

ABBOTSBROOK PRE-SCHOOL POLICIES & PROCEDURES

The paramount commitment of the pre-school is the safety and well-being of the children, we aim to ensure the safety of both children and adults with the following policies and practices.

1 - HEALTH & SAFETY

The Pre-School aims to promote a healthy lifestyle and a high standard of hygiene in its day to day work with children. This is achieved in the following ways:-

HEALTH:

Food

- Snacks provided will be nutritious and pay due attention to children's particular dietary requirements.
- When cooking with children as an activity, the adults will provide foods to encourage promote and extend the children's understanding of a healthy diet. We will not only cook sweet items such as cakes and biscuits.
- We aim for all staff members to hold a valid and current Food Hygiene Certificate.
- The Pre-School is registered with the Local Environmental Health Department as a Food provider and can be inspected as such. We received an inspection from environmental health in 2017 we were classed as exempt from the rating scheme as deemed as 'low risk'.
- Fridge temperature checks will be carried out as part of the daily check list.
- All children are monitored whilst eating by a fully qualified paediatric first aider.

Play

- Children have the opportunity to play outside subject to weather conditions and suitability of the ground/clothing. Where possible we aim to play outside everyday even if this is for only a short time. In summer months we aim to spend the entire day outside, taking children inside for lunch and therefore avoiding the hottest part of the day. The children will also be taken on walks mainly through the Abbotsbrook Estate.
- Suncream will be applied during the day to protect children. Suncream is supplied by parents.
- Children will have the opportunity to take part in physical play sessions daily (inside and/or outside).
- During viral pandemics we aim to be outside as much as possible to limit the spread on infections.

Illness

- Parents are asked to keep their children at home if they are unwell, and to inform the Pre-School as to the nature of the illness. This will allow the Pre-School to alert other

parents as necessary and to make careful observations of any other children in our care.

- Where parents feel a child is not well enough to go outside, we would ask that the child is not in Pre-School until they are able to enjoy all activities.
- Parents are asked not to bring into the Pre-school any child who has been vomiting, had diarrhoea or has had a temperature of over 38 degrees until at least 48 hours has elapsed since the last attack as is advised by Public Health England (PHE).
- For diagnosed illness, staff will consult PHE guidance concerning recommended exclusion periods.
- If the children of Pre-school staff are unwell with symptoms suggesting an infectious/contagious illness, they will not accompany their parents/carers to work in the Pre-school. Nor will these members of staff offer snack to the Pre-School children.
- Cuts or open sores, whether on adults or children, will be covered with sticking plaster or other dressing. Permission is sort for this on the starting consent form.
- The Pre-school will ensure that the first aid equipment is kept clean, replenished and replaced as necessary. Sterile items will be kept in their sealed packages until needed, and regular first aid equipment audits will be completed.
- All Pre-School staff are trained in first aid or booked onto attend the next available course. This training is updated every three years and will be a minimum of a full paediatric 12 hour course.
- The Pre-School has a medication policy – See separate policy.
- The Pre-School will follow government guidance during any pandemic including if this means closure.

Hygiene:

To prevent the spread of infection, adults in the group will ensure that the following good practices are observed.

Personal Hygiene

- Hands are washed on arrival, after using the toilet and before and after handling/eating food, after playing outside and before leaving the session.
- Children are encouraged to blow and wipe their own noses independently when able and to dispose of soiled tissues hygienically. Then wash their hands or use anti-bacterial hand gel.
- Paper towels will be used and disposed of appropriately, children will use either hand dryers or separate hand towels to dry their hands (one per use) in the toilets.
- Hand towels, when not paper, will be washed after each use at a high temperature.
- Children will bring in their own bottles of water to ensure a drink is always available and limit infection risks of shared cups.
- Snack tableware will be washed in regularly changed hot water, later put through a suitably hot dishwasher cycle.
- Children are encouraged/taught and given an understanding of why it is important to wash their hands before snack, after messy play, handling animals, bugs etc.. and from playing outside.
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Cleaning and clearing

- Any spills of blood, vomit or excrement will be wiped up and flushed away down the toilet. Rubber gloves will **always** be used when cleaning up spills of bodily fluids. Floors and other affected surfaces will be disinfected. Fabrics contaminated with bodily fluids will be thoroughly washed in a hot cycle, or thrown away.
- Spare laundered clothing items will be available in case of accidents. Disposable bags will be available in which to wrap soiled garments.
- All surfaces to be cleaned daily with an appropriate cleaner.
- Cleaning cloths will be thrown if used to clean bodily fluids and new ones used daily for normal cleaning tasks.
- Toys will be regularly cleaned and more often during pandemics or virus outbreaks, with a suitable disinfectant cleaner.

Food

Adults will:

- Always wash hands under running water before handling food.
- Never cough or sneeze over food. Staff members with colds will not prepare snack or be involved in food activities.
- Different cleaning cloths will be used for kitchen and toilet areas.
- Dispose of cloths daily.
- Keep food covered and refrigerated items in a suitable chilled environment.
- Not leave food items out for long periods of time, without suitable containers to control temperature.
- Complete Food Hygiene training.
- Report any more than two children with food poisoning to the relevant agencies (see Diet Policy)
- Keep a record of allergens used in our activities, cooking, tasting and snacks offered to the children. Share these regularly with families.
- Model good hygiene practices to support the children's learning, encouraging the children in these practices themselves.
- Obtain allergies and intolerance information for our children at induction.

SAFETY

The safety of young children is of paramount importance. In order to ensure the safety of both children and adults, the Pre-school will ensure that:

- All children are supervised by adults at all times and will always be within sight of an adult.
- The entrance door will be locked/bolted while children are present and both garden gates are locked.
- Gates will remain locked while the children are in the garden unless an adult is present at the gate for arriving/departing families.
- The Kiddi-Train will be used to prevent children wandering into the garden area where visibility is reduced.
- As a minimum the legal adult:child ratio set out in our registration will be met at all times.

- Accidents will be recorded on the Ey-log and sent to families immediately.
- A record is kept of any medication given.
- Pre-existing injuries will be recorded on the Ey-log (families can complete these themselves to let us know in advance). No photos are to be used. Body maps are completed where necessary.
- Regular safety monitoring will include checking of these records.
- Children will leave the group only with authorised adults.
- Safety checks on premises and the garden area are made before every session for the safety of both staff and adults any concerns will be reported to the Pre-School leader for action.
- Equipment is checked regularly and any dangerous items repaired or discarded.
- The layout and space ratios allow children and adults to move freely between activities.
- Fire doors are never obstructed.
- A Fire Drill/lock down is carried out regularly. At least termly, aim is half termly.
- All dangerous materials, including medicines and cleaning products, are stored out of reach of children.
- A register of children is completed as people arrive/depart so that a complete record of all those present is available in any emergency.
- Smoking is prohibited in all areas.
- Parents are asked to smoke away from the building, entrances and sight of the children.
- A correctly stocked first aid box is available at all times.
- Fire extinguishers will be checked annually (by the hall- reviewed in our risk assessment).
- Whenever children are on the premises at least two adults are always present.
- Large equipment is erected with care by at least two members of staff and checked. Activities such as using a cooker and water, energetic play receive close and constant supervision.
- Equipment offered to children is developmentally appropriate, recognising that materials suitable for an older child may pose a risk to younger/less mature children.
- The premises are checked on opening and before locking up at the end of the session.
- Electrical appliances used by the Pre-School will be PAT tested regularly.
- All staff are made aware of the correct lifting and bending techniques and are expected to take reasonable care. Correct lifting details are available in the staff health and safety handbook and manual handling courses are available to all staff.
- Disposable gloves and aprons are available and will be worn when dealing with bodily fluids. Face masks are available for staff members who would like them for close contact care, or interactions with adults such as parents or professionals.
- Staff will discuss any changes/concerns to their own personal health with the PreSchool Owner, at the earliest opportunity.
- Staff will not be permitted to work if under the influence of alcohol or other substances.
- When a member of staff is required to take medication during Pre-School Hours the member of staff will only be permitted to work following advice from their Doctor and that the medication will not affect their ability to look after children.

Last reviewed: 14th January 2026

Next review by: 14th January 2027

2 - CHILD PROTECTION

Important contacts:

First Response Team Contact Details

- Telephone: – 01296 383962 between 9am-5pm Monday to Friday.
- If you need an urgent response outside of these hours, contact the Emergency Duty Team (EDT) on 0800 999 7677.
- Email: secure-cypfirstresponse@buckinghamshire.gov.uk

Concerns about staff working with children

- If you have a concern about a member of staff working with children (in either a paid or voluntary capacity) please contact the Local Authority Designated Officer (LADO) on 01296 382070 or secure-LADO@buckinghamshire.gov.uk

Ofsted Whistleblowing hotline:

- 0300 1233155 (8am to 6pm, Monday to Friday)
- email whistleblowing@ofsted.gov.uk

In our Pre-school we intend to create an environment in which children are safe from abuse and in which any suspicion of abuse is promptly and appropriately responded to.

Our policy reflects advice, guidance and the legal requirements as laid out in the following guidance:

- Working together to safeguard children (June 2025)
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- What to do if you're worried a child is being abused (March 2015)
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What to do if you re worried a child is being abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)
- EYFS Framework https (September 2025):
[https://assets.publishing.service.gov.uk/media/68c024cb8c6d992f23edd79c/Early_years_foundation stage statutory framework - for group and school-based providers.pdf.pdf](https://assets.publishing.service.gov.uk/media/68c024cb8c6d992f23edd79c/Early_years_foundation_stage_statutory_framework_-_for_group_and_school-based_providers.pdf.pdf)
- Keeping Children Safe in Education (Sept 2025) –
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Prevent Duty Guidance <https://www.gov.uk/government/publications/prevent-duty-guidance>
- Children Act 1989 <http://www.legislation.gov.uk/ukpga/1989/41/contents>
- and 2004 <http://www.legislation.gov.uk/ukpga/2004/31/contents>
- Children and social work act 2017 <https://www.legislation.gov.uk/ukpga/2017/16/contents>

All staff play an important role in the role of safeguarding our children. Our staff are committed to highlighting concerns of abuse, challenging behaviours or perceptions of families as well as children, and training of Safeguarding and Child Protection.

The settings Designated Safeguarding Lead is: **Nathalie McDonald (last DSL training September 2024)**

She will ensure that her own training and that of the Pre-School team is kept up to date and relevant and that all documentation relating to child protection is kept current. An obligatory in house training session is held every year by the DSL for all staff.

She will ensure that staff are regularly reminded of key points and will be a point of contact for any concerns, taking action on those concerns and reporting to the relevant professionals as detailed in this policy. That cover is provided for in her absence by **Rebecca Christy** (Pre-School Manager) who has attended Safeguarding training.

