in environments in which their experiences respond to their individual needs and where there is a strong partnership between practitioners and parents/carers. We visually observe children during play to understand their current interests and development before planning appropriate play-based activities for them.
- **Children develop and learn in different ways and at different rates.** The EYFS framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities. We tailor the experiences we offer the children in our care according to their individual needs and abilities.



Play work principles and Participation Policy

The Club follows the play work principles, allowing children to choose how they occupy their time, and never forces them to participate in any given activity. We believe that actively promoting the participation of children in the decision-making process creates a sense of partnership and benefits everyone at the Club: children, staff and parents. We therefore involve the children whenever decisions are made that affect them.

The Eight Playwork Principles

1. **All children and young people need to play:** Play is a biological, psychological, and social necessity, fundamental to healthy development and well-being.
2. **Play is a process that is freely chosen:** Children determine and control the content and intent of their play, following their instincts and interests.
3. **Play is intrinsic:** The motivation for play comes from within the child, making it a personal and directed experience.
4. **Playwork supports play:** The role of playworkers is to facilitate and support the play process, rather than directing it.
5. **Play is a right:** Children have the right to play, and this right should be recognized and upheld in all settings.
6. **Play is essential for development:** Access to a broad range of play opportunities enhances children's capacity for positive development.
7. **Play is a process of exploration:** Through play, children explore their environment, test boundaries, and learn from their experiences.
8. **Playwork is a professional practice:** Playwork is recognized as a distinct profession, requiring specific skills and knowledge to support children's play effectively.

We follow the principles set out in Articles 12 and 13 of the United Nations Convention on the Rights of the Child which state that:

- A child's opinion should be considered in anything that affects them.
- Children should have information disseminated in a way that enables them to make choices and decisions.

Involving and consulting children helps them to develop new skills such as negotiation, sharing, and understanding the perspectives of others. It helps them to understand how decisions are made and shows them that their opinions are important.

At the Club we actively consult the children and encourage them to participate in making decisions by:

- Asking questions and paying full attention to the child's response, listening to what they are saying verbally (or through use of visual aids) and observing their body language
- Talking to the children, observing play and gathering verbal feedback on activities
- Creating an open environment where children feel safe with adults and able to communicate.

The age and maturity of each child, together with the type of decision being made, determine the extent and nature of their involvement, however, the basic assumption is always that children will be involved. We make sure that we act on any consultation with the children so that they can see that their input has had visible outcomes. If children suspect that the consultation is just window-dressing they will disengage from the process.

At the Club the children can participate and make decisions on a day-to-day basis, including, but not limited to:

- Choosing freely what type of play to engage in
- Choosing what snacks to eat
- Activity planning [eg 'What do you want to do today?' whiteboard]

Wrap Around Care at the William Alvey

Activities include:

Art and Crafts, Indoor and Outdoor Games, Wii, Xbox, Role Play Resources, Lego, Cars, Small world, Card Games, Chess, Board Games, Drawing, Drama, Singing and Many More.

Outdoor facilities include the Field, Playground, Children's Play Area and Astro turf.



7.30-8.00am Breakfast Club:

Breakfast includes a choice of a variety of cereals, toast, pancakes and fruit juice

Snack Tea:

After a hard day at school the children are ready for a snack, each night, we provide a snack from a selection of children's classics (Including chip Butty Friday).

(Please see our menu and safer food policy for more information)

Holiday Club

Activities include:

Art and Crafts, Indoor and outdoor games, Wii, Xbox, Baking, Drama, movies, Out and About in the local community.

Snacks Included:

The children will be provided with a morning snack and snack tea, please provide packed lunch for dinner time.

(Please see our menu and safer food policy for more information)

Out and about:

Please note that we aim to go out and about in all weathers, either outside in the play area or around the local community so please provide appropriate clothes for the weather.



