



Registered Charity No: 1130840
 School Mead, Abbots Langley, Hertfordshire WD5 0LB

Staff, Key Person and Involving Parents and Carers Policy

Policy Statement

We provide a staffing ratio in line with the welfare requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and we carry out checks for criminal and other records through the Disclosure and Barring Service (DBS) in accordance with statutory requirements.

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 wellbeing | 2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person | 3.2 Supporting every child 3.3 The learning environment 3.4 The wider context | 4.4 Personal, social and emotional development |

Procedures

Ratios

- To meet this aim we use the following ratios of adult to children:
- Children aged two years of age: 1 adult : 4 children; and children aged three to seven years of age: 1 adult : 8 children.
- A minimum of two staff/adults are on duty at any one time.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.
- We provide staff with 3 days In Service Training each academic year, to improve the quality of care and education the setting provides. These days are agreed each year in advance and parents informed that fees remain payable on these training days.

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Safer Recruitment

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff have job descriptions which set out their staff roles and responsibilities.
- All job descriptions include a commitment to promoting equality and respecting diversity as part of their specifications.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We use Ofsted guidance on obtaining references and enhance checks through the Disclosure and Barring Service (DBS) for staff and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006 for the vetting and barring scheme.
- Conditional offers of employment are made subject to all relevant pre-employment checks being satisfactory – these are: references, identification checks, right to work in the UK, verification of qualifications and DBS checks. We follow the Hertfordshire Safe Staffing Handbook for full guidance on this.
- We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced DBS check.
- Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before, or at any time during their employment with us and this is stipulated in their contracts.
- We monitor our application process to ensure that it is fair and accessible.

Changes to staff

- We inform Ofsted of any changes in the person responsible for our setting.

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Key Person

- We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting. We use a key person approach to ensure that each child has a named member of staff with who they can form a relationship and who plans with parents for the child's well-being and development in the setting.
- We allocate a key person before the child starts.
- The key person is responsible for the induction of the family and for settling the child into our setting and works with the parent to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person works with the family to ensure that the transition is as smooth as possible for both the parents and child. We use an Initial Profile to collect information about the child and invite parents and carers to a 'Settling In' session so that they and their child can familiarise themselves with the setting before their start date.
- Start dates for new starters are staggered to ensure that staff can give each family the attention they need. We work with parents and carers to put in place flexible routines to aid the settling in period and encourage parents to leave for short periods building up to longer absences if the child is really struggling with separation.
- Approximately 6 weeks after the child has started, the key person will meet with the parents or carers to discuss the settling in process and begin the child's profile book.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a child minder, 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.

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- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.
- Each member of staff who is a key person is fully aware of their responsibilities as a key person as defined in the Key Person Job Description.

Training and staff development

- Our setting Leader and Deputy hold the CACHE Level 3 Diploma in Pre-school Practice or an equivalent qualification. The EYFS Leader is a qualified teacher and a minimum of half of our staff hold the CACHE Level 3 Certificate in Pre-school Practice or an equivalent or higher qualification.
- We provide regular in-service training to all staff - whether paid staff or volunteers - through the Pre-school Learning Alliance and external agencies.
- Our setting budget allocates resources to training.
- We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures will be introduced within an induction plan.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

Managing staff absences and contingency plans for emergencies

- In term time only settings, our staff take their holiday breaks when the setting is closed. Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the manager with sufficient notice.
- Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
Sick leave is monitored and action is taken where necessary in accordance with the contract of employment.

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- We have contingency plans to cover staff absence by using reliable, known and suitable checked cover staff.

Involving parents and carers

- We consult with all parents to find out what works best for them and they **receive information** about fundraising and other initiatives in the form of weekly e-mails, letters and on notice boards. Insurance certificates, OFSTED information and the constitution are displayed on the notice board in the lobby
- We ensure on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We welcome the contributions of parents, in whatever form these may take including asking parents to contribute a skill if they have one that could be used in pre-school.
- **Involvement in the children's learning** is encouraged through helping in sessions, preparing materials for activities and in bringing resources in for topics or areas of interest. The half termly plans are uploaded onto the website so that parents can see what is happening each week. We also have a blog that details some of the activities of the day and usually has accompanying pictures.
- We inform parents of the systems of the setting. Twice a year we hold a **parents evening** to encourage parents to visit the setting and speak to the Key Person about their child's progress at pre-school.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning in the setting and at home.
- **Leaflets and Information from other groups**, county information and general information about children is offered in the lobby for parents to look at and take leaflets.
- Parents have access to the **children's profiles** detailing achievements children have made in line with the Early Years Foundation Stage. The profile records the journey the child makes through pre-school and parents are encouraged to add their own information from home.

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- We ask parents/carers to name all clothes that come to pre-school and to dress children in clothes that the children can manage on their own, encouraging independence and success.
- The pre-school is run by parent volunteers who form **the Committee**; they meet regularly to discuss current issues surrounding the running of the preschool.

This policy was adopted at a meeting of Breakspeare Community Preschool held on:.....

Signed on behalf of the management committee

Name: Signature:.....

Signed on behalf of the Preschool

Name: Signature:.....

This policy will be reviewed annually in January

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