Exclude known abusers

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 staff appointments will be subject to a probationary period and will not be confirmed unless the Pre-school is confident that the applicant can be safely entrusted with children and a satisfactory 'DBS' check and suitable references have been received (see "recruitment of staff policy"). No staff will be offered a position until such clearance has been received and seen by a senior member of staff, whether for paid or voluntary work

Prevent abuse by means of good practice

Adults will not be left alone for periods with children. Adults will not be permitted to take any media equipment into the toilet area. Adults who have not received a DBS disclosure will not take children unaccompanied to the toilet or be left alone with 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.

All staff members will attend Safeguarding training every three years. All senior leaders will attend training for the Designated Safeguarding Lead every two years. All staff will have refresher training at least annually. Safeguarding is discussed at every termly team meeting.

The layout of the room permits constant supervision of all children.

Staff members will not be permitted to carry personal mobile phones on their person while children are present without prior knowledge of the senior leader and only in exceptional circumstances, when additional steps will be taken to protect children and risk of allegations.

Nathalie will also attempt to keep up to date with capabilities of modern technology and how it might be used to abuse children. Such as smart watches, ipads etc.

Camera's and recording equipment (even that which is owned by the Pre-School) including iPads are not permitted in the toilet areas.

Staff will only use Pre-School recording equipment when recording children not their own personal equipment.

Photographs are taken and will be used in line with the confidentiality policy with the permission of the children's families.

We will develop practices where children and staff can express concerns, where staff members can question and challenge practice (even that of the Designated Safeguarding Lead) and will be listened too, where staff members have a say in changes to practices and procedures to benefit the safeguarding of our children. and where staff members are encouraged to think about how to best protect themselves in respect of allegations being made against them.

Children arriving with injuries will be recorded in the Incident book (see incident and recording procedure policy).

Safeguarding will be an agenda point for our meetings to ensure we are always discussing any concerns, practice or legislation changes, keeping safeguarding at the forefront of our minds.

Abbotsbrook Pre-School will fulfil our Prevent Duty, seeking to identify children and families who may be vulnerable to radicalisation or any sort. We will do this by -

- Staff training on Safeguarding children and signs of children and families vulnerable to radicalisation. In-house training by DSL held every year for 2 hours.
- Being good role models
- Developing good two way partnerships with families
- Developing good relationships with our children, being aware of changes to behaviour.
- Highlighting and challenging any concerning behaviour to Senior leadership team.
- Providing children with positive viewpoints as well as different view points helping to question, understand and ultimately accept differences of others.
- Promoting positive British Values (See Equality of Opportunities, 16-Equal Opportunities)

See the following website for more information:

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Reporting concerns for a child's welfare.

Welfare concerns can vary greatly in terms of their nature and or seriousness. We will use the 'thresholds document' to help us make a judgement of when a child may need additional support.

This is supported through four targeted levels detailed on 'The Continuum of Need':

Level 1 – children whose needs are met within universal services

Level 2 – children with additional needs showing early signs of vulnerability requiring early help

Level 3 – children in need who require statutory or specialist services and targeted early help

Level 4 – children who are suffering or likely to suffer significant harm.

A referral to The First Response Team will be completed immediately if:

A child may be in need; that a child is being harmed or is likely to be harmed, or Level 3 or Level 4 threshold is met.

Respond appropriately to suspicions of abuse.

The first concern will be the child. Children whose condition or behaviour has given cause for concern will be listened to, reassured and helped to understand that they themselves are valued and respected and have not been at fault.

Changes in children's behaviour/appearance will be investigated. Parents will normally be the first point of reference, but if they are not in a position to allay any legitimate anxieties, the matter will also be taken up with the Local Children's Social Care Department. In exceptional circumstances this may be the first point of reference.

Where a referral is made over the telephone, this will be followed up in writing within 48 hours.

All such suspicions and investigations will be kept confidential, shared only with those who need to know.

Allegations made against a member of staff

When a staff member has concern over another member of staff they should express their concern to The Designated Safeguarding Lead (Nathalie McDonald) or Deputy (Becca Christy) where the concern is regarding The Designated Safeguarding Lead. Where a member of staff feels unable to go to the DSL or Deputy DSL then the member of staff is expected to contact the LADO directly bearing in mind that the child's welfare is of paramount importance.

If a member of staff is accused of any form of child abuse, a record of the accusations will be made, following advice from Buckinghamshire's safeguarding partners. The Local authority designated officer (LADO) will be contacted within 24 hours and their advice will be followed. Confidential records will be kept of the allegations and of all subsequent proceedings and reported to the relevant agencies and safeguarding partners including The Police, Ofsted, LADO and the local authority within at least 48 hours of the allegation being made. Even if the person whom the allegation is made resigns from their position.

Whistle Blowing

The setting aims to nurture openness and transparency within the organisation, which makes it safe and acceptable for staff members and volunteers to raise in good faith concerns over misconduct or malpractice. When a staff member raises a genuine concern about misconduct or malpractice within the workplace the setting will protect staff members from victimisation or punishment.

Staff members wishing to raise such concerns should report the matter to the DSL who will advise the whistleblower of the action to be taken.

Where a member of staff has concerns regarding the DSL or Deputy the staff member has a duty to report the concern to the LADO and then following their advice to Ofsted on the whistleblowing hotline.

Whistle blowing contact details are made available to all team members and staff are reminded that their loyalty lies with the welfare of the child.

Wherever possible the whistleblowers confidentiality will be maintained (unless in doing so puts a child/children at risk) the setting aims to ensure the whistleblower will not suffer any personal detriment.

Keeping records

Whenever changes are observed in a child's behaviour, physical condition or appearance a confidential record will be created. The record will include: name, address and age of the child alongside timed and dated observations, describing objectively the child's behaviour/appearance, without comment or interpretation; where possible, the exact words spoken by the child. This record will also record the name of the Practitioner along with the date.

Liaise with other bodies

The Pre-School works with the local children's centre support worker and Local Health visitor team to support local families.

When a child has been identified as a child in need/protection, we will work closely with all the professionals involved to ensure the safety of the child, taking advice from the Social worker, police and local safeguarding children's board. We will attend all conferences, Core group meetings, for the benefit of the child.

The Pre-school operates in accordance with guidelines laid down by the Bucks Safeguarding partners. Where the Pre-School has concerns for a child we will seek the advice of Bucks First Response team (first port-of-call for local social care). We may also seek help from other safeguarding partners.

Confidential records kept on children about whom the Pre-school is anxious will be shared with those advised by the First Response team and the BSCB. Where a referral to Social care is advised a written referral will be made as soon as possible, within a maximum of 48 hours. The Welfare of the child will always be paramount.

Support families

The Pre-school will encourage the building of trusting and supportive relationships between families and staff in the group. Where abuse at home is suspected, the Pre-school will continue to welcome the child and family while investigations proceed. With the child's welfare in mind at all times.

Confidential records kept on a child will be shared with the parents. With the proviso that the care and safety of the child must always be paramount, the Pre-school will do all it can to support and work with the child's families.

Policy for staff showing affection and support to children

The purpose of this policy is to ensure that all children, staff, and families feel safe, respected, and valued in our setting. We are committed to providing a nurturing and supportive environment where children's emotional needs are met appropriately and in line with best practice guidelines. This policy outlines the standards for physical affection and touch, particularly around hugging and cuddling, ensuring clarity and professional conduct at all times.

1. **Safe and Appropriate Touch:** Safe and appropriate touch is of paramount importance to Abbotsbrook Pre-School. Staff members are trained to recognise when children seek comfort and when physical touch is necessary, such as offering a hug when a child is upset.
2. **Consent and Comfort:** Abbotsbrook values the importance of respecting children's personal space. Children should never be forced into physical affection, and educators are encouraged to be aware of individual preferences. Cuddles or hugs should be offered in a way that the child feels safe and comfortable. Not all children are comfortable with physical affection, and it's important for staff to recognize these cues and respect the child's personal space.
3. **Boundaries and Professionalism:** Educators are expected to be affectionate but maintain appropriate boundaries, avoiding any behaviour that could be misinterpreted.
4. **Cultural Sensitivity:** We ensure staff members are aware of different cultural practices and preferences regarding physical affection. This is discussed at registration.
5. **Supporting Emotional Development:** In some cases, cuddles or physical affection are seen as an important part of emotional development in young children. We encourage staff to be nurturing and responsive to children's emotional needs, including through appropriate physical comfort.
6. **Health and Safety:** We ensure any physical contact follows health and safety guidelines. For example, during times of illness outbreaks (such as flu or cold seasons), policies may recommend limiting close physical contact.

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3 - MEDIA POLICY

Mobile Phones/Smart watches

Staff will not carry their mobile phone on their person. As we do not have a landline, mobile phones will be kept in full view of others in the phone hanger on the back of the cupboard door. If a member of staff needs access to their phone during session times then the phone will be used in a private area (the kitchen) with no children present. Mobile phones will not under any circumstances be taken to the toilet areas. When a mobile phone is forgotten this will be recorded on the Daily check list. Mobile phones will not be used to photograph the children under any circumstances apart from by the Pre-School owner to take pre-agreed annual photographs.

Staff members are asked that Nathalie's mobile number is given to schools (of their children) or others in need, so that urgent calls for staff members are not missed through implementation of our policy.

Staff must not wear 'Smart' watches at work, they must be treated the same as staff mobile phones and kept in full view in the mobile phone hanger during working hours. Management are allowed to wear smart watches as long as they do not have the capability of taking photos.

Recording equipment

Cameras do have their place in the setting and when used correctly we find them to be a valuable observational recording tool.

Tablets are used to observe and record the children in the Pre-School. The Pre-School have their own tablets for this purpose, members of staff are not permitted to use their own cameras or any form of recording equipment. Tablets remain the property of the Pre-School.

When displayed Photographs will be positioned in the corridor (removed at the end of every session) parental permission will be sought to enable the taking of photographs and videos for observation purposes as well as for other families at our special events such as Nativity play, (families are asked that photographs taken at these events do not appear on social networking sites) additional permission will be sought if the photographs are to be used for any other purpose.

EY-Log

- The Pre-School uses EY-Log to record and store children learning journeys track children progress and report on their development and next steps to families.
- We find EY-Log to be a valuable recording and assessment tool and aids us to react to children gaps in learning and evolving interests quickly.
- Families permission is sort to record and store developmental data on EY-Log and families are given a password to access their children's data.
- Families are asked to keep protected the data of their child, to not pass on their access details or use others access details to view the EY-Log. To help this we enable families to give permission for other family members to connect with us through the Ey-Log)
- Observations are not stored on devices, but accessible through the EY-Log.
- Photos and videos are deleted at least once annually and always when a child has left the setting,
- As part of the confidentially agreement staff members are requested to keep the kindles and the information on them confidential, just as they would have paper developmental records. Staff members are not permitted to use the device for any personal use and download any apps onto the device. They remain the property of the Pre-School at all times.
- We aim to display only the child in their own learning journey where other children are recognisable these are blurred.
- With all families consenting, families are permitted to photograph their children at special events such as the Nativity play and Teddy Bears Picnic. In consenting to this families agree to not post photographs of children at Abbotsbrook's event onto the internet and social networking sites such as 'Facebook' and 'You tube'.
- Parents have the right to refuse to have their child photographed in all circumstances and to not use EY-Log to plot their child's development. In this instance we will use a traditional photographs and paper records.