Suitable Clothing Policy

Children in the afterschool club will attend in their uniform and will not get changed prior to taking part in activities. Children in Holiday Club should be dressed appropriately for their attendance at the setting with all clothing and belongings clearly labelled with your child's name. When considering your child's clothing you should consider the activities your child will be involved in throughout the day, many of which involve messy activities for which the setting will not take responsibility for any staining to the child's clothing. The practitioners concentrate on your children enjoying the activities and for them to take part and achieve, not to mind their clothes and stay clean. Although felt tips and other media used are all washable, in our experience not all colours do wash out, blue and black can be difficult and do sometimes stain. It is a good idea to send your child in clothing so that you do not mind getting paint on or dinner down etc. Special clothes are better saved for best and not for play. Also, weather conditions should be considered, it is the philosophy of the setting for children to access the outside environment as often as possible. Your child will therefore require waterproof clothing during the winter months, and sun protection during the summer months. The setting will not be held responsible for lost or stained clothing.

Resources and Equipment Policy

Old equipment will be discarded when needed and replaced once the budget money is available. All toys and equipment used throughout the setting will provide opportunities for children, with adult support if needed, to develop new skills and concepts during their play and exploration. Play equipment will be monitored for its use, it will be safe, hygienically cleaned and safety checked at regular intervals, this will be recorded.

All toys and play equipment will conform to all relevant safety regulations and be sturdy and well made. They will be constructed from non-toxic, natural and manmade materials, which can be used in a variety of ways and encourages an open-ended approach to creativity and problem solving. The equipment we provide will promote positive images of people, both male and female, from a range of ethnic and cultural groups, with and without special needs.

Play

The staff at the club support the play work principles. These principles establish the professional and ethical framework for play work and as such must be regarded. They describe what is unique about play and play work and provide the play work perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities. (For more information on the play work principles please refer to the EYFS policy and Play work and participation policy)



Suggestions and Concerns Policy

Providers must put in place a written procedure for dealing with concerns and complaints from parents and/or carers, and must keep a written record of any complaints, and their outcome. All providers must investigate written complaints relating to their fulfilment of the EYFS requirements and notify complainants of the outcome of the investigation within 28 days of having received the complaint. The record of complaints must be made available to Ofsted or the relevant childminder agency on request.

Any suggestion or concern that a parent may have about the setting will be welcomed and encouraged. It should be raised with the Manager who will act on it accordingly. All suggestions and concerns will be taken seriously and positively. All practitioners, parents and children have a right to be consulted, and are free to express an opinion, and have that opinion considered. Anyone with a complaint should refer to our complaints procedure/policy.

Policy on Complaints

It is clearly of paramount importance that the setting should run smoothly and that both parents and practitioners work together in a spirit of cooperation in the children's best interests. We take all complaints very seriously and all issues will be responded to verbally or in writing, where appropriate. In the event of complaints from either practitioners or parents every effort will be made to respond quickly and appropriately, and the following procedure will be followed:

- If a parent feels that he/she has cause for complaint they should either telephone, email or write to the Manager who will either respond immediately or within 2 working days, in the case of a written complaint
- Where a complaint is made to a practitioner the Room Manager and or Management Team should be informed immediately.
- After a complaint has been resolved the outcome will be written in the Complaints Book. Any recommendations for changes in procedure will be made and noted against the complaints policy. Parents will be notified of the outcome within 28 days either in writing or by e-mail.
- If the parent/carer is still not satisfied with the response, they should contact the Management Team who will undertake to resolve the complaint within 5 working days.
- Complaints by a practitioner will be dealt with by the Management Team immediately.
- A record of complaints will be kept for a period of three years.
- We will make available to Ofsted upon request a summary of complaints made in relation to the requirements during the past 12 months and the action that was taken consequently.
- We will produce for Ofsted upon request a list of such complaints made during the previous two years.
- It is clearly understood that parents have the right to contact Ofsted after talking to the practitioners if they feel that they have not received a satisfactory response to their complaint.

Making a complaint to Ofsted:

Any parent or carer can submit a complaint to ofsted about our setting at anytime. Ofsted will consider and investigate all complaints. Ofsted's address is: Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD.

Telephone: 0300 123 1231 (General enquiries)
0300 123 4666 (Complaints)

Email: enquiries@ofsted.co.uk

Online form: [Complaints procedure - Ofsted - GOV.UK](#)

If you have any questions or queries in relation to our policies and procedures, please email kaleidcare11@outlook.com