Social Network sites

- Social media has evolved greatly over the past ten years. We have paid careful consideration to the views and needs of our families and practitioners as well as the business model and most importantly to the safeguarding of our children.
- Staff members are not permitted to accept or request friendships, with families whose children are in attendance at the Pre-School, on social networking sites such as 'Facebook' 'Twitter', Instagram etc..
- Where staff members are already friends with a family in this way, they will not be required to block each other during the child's attendance with us.
- Staff members are reminded and expected to act responsibly on social sites not to post or discuss Pre-School matters and maintain confidentiality at all times, and that posts on social networking pages are a reflection on themselves. We ask that they remain professional on social media when they have 'friends' who are in attendance. Staff members are reminded that posts which may taint the image of the Pre-School are subject to disciplinary action.
- The Pre-School has a Facebook page. This will be used as an advertising tool to make sure our provision is widely known. It is also useful a source of information on funding, safeguarding and local events, directing people to our website.
- We will use Facebook to communicate the activities we have been enjoying in PreSchool to highlight and educate our and local families on the importance of play on children's development as well as to remind and advertise any events to aid the busy lives of our families. No photos of children will be displayed on this page nor will any child be named in any of the posts.
- Parents are asked upon joining the Pre-School to not post photos taken at Pre-School of group events (such as Nativity play, teddy bears Picnic) onto the internet or social media sites such as 'Facebook'. Parents will be reminded at these events and reminded that this enables us to allow photos to be taken of these precious times.

Website and email

The Pre-School has its own website and domain name, with mailboxes for each member of staff. Staff members are not permitted to use personal emails for Pre-School correspondence. The website is used as an advertising tool to create awareness of our provision. No photos of children will be published.

Tablets

The Pre-School does have use of tablets with internet connectivity. These are only used under adult supervision and will never be left unattended with children. Staff members are required to view sites/videos before using to support learning with the children to be confident of the site contents. The tablets are password protected and not allowed in the toilet area under any circumstances.

(See above information on EY-Log) Staff members use tablets devices to support the recording of information onto the EY-Log. Children are not permitted to use these devices for games or to play on (other than a learning activity or view their own learning journeys which will be completed under adult supervision) staff know and are reminded to treat their tablet as they would a confidential developmental report.

Visitors

Visitors to the setting are asked to take any calls in an area away from the children. While iPads and phones are permitted we ask that it is known to staff if a visitor has these items on them. They are reminded that photographs/videos are not permitted of the children/Pre-school and that phones/tablets or any other recording equipment are under no circumstances permitted in the toilet areas while children are present.

Last reviewed: 14th January 2026

Next review by: 14th January 2027

4 - EMERGENCY EVACUATION

ON DISCOVERING A FIRE

Raise the alarm by blowing the Fire Whistle long and loudly and calling 'Emergency everyone out'.

Immediately evacuate the building under guidance from the senior staff member. Lead the children out using nearest exit, closing all doors as you exit.

The assembly point is:-

CAR PARK – (Hi-lighted by fire assembly point signage) (AWAY FROM ENTRANCE TO ALLOW ACCESS BY EMERGENCY SERVICES)

The alerting staff member must ensure all rooms, toilet, corners, play house, and outdoor areas etc have been checked.

DELEGATE SOMEONE TO

- Pick up the register, day-care records, Visitor book, Pre-School phone, medications and keys.
- Telephone the Emergency Services:- (clear address instructions for the emergency services are detailed in the front of the red children records file)

DIAL 999 AND ASK FOR FIRE SERVICE MEET AT THE FIRST ASSEMBLY POINT IN THE CARPARK

Check the children and adults against the register and visitor book. (Reporting any missing persons to the fire service)

LEAVE ALL PERSONAL BELONGINGS ON EVACUATING THE BUILDING.

Fire drills and Lock downs are regularly carried out to familiarise both children and staff with the procedures and are recorded in the staff book. And completed within the first few weeks when a new member of staff is introduced.

OUR MOBILE NUMBER IS 07539777876

5 - ACCIDENTS AND RECORDING PROCEDURE

The Safety Policy states the accidents will be recorded in the accident book for Pre-School this is located on the EY-Log, and that there will always be a first aid trained member of staff on the premises.

All staff members are fully (12hr) first aid trained and that training is updated every three years. New staff members will attend First Aid training as soon as possible to joining us. Our aim is that this will be within three months.

In the event of an accident the first concern will be that of the casualty and children within the environment. A trained first aider will assess the immediate area is safe, to ensure everyone's immediate safety, when safe attend to the casualty. A decision will be quickly made if emergency services are required (with parental consent - given on child's first day) and another member of trained first aid staff will assist to call the ambulance, offer reassurance to the casualty and or wait by the road to signal for the emergency services. Another member of staff will attend to other children present, moving them to another area if necessary (i.e. inside the building).

When emergency services are not required the casualty will be given time to sit down quietly away from busy areas with a member of staff until recovered. Children will be closely monitored to ensure they are well enough to continue and parent/carers collecting children will be made aware of the accident and advised of symptoms to monitor.

Any member of staff who sees, or is made aware of, any accident to a child, member of staff, trainee, volunteer or visitor must check whether it has been recorded in the EY Log or accident book.

If the accident has already been recorded then they must add any relevant notes of their own to the record. If it has not been recorded then they ensure a record is created. Raising the matter with the senior person present and ensuring a record is created by a trained first aider. As with all accidents, containing - Details of the Name of the casualty, date of the accident, where the accident took place, details of how the accident occurred, the location and description of any wounds to the casualty, any action and first aid taken/given and the record should be signed by the adult, any witness and the parent on collecting the child. The accident will be recorded on as many pages as the report needs to hold all the information.

When a child has an injury whilst in the care of the Pre-school.

Serious Accidents will be recorded on a RIDDOR form

- HSE - <https://notifications.hse.gov.uk/riddorforms/Injury>
- Local PHE teams where an illness is notifiable.
- OFSTED
- Bucks Early Years Childcare team
- Little Marlow Parish Council (Hall owners)

The Pre-School will also follow and act on any advice given from the relevant agencies.

Last reviewed: 14th January 2026

Next review by: 14th January 2027

Abbotsbrook Pre-School Policy Statements – Reviewed 14th January 2026

6 - SICK CHILD & EMERGENCY

It is our policy to encourage and promote good health and hygiene for all the children in our care.

With the welfare of the sick child in mind and in the interests of the remaining children, if in the opinion of the staff a child is ill, then the parent/carer will be contacted and requested to collect him/her as soon as possible.

Any child who has contracted any communicable disease must have been clear of that disease for a **minimum of 48 hours** prior to the child being considered for re-admission to the Preschool, following the guidelines on exclusion from Public Health England (PHE). In the case of diarrhoea the child must have had normal stools for at least a 48 hour period.

This will be communicated to families when they start, when children are ill and regularly in newsletters.

The staff must be convinced that the child has returned to good health before re-admitting them and may **at their entire discretion refuse re-admission** until clearance has been obtained from a medical practitioner.

In the case of a serious accident or illness occurring then the parent/carer will be contacted immediately along with the medical professional and the appropriate action taken. In the unlikely event of the parent not being available the senior staff member will assume charge and if necessary ensure a member of staff is available to accompany the child in the ambulance (normally the person with the closest emotional attachment to the child) along with all relevant records and details.

The accident or illness (including children sent home sick) will be recorded in EY Log immediately after.

Where an ambulance has been called or the event of a serious accident or illness we will also notify no later than 14 days after the incidents occurrence :-

- OFSTED
- PHE (Public Health England) = 0845 2799879
- Bucks Early Years Childcare Service
- Local safeguarding children Board (If necessary)
- Little Marlow Parish Council (Hall owners)
- Other families (if necessary)

Acting on any advice given by the professional agencies.

Last reviewed: 14th January 2026

Next review by: 14th January 2027

7 - INCIDENT AND RECORDING PROCEDURE

The Pre-School will keep a log of any incidence which occur within the Pre-School. An incident can be anything which has caused concern such as -

- Concern regarding a child's behaviour which needs to be brought to a parents attention such as abusive/discriminative language or physically harming an adult or another child e.g. biting.
- An incident which causes the review of practice and procedures to further protect children and adults within the setting.

We will also maintain a record of children arriving with Pre-Existing injuries, when children arriving with injuries, marks, bumps and bruises or where staff members have found injuries or marks during the session on a child. Parents are asked to report any injuries on arrival, however being a busy families means this is not always completed. Children are asked how they obtained the injury and discussed with the family either on drop off or collection. These will be recorded on the Ey-log and sent to parents in real time. This will enable the setting to maintain good reflective practice in reviewing policies, and support keeping children safe and highlight any children who may be at risk of abuse (Keeping Children Safe in Education 2021).

The report will contain:

- Date of incident
- Place of incident/description of the marks and location
- Name of people involved (not the casualty in the event of physical harm i.e. biting - this would be mirror reported in the accident book)
- Details of the incident
- Signature of staff witness
- Signature of Parent (where reporting to a parent) Owner (where reporting to owner)

Last reviewed: 14th January 2026

Next review by: 14th January 2027

8 - PANDEMIC PLANNING

The safety and welling being of the children and adults within our setting is of up most importance.

This policy has been written using the guidance from

- Planning for a Human Influenza pandemic
- Buckinghamshire Children's Information Service Operational planning for pandemic infection.
- Personal Reflections following the Coronavirus pandemic (2020/2021)

During a National Pandemic

The setting aims to continue to operate as normally as possible during a pandemic.

The setting will seek and act on advice given from both national and local authorities. Keeping up to date with current guidelines by regularly reviewing websites, information and guidance and infection control guidance from Public Health England (PHE) and Government information.

Communicate information to families and staff making clear the Pre-schools procedures with as much notice as possible. We will be as honest with staff, families and our supporters with regards to in house infection rates, or isolation. Staff members or families will not be named and identified.

The setting will regularly remind families to keep contact information up to date to ensure all families have the most up to date information. Consideration will be given to families without internet/email access or illiterate.

The setting will ensure a good level of hygiene is maintained by following our Health and Safety policy. Antibacterial hand gels (permission sort on starting) may be used to limit infection spread.

The setting will liaise with families to determine their level of need should the pandemic reach a local level and need to limit numbers. Places will be allocated on a need basis, then on funded children.

The setting will ensure that cleaning supplies are plentiful.

During a Local pandemic the setting will also.

Follow official guidance/advice on making any decision to close. The decision to close will be based on information from local and national authorities, staff to child ratios and or the safety and well-being of the children and adults who attend our setting.

Details of closure/reopening will be made to all families as quickly as possible, by way of telephone, email and or social media communications. Staff and families will be given details of the symptoms of the infection.

A child displaying symptoms will not be permitted to attend the setting until the child is clear of the infection, for the recommended period of isolation or a negative test result.

Following our Sick child & Emergency policy -

The staff must be convinced that the child has returned to good health before re-admitting them and may **at their entire discretion refuse re-admission** until clearance has been obtained from a medical practitioner.

Guidance will be sort for the exclusion period of the infection. To help limit the spread of infection guidance will be sort when adults and children of the setting are in close contact with an infectious person.

When a child falls ill in our care we will separate the child from others and contact the family to arrange collection. Communicating the exposure to other families where necessary and proof of infection is confirmed.

If operating on limited numbers, we will ensure the adult to child ratios are achieved at all times, a member of the SLT/DSO and a first aider will be present at all times– priority will be given firstly to those families who have been previously identified as in need of a place. Secondly, to funded children in an order of date of birth.

The setting may need the help of volunteers to remain open, a qualified member of staff will always be present and the setting will never rely solely on volunteers.

A fully qualified First Aider will always be on site. Where possible all volunteers will have DBS clearance where this is not possible i.e... parent helpers will not be able to accompany other children into the toilet areas, or change nappies. All families will be informed and kept informed of the situation to enable them to make informed choices about sending their children into Pre-School.

All staff members have keys and access to the hall and equipment.

Where needed appropriate authorities will be notified. See Sick child and emergency policy for details.

Last reviewed: 14th January 2026

Next review by: 14th January 2027

9 - MEDICATION

Following the guidance from the “Supporting pupils at school with medical conditions” (Dept. of Education 2014). It is our policy that medication will only be given to a child that has had them prescribed by a medical practitioner, where it would be detrimental to a child’s health if the medication were not administered during Pre-School hours. Every possible step should be taken to avoid the medication being administered during Pre-School hours. (For example: three times a day, can be given in the morning, on collection, and before bed. For some children this is not possible the interest of the child’s health and welfare will always be considered and is the paramount concern.

Where the parent has given written consent by completing the “parental agreement to administer medicine” which details of:

- Dosage
- How to administer
- When the medication is likely to be required
- Medication provided will need to be in its original packaging with the prescription label attached which contains the information detailing, who the medication is for and dosage instructions on how it should be administered.
- Records of all medication coming into Pre-School will be kept with the Medication being signed into Pre-School each day by a member of staff.
- Records of all medication administered will be kept by the Pre-School.
- Medication will not be kept at the Pre-School but should be brought in daily by the parent/carer and given to a member of staff who will record the medication coming into the Pre-school.

When a child in our care becomes unwell it is our usual practice to administer the medication firstly (e.g. - inhaler/ epi-pen) then contact the parent/carer to discuss the situation and, if necessary, request that the child be collected as soon as is possible.

When this is an Epi-Pen an ambulance will be called as soon as practitioners become concerned for a child, with one practitioner on the phone and another with the child administering the Epi-Pen.

When medication is required to be administered it will be done so by a trained First aider and a staff witness.

Any medication administered at the Pre-School will be recorded in duplicate in a medication record with a copy given to the parent/carer on collecting the child.

In consultation with the child's family, we will support children as they develop to encourage self administration of medication, as well as to develop the responsibility to hand in and to take home their medication. This skill is vitally important where there is a life-threatening condition, such as asthma and anaphylaxis.

Medication will accompany us on trips when we leave the setting, and on an emergency evacuation) and remain in the care of a member of staff at all times.

When a member of staff requires medication during Pre-School hours it will be kept out of reach of children and the member of staff will seek and follow the advice given by a medical professional about their ability to look after children during the course of medication/ illness. Providing evidence when needed to show they are able to remain in the care of children when taking a regular medication.

All medication is kept safely out of the reach of children and is logged in every day on our register.

Records concerning a child's health and medication with-in the Pre-School will remain confidential unless this is likely to put the child at risk of harm (see confidentiality policy).

Last reviewed: 14th January 2026

Next review by: 14th January 2027

10 - STAFF RECRUITMENT

All vacancies are advertised as widely as possible in appropriate publications, such as the Buckinghamshire Children's Information service website, local papers, local collages, and social media.

Job Descriptions and information on the checks we will make on all new employees are provided to all applicants for posts within the Pre-School. Detailed information about the PreSchool and its structures are provided to all prospective candidates.

Personnel Specification Criteria:

Pre-School Manager will be qualified to a minimum of a Level 3 in a recognised sector qualification.

Newly appointment Pre-School Assistants should be qualified to Level 2 in a recognised sector qualification or be prepared to enrol on a suitable course as soon as is reasonably possible following their appointment.

To encourage safer selection we will use a range of selection tools detailed below as well as guidance issued by Bucks Safeguarding Children partnership.

- All applications will be required to complete an application form, they may (if they wish) attach a C.V. to this, but a C.V. alone will not be sufficient to apply for a position within the Pre-School.
- Where possible interviews will be undertaken by 2 people to reduce bias and missed issues.
- 1st interviews will be conducted away from the Pre-School, to understand motivation of the applicant, highlighting any gaps and inconsistencies in the application form.
- We will not accept pre-written references, but request all references ourselves.
- We will compare references and information against the application form. (i.e. Compatible dates)
- 2ND Interviews when able, may be conducted during a session, under strict supervision to enable us to make an assessment of the candidate's attitudes, motives and behaviours towards children.
- We will ask to see original qualification certificates and request to take a copy of these for our records.
- Request to see photographic identification/right to work
- A senior member of staff will be trained in safer selection, as well as maintaining their Designated safeguarding children training up to date.
- We will receive at least 2 satisfactory references and a satisfactory DBS check before the employee commences employment with us.

The successful applicant will be given a written offer together with a temporary contract detailing rate of pay, holiday pay arrangements and notice requirements. Full Employment with the Pre-School is subject to a 6 month probation period, satisfactory references, DBS disclosure. All Pre-School staff are also required to sign a Confidentiality Statement.

Once employed all members of staff will be expected to continue to declare any

convictions/cautions, court orders, reprimands and warnings which may affect their suitability to work with children, as they occur.

Staff members will also be asked if they have any recent convictions annually at their appraisals, all of which is detailed on their contract of employment.

Last reviewed: 14th January 2026

Next review by: 14th January 2027

11 - OUTINGS

Where practical we will arrange outings to broaden the children's experiences. Before any outing can take place the following procedure will be instigated

1. The staff member wishing to organise an outing will agree the proposed agenda with the Pre-School leader, and where needed a risk assessment carried out.
2. The senior leader will ensure that the required staff/child ratios would be maintained if applicable, within the group remaining at the Pre-School and also on the proposed outing. At least one senior staff member should be present on offsite outings. The outing will only proceed if the senior leader present is fully satisfied that there is sufficient staff to maintain a safe environment for all Pre-School children.
3. If the outing is anything other than our usual walks, full details of the outing will be given to the parents/carer and specific consent sought.
4. The senior staff member on the outing must be aware of the procedure in respect to a missing child. Relevant Daycare Records will be taken on the outing, as well as the travel first aid box, children's medications, tissues, and travel potty.
5. The senior staff member on the outing must take a mobile phone for communication with the Pre-school.
6. A copy of the itinerary for the outing should be retained at the Pre-School.

The Pre-school has no vehicle available for carrying, collecting or delivering children.

Last reviewed: 14th January 2026

Next review by: 14th January 2027

12 - MISSING CHILD

Children being children are not always where they should be, or where you expect them to be. Rarely is this anything other than the child having moved unexpectedly, but staff need to establish a procedure to ensure that the child is located and returned to staff control as quickly as possible. In Pre-School this procedure is as follows:-

1. The senior staff member present arranges for the other children to be satisfactorily supervised, and a register completed
2. The surrounding area is checked to see if the child can be located. Areas to include outside hall, toilets, cupboards or any other area of a size capable of hiding a child.

3. Enquiries are made of any other adults in the vicinity. Taking contact details of any adults spoken to.
4. If the child cannot be located then the Pre-School Deputy and/or the Pre-School Leader must be informed.
5. The senior leader will inform:
 - The Police and/or any other appropriate emergency service
 - The parents/carers of the child
 - OFSTED
 - The Local Early Years Childcare Service.

Staff must keep in mind at all times, and act upon, the principle that **'the welfare of the child is paramount'**.

We will ensure that accurate registers are kept and taken as children arrive and leave. Registers/head counts are completed throughout the session, both beforehand and upon return from outings and when children have been playing outside before doors are closed.

Last reviewed: 14th January 2026

Next review by: 14th January 2027

13 - UNCOLLECTED CHILD

Should a child not be collected at their appointed time. A member of staff will endeavour to contact the parent/carer using the contact information on file. Once contact has been made and information obtained that ensures the child will be collected, arrangements will be made by the Supervisor to ensure that two suitably qualified members of staff remain on the premises until the child is collected. The Pre-School reserves the right to charge the parent/carer for such over hours.

In the unlikely event that no contact is made with the parent/carer for 30 minutes after the time the child should have been collected, the Pre-School will contact Social Care.

Last reviewed: 14th January 2026

Next review by: 14th January 2027

14 - UNDER-AGE CHILDREN IN PRE-SCHOOL

The Pre-School understands that it may be necessary for parents/carers to bring children under the age of 2 onto the premises on occasions.

Parents/Carers are reminded that they are responsible for and should supervise any non-preschool child in their care. Parents/Carers are made aware that our items and activities are suitable equipment for children aged two and above.

All introductory visits will only be admitted with a previously agreed appointment, others will be given contact details to enable them to book an introductory visit. A parent or carer will always be present during introductory visits.

Last reviewed: 14th January 2026

Next review by: 14th January 2027

15 - CONFIDENTIALITY AND DATA PROTECTION

The Pre-School recognises the importance of maintaining up to date and accurate records, policies and procedures necessary to operate safely, efficiently and to promote the welfare, care and learning of children in accordance with the law.

This policy aims to minimise the risk of inappropriate use and distribution of personal data relating to our children, families and employees.

Parents/carers/employees have the right to trust that information given to the Pre-School is given in confidence and will be used only for the purposes for which it was given and will not be released without their consent.

The Pre-School recognises the right of users to have information about them held in private and secure files.

Parents/carers/employees will have access to their own files when requested and in the best interest of the child.

This policy is written with regards to GDPR (General Data Protection Regulations, 2018 and the Data Protection Act 2018, and the Information on the Act can be found at <http://www.ico.gov.uk/>. We will do this by -

Respecting Confidentiality by -

- Not discussing confidential matters about children with other parents/carers.
- Not discussing confidential matters about parents/carers with children or other parents/carers.
- Not discussing confidential information about other staff members.
- Not talking about children or their families within children's earshot.
- Only passing sensitive information, in written or oral form, to relevant people.
- Expecting our practitioners to follow and sign a confidentiality agreement, agreeing to the above practices.
- Using the Key principles of information sharing (detailed below) when deciding to share information.
- Making sure both our Practitioners and parents are aware what information we keep, where and how we store it and who we share it with in clear privacy notices (detailed below).
- Only obtaining information that we need to carry out our roles as detailed in the privacy notice.
- Only keeping information for legal timescales.
- Only storing information on agreed Pre-School equipment.
- Staff will be given Pre-School secure email address' and not permitted to use personal email address' to communicate work information on.
- Where staff use a laptop to access their Ey-log or work emails this will be password protected and not accessed or left in public places (ie boot of a car)

In circumstances where staff have good reason to believe that a child is at risk, or is likely to be at risk, of child abuse or neglect, the Safeguarding Children/Child Protection policy will override confidentiality on a 'need to know' basis.

Collecting, sharing and Storing data

Abbotsbrook Pre-School is registered as a data controller with the Information commissioners office.

We will only collect personal information for which there is a legitimate use and do not use the information in any way that has unjustifiable adverse effects upon the individuals concerned or use the data in any way that is unlawful.

We expect all of our staff to be open and honest about the intended use of the information we collect and handle the information in ways that they would reasonably expect.

Staff members are required to maintain accurate records on their key children Due to the layout and nature of our particular Pre-School we have sort Ofsted permission to ensure that employees can complete learning and development journals at home providing they are kept safe and secure at all times. Employees are expected to complete and sign declaration of their understanding of the confidentiality while maintaining these records at home. (See EY-Log in media policy)

Record Keeping

Ordinarily, information kept on a child will include:

- Birth name (along with any other name the child is known by).
- Date of birth
- Gender
- Settings previously attended and sharing attendance with
- Settings address/contact details where a child is moving onto/from
- Ethnic origin*
- Religion
- Languages spoken
- Home address and telephone number(s)
- Parents' and carers' names and addresses and email addresses
- Parents' or carers' place of work and contact number(s)
- Name of parent the child normally lives with, details of legal guardian, responsibility for the child.
- Any other emergency contact names and numbers
- Family doctor's name, address and telephone number
- Health visitor's name, address and telephone number (if applicable) when families consent a copy of their two year health check.
- Details of any special health issues (including a special educational/disability needs) or behaviour incident, including record of meetings with families.
- Details of any special dietary requirements, allergies, and food and drink preferences
- Record of immunisation
- Appropriate records of the child's progress and achievements, including observations made on the child, written and recorded (inc. photos) development reports and summaries. children's work and achievements shared by families. (Stored on Ey-log)
- Names of people authorised by parents/carers to collect the child
- Any other information relating to the child deemed by staff or parents/carers to be relevant and significant
- Parental consent forms

Other records kept

- A record of staff members including their contact details.
- The daily attendance registers, children's day/hours of attendance and visitor logs
- Details of all children waiting for a place (these are kept off the premises)
- Records of any medication, along with the signed Administration of Medication Form, in the Medication Record Book, Records of any medication administered to any child, including dates, circumstances and who administered it - this includes self-administered medication.
- Records of Accident/Incident and any Treatments,
- An Inventory Record of all equipment owned or used by the Pre-School,
- Records of staff qualifications and copies of certificates, CRB/DBS numbers, (onsite)
- Records of staff annual appraisals and recruitment information such as references, application forms (kept off the premises) and bank details.
- Copies of risk assessments, daily check lists and other safety audits completed.

- Records of the activities planned and implemented, including any off-site visits and outings.

Records are shared with the child's parents/carers, and always available for inspection by OFSTED.

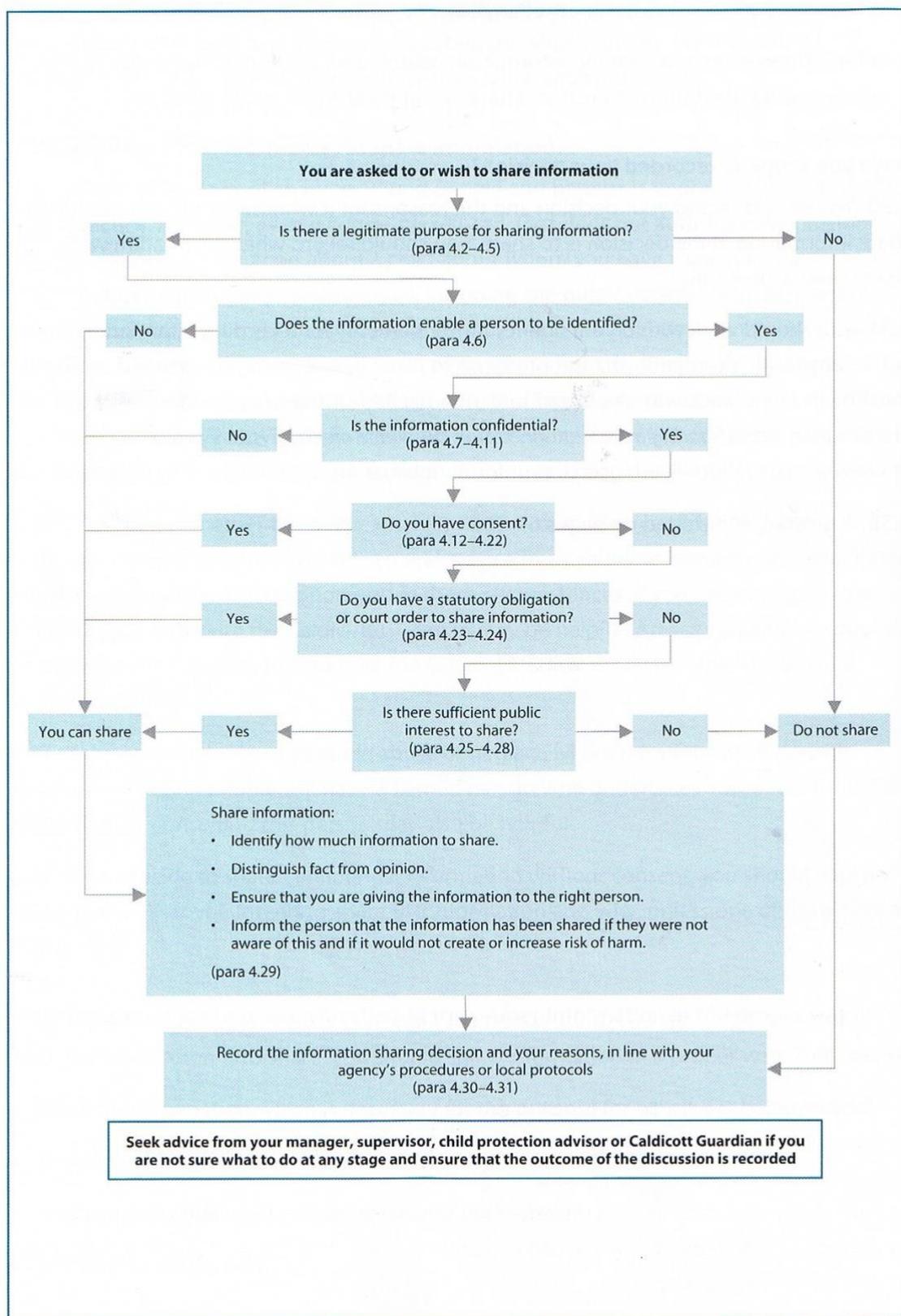
Where records need to be shared regularly with other bodies (e.g. Bucks County for funding purposes) we will ensure that only secure methods are used such as secure online systems or recorded mail.

All accident, RIDDOR and child protection records are kept and archived.

The Pre-Schools insurance certificate and Certificate of registration or any notice of suspension of registration will be displayed on the premises at all times.

No photographs or children's full names will be left displayed in the hall once Pre-School have left the building for the day. No photographs displayed will be displayed outside of the Preschool on websites or in the press without the parents/carers prior permission to do so.

Flowchart of key principles for information sharing



Abbotsbrook Pre-School Privacy Notice

Setting Name -

Abbotsbrook Pre-School

Correspondence address

c/o 79 Chalklands
Marlow Road
Bourne End
SL8 5TH

Setting Address

Abbotsbrook Hall
Marlow Road
Bourne End
SL8 5PQ

Name of data protection officer – **Nathalie McDonald**

We are committed to ensuring that any personal data we hold about you and your child is protected in accordance with the Data Protection Act 2018 and the GDPR and is used in line with your expectations.

This privacy notice explains what personal data we collect, why we collect it, how we use it and how we protect it.

What personal data do we collect?

We collect personal data about you and your child to provide care and learning that is tailored to meet your child's individual needs. We also collect information in order to verify your eligibility for free childcare as applicable.

Personal details that we collect about your child include: your child's name, date of birth, address, health, dietary and medical details, contacts and needs, development needs, and any special educational needs.

Where applicable we will obtain child protection plans from social care and health care plans from health professionals.

We will also ask for information about who has parental responsibility for your child and any court orders pertaining to your child.

Personal details that we collect about you include: your name, home address, phone numbers, email address, emergency contact details, and family details, (such as siblings, languages spoken, religions and celebrated family festivals).

This information will be collected from you directly in the registration form, 'All about me'.

If you apply for up to 30 hours free childcare, we will also collect: your national insurance number or unique taxpayer reference (UTR), if you're self-employed. We may also collect information regarding benefits and family credits that you are in receipt of.

Why we collect this information and the legal basis for handling your data

We use personal data about you and your child in order to provide childcare services and fulfil the contractual arrangement you have entered into. This includes using your data to:

- contact you in case of an emergency

- to support your child’s wellbeing and development
- to manage any special educational, health or medical needs of your child whilst at our setting
- to carry out regular assessment of your child’s progress and to identify any areas of concern
- to maintain contact with you about your child’s progress and respond to any questions you may have
- to process your claim for up to 30 hours free childcare (only where applicable)
- to keep you updated with information about our service

With your consent, we will also record your child’s activities for their individual learning record. This includes photographs and videos. You will have the opportunity to withdraw your consent at any time, for images taken by confirming so in writing.

We have a legal obligation to process safeguarding related data about your child should we have concerns about their welfare. We also have a legal obligation to transfer records and certain information about your child to the school that your child will be attending (see *Transfer of Records* policy).

Who we share your data with

In order for us to deliver childcare services we will also share your data as required with the following categories of recipients:

- Ofsted – during an inspection or following a complaint about our service
- banking services to process chip and pin and/or direct debit payments (as applicable)
- the Local Authority (BCC) (where you claim up to 30 hours free childcare as applicable)
- the government’s eligibility checker (as above)
- the department of education
- our insurance underwriter (if applicable)
- our setting software management provider (Ey-Log)
- the school that your child will be attending

We will also share your data if:

- we are legally required to do so, for example, by law or by a court;
- to enforce or apply the terms and conditions of your contract with us;
- to protect your child and other children; for example, by sharing information with social care or the police;
- it is necessary to protect our/or others rights, property or safety
- we transfer the management of the setting, in which case we may disclose your personal data to the prospective buyer so they may continue the service in the same way.

We will never share your data with any other organisation to use for their own purposes

How do we protect your data?

we protect unauthorised access to your personal data and prevent it from being lost, accidentally destroyed, misused, or disclosed by:

- All paper forms and records are stored in a locked cupboard when we are not in the hall, which only we are key holders.

- Ey-log is password protected that practitioners have individual PIN access to and those that you give consent to receive updates from Ey-log.
- Electronic data is stored on a laptop with regularly updates anti-virus software, is password protected and has password protection on setting files.
- Have a clear code of practice for home working.

How long do we retain your data?

We retain your child's personal data for up to 3 years after your child no longer uses our setting, or until our next Ofsted inspection after your child leaves our setting. Business records such as registers and invoices are kept for 7 years. Medication records and accident records are kept until the child is 21 years and 3 months in accordance with legal requirements. Your child's learning and development records are maintained by us, available to purchase on leaving directly from Ey-log. In normal instances Ey-log delete your record and data from their servers a year after your child has left our setting.

In some instances, (child protection, or other support service referrals) we are obliged to keep your data until children turn 25 years old to comply with legal requirements.

Automated decision-making

We do not make any decisions about your child based solely on automated decision-making.

Your rights with respect to your data You

have the right to:

- request access, amend or correct your/your child's personal data
- request that we delete or stop processing your/your child's personal data, for example where the data is no longer necessary for the purposes of processing; and
- request that we transfer your, and your child's personal data to another person

If you wish to exercise any of these rights at any time or if you have any questions, comments or concerns about this privacy notice, or how we handle your data please contact us. If you continue to have concerns about the way your data is handled and remain dissatisfied after raising your concern with us, you have the right to complain to the Information Commissioner Office (ICO). The ICO can be contacted at -

Information Commissioner's Office,
Wycliffe House,
Water Lane,
Wilmslow, Cheshire,
SK9 5AF
or ico.org.uk/

If you require more information about how BCC and/or DfE store and use information, then please go to the following websites:

BCC: www.buckscc.gov.uk/privacynotice

DfE: <https://www.gov.uk/guidance/data-protection-how-we-collect-and-share-research-data>

If you are unable to access these websites, please contact BCC or DfE as follows:

BCC website: schoolsweb@buckscc.gov.uk

Web Projects Manager

Technology Services

Business Services Plus

9th Floor, County Hall

Walton Street

Buckinghamshire

HP20 1UZ

DfE

Ministerial and Public Communications

Division for Education

Piccadilly Gate

Store Street

Manchester

M1 2WD

Website: www.education.gov.uk

Telephone: 0370 000 2288

Contact DfE online: Contact the Department for Education

Changes to this notice

we keep this notice under regular review. You will be notified of any changes where appropriate

Last reviewed: 14th January 2026

Next review by: 14th January 2027

16 - EQUAL OPPORTUNITIES

Abbotsbrook Pre-School is committed to providing equality of opportunity for all children and families and to take positive action to eliminate discrimination in all areas of our work.

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

Employment

Any vacancies will be widely advertised. The Pre-school will appoint the best person for each job and will treat fairly all applicants for jobs and all those appointed.

Families

The Pre-school recognises that many different types of family groups can and do successfully love and care for children. The Pre-school aims to offer support to all families. The Pre-school offers a flexible payment system for families with differing means. We will advertise the two year old funding offer to ensure families are aware that this exists for some families.

Parents are informed of forthcoming events via the regular newsletter and or the notice board. A parent has the right to request their child does not participate. Any outings or additional activities to which there is a cost will be offered on a donation basis and offered free to any children in receipt of Pupil Premium.

Special activities will be well advertised, we will invite all children regardless of normal day of attendance to ensure all children have equal participation.

Festivals

Our aim is to show respectful awareness of all the major events in the lives of the children and families in the Pre-school, and in our society as a whole, and to welcome the diversity of backgrounds from which they come.

In order to achieve this:

- We aim to acknowledge all the festivals that are celebrated in our area and/or by the families involved in the Pre-school.
- 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 the preschool are not themselves familiar, appropriate advice will be sought from parents and other people who are familiar with that festival, including Bucks Metas.
- Children and families who celebrate at home festivals with which the rest of the preschool is not familiar will be invited to share their festival with the rest of the group, if they themselves wish to do so.
- We aim to support Children to become familiar with and enjoy taking part in a range of festivals, together with the stories, celebrations and food, clothing, special articles which are traditional to the festival, as part of the diversity of life.

British Values

We embrace the British Values in all we do in Pre-School *Democracy, Making decisions together.*

Supporting the development of children's self esteem, 'self confidence and self awareness' (EYFS, 2021) by -

- Ensuring they know their views count, regularly asking them activities they would like to have out and acting on those suggestions.
- Value and discuss feelings and emotions understanding others also have feelings and ideas which may be different to that of their own.
- Offering group choices to activities such story time and basing results on a show of hands.
- Modelling and supporting turn taking, sharing and working together to complete tasks, praising and highlighting team work.

Rule of Law, understanding rules matter

Supporting the development of children's 'managing feelings and behaviour' (EYFS, 2021) • Working with children to create and understand the rules for the setting.

- Being consistent with the boundaries and expected behaviour within the session
- Praising positive behaviour

- regular routines to enable children to become confident with the expected behaviour at a given time - i.e. tidy up time.

Individual Liberty: Freedom for all

Supporting the development of children's 'understanding of people and communities' & 'self confidence and self awareness' (EYFS, 2021)

- Children are encouraged to develop a positive sense of self through development of self esteem and self confidence. Encouraging the children to celebrate and praising their achievements and efforts both at home and at Pre-school.
- Praising positive behaviour and effort/attempts rather than results.
- allowing children to take reasonable risks and think about self risk.
- Discuss feelings and ideas gaining understanding that others have different feelings and ideas which may differ from that of their own.
- Celebrate differences within each other and of others ideas.

Mutual Respect: Treat others as you want to be treated

Supporting the children's development in the areas of 'people and communities' 'Managing feelings and behaviour' and 'making relationships'

- We will create an inclusive environment where families views, faiths, race, cultures and races are valued and celebrated.
- We will celebrate all festivals celebrated by the children in our setting helping all children value the festivals of their friends.
- Develop and praise sharing and turn taking skills.
- Staff will promote diverse attitudes through stories and activities and resources.
- We will challenge behaviour of stereotyping such gender, culture, and race.

The Activity plans

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. Management of resources within the Preschool will ensure that both girls and boys have full access to all kinds of activities and equipment and are equally encouraged to enjoy and learn from them.

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 multi-cultural society.

Materials will be selected to help children to develop their self-respect and to respect other people by avoiding stereotypes and by using images and words that reflect positively the contribution of all members of society.

Special Needs

The preschool recognises that all children have differing range of needs, Activities are planned to encourage participation from all children. Planning for preschool activities and events will take into account the needs of all our children including those with special educational needs and disabilities.

Discriminatory Behaviour/Remarks

Any discriminatory language, behaviour or remarks by children, parents or any other adults are unacceptable in the Pre-school.

Our response will aim to demonstrate support for the victim(s), to help those responsible to understand and overcome their prejudices and to make it clear that such behaviour/remarks will not be tolerated. We will encourage children to think about any stereotypes they comment on such as pink is for girls or boys are sporty.

Food

Working in partnership with parents, children's medical, cultural and dietary needs will be met.

Language

Basic information, written and spoken, will be clearly communicated in as many languages as are necessary and possible.

Bilingual/multilingual children and adults are an asset to the whole group. Parents will be encouraged to speak to children in their first language at home. Children and parents who have English as a second or additional language will be valued and their languages recognised and respected in the Pre-school.

Last reviewed: 14th January 2026

Next review by: 14th January 2027

17 - INCLUSION

At Abbotsbrook Pre-School we believe that all children and their families matter. We are fully committed to providing an inclusive setting in which all individuals are able to achieve to their fullest potential. We believe that:-

- Inclusion is about ALL of us
- Inclusion is about living full lives - about learning to live together
- Inclusion treasures diversity and builds community
- Inclusion is about our 'abilities' – our gifts and how to share them

All staff have a responsibility to promote inclusion and to ensure that children and adults:

- Feel secure and know that their contributions are valued
- Appreciate and value the differences they see in others
- Take responsibility for their own actions
- Have access to all aspects of a curriculum that allows for a range of different learning styles

- Are encouraged to participate fully, regardless of disabilities or medical needs
- Are given extra support when experiencing difficulties

Admissions (see also our Admissions policy). We aim to ensure that Abbotsbrook Pre-School is open to every family in the community. We do this by:

- Advertising our provision widely (Inc. Family information service, Local health Visitor, social media, banners)
- Reflect the diversity of members of our society in any publicity and promotional materials
- Providing information in clear, concise language, whether in spoken or written form, and in other languages where appropriate.
- Basing our admissions policy on a fair system.
- Not discriminating against a child with a disability or refusing a child entry because of any disability.
- Ensuring that all parents are made aware of our equal opportunities policy
- Developing an understanding of 'British Values' (See Equality of Opportunities 16-Equal Opportunities)

At Abbotsbrook Pre-School the Child's own interests and level of development is our starting point for planning activities that meet the specific needs of individual children. We meet these needs through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning.
- Celebrating a wide range of festivals.
- Creating an environment of mutual respect and tolerance.
- Helping children to understand that discriminatory behaviour and remarks are unacceptable.
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities.

Valuing Diversity in Family Life:

- We welcome the diversity of family life and work with all families
- We encourage children to contribute stories of their everyday life into the Pre-school
- We encourage parents/carers to take part in the life of the Pre-school and to contribute fully
- For families who have a first language other than English, we value the contribution their culture and language offer
- We offer a flexible payment system for families of differing means

Partnership with Parents/Carers (see also our Parental Involvement Policy).

Families are welcome to be involved in the assessment and evaluation of the curriculum as well as of children's learning and development - parents and carers have a wealth of valuable information and understanding regarding their children.

- We aim to take care so that, when children are assessed, families do not feel that they are being judged
- We make observations and records a part of a two-way communication that strengthens the partnership between the Pre-school and families
- We hold informal days to welcome families into the Pre-school and to give them the opportunity to comment on or make suggestion about the running of the group

Food:

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met
- We help children to learn about a range of food, cultural approaches to mealtimes and eating and to respect the differences among them

Last reviewed: 14th January 2026

Next review by: 14th January 2027

18 - SPECIAL EDUCATIONAL NEEDS and DISABILITY

Our SEND Policy is written following guidance and the requirements of the Special Educational Needs and Disability Code of Practice 0 – 25 (DoE, 2015).

At Abbotsbrook Pre-School we aim to:

- Promote an inclusive environment where all children are encouraged to reach their true potential and build a firm basis for life-long learning.
- Provide a broad and balanced curriculum that is accessible to all children and recognises individual need.
- Work in partnership with parents and other professionals to monitor individual progress and plan future outcomes.
- Keep up to date with current policies and practices both locally and nationally and attend training on Special Educational Needs whenever possible.
- Advertise our SEN offer locally through the children's information service and keep this record current and up to date.

The needs and progress of all children with Special Educational Needs (SEN) will be monitored by our Special Educational Needs Coordinator (SENCO).

The named SENCO at Abbotsbrook Pre-School is **Nathalie McDonald**.

Nathalie is an experienced practitioner and is well qualified having completed SENCO training.

The SENCO's role will be to:

- Be familiar with the Code of Practice, aware of updates and changes both locally and nationally.
- Work in close partnership with parents and staff to identify and monitor plans for individual learning for those with special needs.
- Attend regular training courses and be aware of the training needs of other adults (including parents where appropriate) working within the setting.
- Attend any SENCO meetings and or further training and pass on any relevant information to other members of staff.
- Liaise with and work alongside outside agencies and key professionals as necessary. Ensure parents are involved and understanding in any meetings with other professionals.
- Ensure that up to date records of children with SEN are kept and that these are monitored and reviewed regularly.
- Ensure that records are made accessible to parents, key staff and professionals working with the child.

It is the responsibility of all staff to be involved in implementing the Code of Practice. Staff will, at all times, have regard to the setting's Confidentiality Policy.

We recognise and value the needs of all children and are therefore keen to ensure that all individuals have the opportunity to become an integral part of Abbotsbrook PreSchool life. All children are admitted following full consultation with parents/carers and any outside agencies who may be involved. In this way we aim to consider both staffing levels and the physical environment to ensure that we are able to support the child to the best of our ability. We are eager to provide for the needs of the child and will endeavour to acquire specialist toys and equipment whenever possible.

Abbotsbrook Pre-School is situated in a village hall and all the facilities are on the ground floor. There is a ramp for easy access to the building as well as a toilet able to accommodate a wheelchair. The layout of the room can be easily adapted to accommodate a child with a specific need.

We recognise that parents are the prime educators of their children. We are therefore keen to establish strong links to ensure successful transition and continued partnership. We will take into careful consideration the parents' feelings and wishes when discussing any concerns regarding their child's special need. Where possible the views and wishes of the child will be taken into account. This will be achieved by home visits, settling in sessions and through observing play and interaction and by giving choices in play situations.

Initial information is shared with our setting by way of the 'Initial Meeting Form', 'Daycare Record' and 'Agreement/Consent Form'. and settling in sessions either in the home, Pre-school or current childcare setting.

Parents will be invited to share information and discuss their child's progress regularly, both formally and informally. Regular observations and the completion of individual 'Learning Journeys' are maintained to share with the parents and to pass on to the child's next provision. In this way we aim to promote continuity of care and support between the child, the SENCO and parents.

At Abbotsbrook Pre School key workers will observe and collate information through ongoing assessment throughout the term to inform their end of term "Progress Checks" (or Two Year Check if it is the child's first term with us and they have not had one at a previous setting) and Developmental Summaries. This will be a report to share with the parents detailing their child's progress and development throughout the term across the seven areas of learning. It will identify areas of strength and any areas where progress has been slower than expected.

If a child is not making expected progress, we will respond quickly and share our concerns with families. We are aware and sensitive to the fact that this may be the first time that concerns have been raised.

The Pre School will adopt a clear and graduated approach to identifying, responding and supporting children identified with SEN.

We believe that all children have abilities, which should be identified and promoted. Activities are broken down into achievable steps, Funds will be allocated to special needs work as and when necessary and according to needs and requirements of individual children within the group.

If any parent/carer should have a complaint, they should refer to our Complaints Policy and Procedure. (Copies are available upon request)

Last reviewed: 14th January 2026
Next review by: 14th January 2027

19 - BEHAVIOUR MANAGEMENT

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 anyone 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.

We believe that a child's behaviour is often a form of communication which will observe, listen, support and respond to. Initially questioning our own practices and expectations for all our children.

Our named Behaviour advisor is **Nathalie McDonald**.

Nathalie works with the team to ensure that

- Policy and practices governing the conduct of the group and the behaviour of the children will be reviewed and agreed regularly within the Pre-school and explained to all newcomers, both children and adults alike.
- 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.
- All adults will 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.
- Adults will try to defuse a situation before it escalates.
- Where needed children will be given time and space to calm down in an appropriately supervised environment.
- Adults will use positive language to achieve desirable behaviour
- Adults will use strategies such as praise, positive facial expression, stickers, Bubble bear, Puppets, and special helper to support positive behaviour or recognise particular achievements.
- Adults use tools and resources to support development and understanding of sharing and turn taking such as PALS and sand timers.
- Where physical intervention is required the intervention will be recorded and families notified as laid out in 'Managing behaviour 3.52,3.53' (EYFS, 2021)
- Regular group reflections on children's behaviour to monitor the effect of practice.

If children behave in unacceptable ways:

- Physical punishment, such as smacking or shaking, will be neither used nor threatened.
- Children will never be sent out of the room on their own.
- Techniques intended to humiliate individual children such as a 'naughty chair' will not be used.
- Children who regularly misbehave will be given one-to-one adult support in seeing what was wrong and working towards a better pattern. Where possible changing our practices and procedures to better suit the child's needs.
- Where appropriate this may be achieved by a period with an adult.
- Adults may use a sand timer to help the children visualise when it is their turn, when finding sharing difficult.
- In cases of serious misbehaviour, such as bullying, 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 cases 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.
- Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity. Using strategies appropriate to the circumstances and situation.
- 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. Reflecting on our practice and routines to looking at changes the Pre-School could make to the session or/and our practices to support the child.
- Adults will be aware that some behaviour may arise from a child's special needs.

Last reviewed: 14th January 2026
Next review by: 14th January 2027

20 – CHILDREN IN NAPPIES

All children are welcome in our Pre-school. Children are accepted in nappies. Following the guidance from the “Continence Guidance for Early Years Settings” (*Bucks EY Development and childcare service, 2007*) we will make reasonable adjustments to meet the needs of each child. Children in nappies will not be treated less favorably.

Children will not knowingly be left in a soiled nappy.

- We ask that spare disposable nappies, wet wipes, and nappy sacks are provided by the parent. These should be in a named bag and accompany the child each day.
- Children should arrive in a clean nappy.
- Under normal circumstances we will change children once during the morning session and once during the afternoon session. As well as these times we will also change a child if they soil themselves, ask to be changed, or to use the toilet need a change of clothes or become uncomfortably wet.
- Potty training children are also welcome at our Pre-School and should arrive with a good supply of spare clothing and underwear.
- We will not administer creams or lotions unless prescribed by a medical practitioner (See medication policy)
- Only adults who have had satisfactory DBS check and satisfactory references received, (see recruitment of staff policy) will be able to assist children with toileting/changing.
- We ask that parents/carers inform us of any rash/marks the child may have on leaving the child with us.
- Staff will clean the nappy changing area with anti-bacterial wipes/spray and ensure both their own and the child's hands are washed after each change.
- Staff will use gloves when dealing with bodily fluids, changing them for each child.
- The Pre-School will have a supply of new underwear for children who do not have any. Parents will then be asked to make a donation of some new underwear and not return washed underwear to Pre-School.
- Nappies are changed in the disabled toilet with the door open. This gives each child being changed adequate privacy whilst ensuring staff can be monitored.

Last reviewed: 14th January 2026
Next review by: 14th January 2027

21 - DIET

The sharing of refreshments can play an important part in the social life of the Pre-school as well as reinforcing children's understanding of the importance of healthy eating. The Preschool will ensure that:

- Snacks provided are nutritious, avoiding large quantities of fat, sugar, salt, additives, preservatives and colourings.
- When a child commences at the Pre-school staff will discuss with parents any dietary needs, including allergies, and make appropriate arrangements to meet them. This information will be maintained in the child's Daycare Record and will also be displayed in the Pre-School.
- The dietary rules and requirements of religious groups, differing cultures and also of vegetarians/vegans of the children in our care are sort, observed and met in appropriate ways.
- Water is constantly available, on request. Milk provided for the children is whole, pasteurised.
- A list of allergens used in our activities, snacks and cooking will be maintained, available on request and shared with families.
- If we are made aware of food poisoning affecting 2 or more of the children in our care we will notify
 - o OFSTED
 - o H.S.E (Using Riddor forms) o H.P.A (0845 2799879) o Local Authorities o All our families.

Within a maximum of 14 days of the incident occurring.

Last reviewed: 14th January 2026

Next review by: 14th January 2027

22 - ADMISSIONS

Abbotsbrook is an Ofsted registered early years provider and as such we are legally bound to meet the requirements of Ofsted regulations and the Early Years Foundation Stage Framework published by the Department for Education.

It is our intention to make our pre-school accessible to children and families from all sections of the community. In order to accomplish this, we will: -

- Ensure that the existence of the pre-school is widely known in all local communities.
- Describe the pre-school and its practices in terms which make it clear that it welcomes all families.
- Be flexible about attendance patterns so as to accommodate the needs of individual children and families.
- Open and available to parents during these times:
 - 9am – 3pm Monday, Tuesday, Wednesday and Friday
 - 9am – 12pm Thursday

- Keep a place vacant, if this is financially viable, in order to accommodate emergency admissions.

General Arrangements

- When availability warrants the need for a waiting list, it is organised in order of date of birth. Where same birth dates occur priority will be given to the child that has been on the waiting list the longest.
- When places are available children will be offered sessions based on available sessions available for a mutually agreeable start date (to enable adequate settling in sessions)
- If the pre-school is oversubscribed children who are not eligible for a funded place will only be offered two mornings per week.
- If the pre-school continues to be oversubscribed children will not be able to increase their allocation of days until the term following their third birthday. (Funded children)
- Depending on the number of eligible children starting at the pre-school, start dates will be staggered to allow children to settle in.
- Children will be offered 'come and play' sessions when places have been accepted to enable them to get to know us and settle in well (these are offered free of charge to all children).
- Families will be welcome to stay for as long and as often as they would like to ensure their children have settled in.
- There will be no deposit to be paid to either go onto the waiting list or on offer of a place to ensure that all children have equal opportunity to a place with us.

Last reviewed: 14th January 2026

Next review by: 14th January 2027

23 - COMPLAINTS

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. We aim to work in partnership with parents and the community and we welcome suggestions on how to improve our group at any time. We also have a suggestion box in the main corridor where families may add any comments anonymously if they so wish. Many concerns can be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, the following procedure should be used.

How to complain:

- A parent who is uneasy about any aspect of the provision should first talk over any worries with the senior member of staff on duty at the time.
- 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 to the Pre-school leader/owner. Or/and arrange to have a meeting with the Pre-School leader. (Each party may invite a friend or partner if they wish)

- All Complaints received either written or verbally will be recorded in the Complaints log. (This Log can be viewed at any time and is kept in the main corridor.)
- The Pre-School leader will investigate all complaints and the complainant will receive a written record of the outcome of the investigation within 28 days.
- Records of all complaints will be kept for a minimum of three years.

It is our aim that most complaints should be resolved at this stage.

- Lastly, if the problem persists and there appears to be no reasonable action taken to resolve the matter then the complainant should contact **OFSTED** (details below)
- If a complaint is made against the Pre-School leader then the complaint will be recorded and reported to **Bucks Services for Children and Young People** and **Ofsted** for investigation.

The role of the registering authority:

In some circumstances it will be necessary to bring in the registering body, which has a duty to ensure laid down requirements are adhered to. The registering body would be involved if a child appeared to be at risk or where there seemed to be a possible breach of registration requirements.

The registering authority is:-

OFSTED,
National Business Unit,
Piccadilly Gate,
Store Street,
Manchester
M1 2WD

0300 123 1231

Or online at - <https://contact.ofsted.gov.uk/onlinecomplaints>

For more information about Ofsted's role you can visit www.ofsted.gov.uk/parents

Quoting Our OFSTED URN Number:- 2683316

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 Families that complaints should be taken seriously and dealt with fairly and in a way which respects confidentially.

Last reviewed: 14th January 2026

Next review by: 14th January 2027

24 - PARENTS AS EQUAL PARTNERS

Abbotsbrook Pre-School believes that Parents are children's first and most important educators. It is our aim to support parents in their essential work, we plan to do this by -

- Admitting families solely on their Child's Date of birth.
- Making staff (in particular key persons) available to offer families a warm welcome, Getting to know new families during 'come and play' sessions as well as at the start and end of each session.
- Offer new families free settling in 'come and play' sessions during the term before their child is due to start. Offer an induction session where possible for all new and current families, to give them a chance to get to know each other.
- Stagger new families start dates to enable staff time to look at forms together with families and time to get to know the individual families and children.
- Place children with key persons based on both the adult and child's days of attendance so that where possible key persons are always available for their key children.
- Sending out forms and information within a 'Welcome pack' to families during the term prior to starting to give the family chance to view the consent form and make informed decisions on all elements on the consent form.
- Our policies will be clear, on show and wherever possible available in the languages used by our families.
- New policies will be detailed in the newsletter to families where families will have the opportunity to comment and make suggestions into the policy.
- We will ensure all families are aware of how to make complaints or raise issues by issuing every family a copy of the complaint policy within their 'Welcome pack'
- Key adults will maintain accurate records on children within their key group in the form of a 'Learning Journey' and development summary capturing children's progress.
- To ensure families are kept informed on their child's progress we will send termly progress reports to communicate regular progress, detailing their progress and plans for the following term and offering suggestions for supporting learning at home.
- Parents will regularly be informed that they may view their child's records at any time. Starting within the 'welcome pack'

- Report on Children's progress each term, providing a progress report and/or development summary and details of how families can support learning at home.
- Offer open sessions for families to talk to key workers about their child's progress and show how we support their child's learning.
- Families will be given the opportunity to be involved in their child's 'learning journey' with a termly feedback form included with the Progress report.
- We will also encourage families to be involved with and make an input in to their children's 'learning journey' record by taking the 'learning journey home of their child to give them the time to review, add to and share with the whole family. As well completing 'star moment' reports of things their children have been doing at home.
- We will seek feedback from our families through Newsletters, forms, discussion, open sessions and questionnaires. We will develop relationships with other agencies to ensure our families have access to the services they require to support them in bringing up their children.
- We will listen to feedback and make every effort possible to take action on the feedback or service required.
- The setting maintains two way communication and to encourage this will ensure that confidentiality is maintained at all times (providing doing so does not put any child at risk)
- Ensure all families have opportunities to contribute their own skills to the group. We will seek those skills through the newsletters, welcome forms and prospectus,
- We welcome all contributions from families in whatever forms these take. Regular volunteers are required to complete a CRB disclosure and 2 satisfactory references.
- The setting accepts childcare vouchers and will where necessary register with other childcare providers if this is of benefit to our families.
- Offer sessions which will help families to meet and get to know each other, supporting the development of social support groups within local families.
- We understand the pressure financial pressures can put onto family life. We will offer children the government entitlement of 15 hours totally free there will be no registration fee for over 3s nor will there be any top up fees asked of in any way including that of a 'contribution' or donation (excluding donations for trips/outings).

We will only ask families for money for certain fundraising activities detailing the item we are saving for and for that of charity events (Children in Need). Children attending over the 15 hour entitlement will be charged only for those hours over, at the current hourly rate, which will be openly communicated to families before agreeing to any hours.

- We will advertise the 2 year funding entitlement.

Last reviewed: 14th January 2026

Next review by: 14th January 2027

25 - SETTLING IN PROCEDURE

We recognise the importance for a child to feel comfortable in an environment that is new and very different for them. To support a child's emotional development the child will be invited to attend as many sessions before they start Pre-school with a parent or carer free of any charge. This will enable the child to explore their new surroundings and still know that they have not been left on their own. This also gives the parent an opportunity to see their child in this environment and ask the practitioners any questions they might have.

We recognise that a smooth and successful settling in process is as important to the parent/carer as it is to the child.

Pre-school staff members are always approachable about any concerns parents may have, and show a great deal of kindness and support to all the children, no matter how long it takes for them to settle in.

- We will actively encourage families to visit the Pre-School in the term before their child starts, to help both familiarise the environment and staff.
- Where possible we will offer new families an induction day (normally on the same day that local primary and secondary schools hold theirs). It would be our aim to invite all new families to meet us, our current families and each other prior to the start of term.
- Families are welcome to stay for as long as they wish, and for as many sessions as they wish to help their settle their child into the new environment.
- Families are encouraged and asked to accompany their children (any emotionally attached family member is welcomed) for at least the child's first week to support their transition.
- We will offer new families a later start time to enable paperwork to be viewed and new children the chance to arrive at a less busy time.
- Where possible start dates will be staggered to better support the settling of new children and their families by having fewer children start together.

- If a child is finding it hard to settle in, we will encourage a family member to stay for part of the session or/and return before session end for a short time, slowly building up the time in which the child is apart from the carer/parent.
- Children may bring in a familiar soft toy or cuddly if it helps them to settle in the PreSchool.
- We will (if requested) organise home/park play visits to help children get to know our staff in an environment that your child is confident in. We will try to meet children in their current setting where we know children are moving from another local setting to us.
- Send a 'Welcome to Abbotsbrook Pre-School' booklet to all new families within a 'welcome pack' to tell them about some of the things they can look forward to doing with us and introduce the team members.
- We will always encourage the parent/carer to let the child know that they are leaving and will return for them.

Last reviewed: 14th January 2026

Next review by: 14th January 2027

26 - ARRIVALS AND DEPARTURES

It is our policy to give a warm welcome to each child on their arrival. Also see policies on Safeguarding Children.

Parents/carers are requested to accompany their child into the hall and pass the care of the child to a staff member who will see that their attendance is recorded in the class register.

Children are encouraged to also self register by choosing their name from the table and placing this onto the front of a tray.

Under no circumstances will a child be allowed to depart from the premises unless it is with a person who is known to the Pre-School or who is able to provide proof that they are authorised to collect the child. Parents are required to complete a form authorising collection by a designated adult. Where a person is not known to the Pre-school staff, proof of identity and a previously agreed (with the main carer) password may be requested.

- A member a staff will acknowledge the arrival and departure of a child.
- All Families are requested to supply us with a password.
- A register of all children and staff will be maintained, with a record of visitor's arrivals and departures recorded in the "visitor's book".

Last reviewed: 14th January 2026

Next review by: 14th January 2027

27 - FEES POLICY

- We will make our payment terms as simple and clear to families as possible.
- We will ensure that families do not pay to have their name on our waiting list, nor acceptance of a place with us.
- We aim to ensure every child in attendance (of qualifying age/circumstances) to funded places will have access to a maximum of 15 hours a week of free childcare (where current space is available).
- Under no circumstances will a qualifying child be charged for their entitlement.
- There will be no registration fee for funded places, making the place totally free for funded children.
- Any sessions offered and taken during the term before the child's starting will be offered as free of charge settling in sessions. This is the importance we place on the value of these sessions to children's emotional wellbeing.
- The Pre-school does not charge for snacks or drinks during the session but will require families to provide a packed lunch for the 'lunch club' sessions.
- The Pre-School will not make any uniform compulsory. The uniform is and will remain optional, the family have a right to choose what their child wears to Pre-School. The Pre-School is not responsible if the child's clothing becomes soiled/stained.
- A family can choose their 15 or 30 hours education and/or care in any format that suits them, from the hours which we provide (and are available). We place no requirement on families to spread their hours (be it 15 or 30) over a number of days/sessions. Ensuring families are not paying fees for hours not needed.
- Where a family takes 15 hours or less the family will receive no invoice and no payment will be expected.
- Where a family chooses to send their child for over the 15 hour entitlement and they are unable to claim for 30 hours. They will only be charged for any hours over the 15 hour entitlement this will clearly be displayed on their invoice. There will be no requirement for 'voluntary contributions' 'top up fees' nor paying upfront for later refunding.
- As above, we are open for 27 hours and as such should the family be entitled to 30 hours, they will only be able to use 27 hours at the Pre-School.
- It is the family's responsibility to apply for the 30 hour code before deadlines on 31st March, 31st August and 31st December and to re confirm their codes every 3 months. The Pre-School will issue reminders about this.
- Our Fees are reviewed each September last being reviewed in September 2025.
- Our fees are
 - £9.00 an hour for 2 year olds
 - £6.50 an hour for 3 years olds
 - (for children who do not yet qualify for funding and for those taking more than their 15/30 hour entitlement)

Last reviewed: 14th January 2026

Next review by: 14th January 2027

28 - Two Year Check

The EYFS places a statutory duty on Early Years Settings to provide families with a two year check.

Abbotsbrook admits children based solely on their date of birth. This means that children join us any time from their second birthday to rising fives. To ensure that no Abbotsbrook child 'slips through the net' and intervention is sought at the earliest possibility for every child who may require it, we will ensure that every child who attends will have a progress check completed.

At Abbotsbrook we will complete this check during the child's first term of attendance, sharing it with families at the end of the child's first term. Families will be made aware of this during induction sessions, when starting with us and throughout their first term.

This means that we will complete this for every child, regardless of age, who attends Abbotsbrook during their first term with us. We will therefore call this My First Term - Progress Check.

This will be completed on the Ey-Log along with all our assessments.

The Progress check will detail the child's development in three prime areas of learning

- Communication and Language Development
- Physical Development
- Personal, Social and Emotional Development.

The Progress check will detail the child's strengths and highlight any areas where the child's progress is less than expected. Reporting to families how we plan to support further development, and how they can support development at home in these three areas.

Where we have concerns over a child's development, and at this stage in particular within the prime areas of learning:

- Communication and Language Development
- Physical Development
- Personal, Social and Emotional Development.

We will work closely with the child's family and detail how we plan to support the child's further development, engaging with the settings SENCO to ensure appropriate strategies are put in place and monitored. (See special educational need policy)

When a child joins us from another setting with a record already in-place, we will use their current record to inform our starting points, using this as a base to inform our own observation and planning, enabling us to report to families on their Childs progress at the end of the child's first term.

Last reviewed: 14th January 2026

Next review by: 14th January 2027