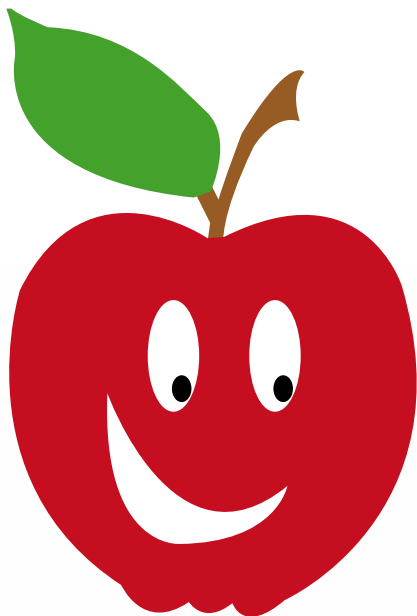




PROSPECTUS

PIPPINS PRE-SCHOOL



PIPPINS PRE-SCHOOL

Pippins is proud to deliver
quality childcare and education...

Fun Time, Play Time!

**Achieve, develop
and grow...**



Tel: 01363 772474

www.pippinspre-school.co.uk

Email: pippins-preschool@btconnect.com

**Pippins Pre-school, Methodist Church Hall
Union Road, Crediton, EX17 3AW**

Reg. Charity No. 1022793

About Pippins

Pippins is an inclusive pre-school for 2-6 year olds and has been established for over 35 years. It is well known for its friendly, caring atmosphere. At Pippins, children are able to learn through play, discovery and experience in a rich, stimulating and safe environment. Children are offered fun, educational activities and opportunities to achieve their potential.

Pippins has received outstanding and good ofsted reports.

"The provision is outstanding.

Children are nurtured in a very caring environment, where they learn to consider each other's needs and value individual differences.

The pre-school has an excellent ethos of inclusion where all children and families are welcomed"

"Children's behaviour is exemplary. They respond well to the staff's high expectations of their behaviour and they enjoy copious praise for their efforts. Parents are delighted with their children's progress and feel able to discuss with staff any issues relating to their child or nursery education"

"Children play in exceptionally safe and secure premises. They choose from an extensive variety of toys and resources, which are checked regularly for safety and cleanliness and maintained in excellent condition. Children's safety has been afforded the highest priority within the setting"

ACCREDITATION

We have currently been awarded the "I CAN" Accreditation scheme.

"I CAN" is an approved supporting communication standard of service for children's communication in its provision for pre-school children.

Pippins are a non-profit making charity. We adhere to the Pre-school Learning Alliance Constitution

Where is Pippins?

The Methodist Church is situated next to Redvers House on Union Road, which is at the lower end of Crediton High Street. To get to Pippins, go through the gate and take the path to the left of the church. Our doorbell is clearly marked to the right of the door.

At our premises, we are able to offer modern amenities which include a large hall, kitchen, rainbow room and toilets including an accessible toilet and changing facilities, a paved outside area and use of the garden. We have a multi-sensory room that provides both stimulation and relaxation.

When are we open?

Pippins is open during term time only.

Monday to Friday	9.00-3.15
Morning session	9.00-12.15
Morning session with lunch	9.00-1.15
Afternoon session	12.15-3.15

On Thursdays we focus on our 4+ group.

We run a "Little Pips" group for children from 2 years to 3 years. (For more information please see page 12)

Fees

Registration fee of £10 is payable which includes a free book-bag

£3.62 per hour, subject to an increase in accordance to government guidelines.

Pippins accepts 'Early Years Entitlement', which is available to all 4 year olds and 3 year olds the term after their 3rd Birthday.

Early Years Entitlement covers up to 15 hours per week for thirty eight weeks per year, which is divided according to term dates. 12 weeks in the spring and summer and 14 weeks in the autumn. Minimum hours per day is 2.5 hours, 10 hours maximum in any one day, 12.5 hours over two days and 15 hours over 3 days. Pippins sessions are set at 3 hours as a minimum.

Any hours over and above this (e.g. if a term is longer than the minimum stipulated by Devon County Council, or if a child attends more than 15 hours) will be charged at the hourly rate of £3.62.

Fees are payable in advance at the beginning of each month unless other arrangements are agreed with the Manager or Deputy.

Fees must still be paid if children are absent without notice due to holidays, illness or other events, unless exceptional circumstances.

Occasional holiday absence (no more than 2 weeks per term) will not be charged providing notice is given on the "sessions for next term" form - prior to the start of the new academic term.

Please Note: We are unable to transfer or swap sessions unless for a permanent change and where spaces are available to accommodate the change. This will only be considered in exceptional circumstances and at the discretion of the pre-school.

Pippins Early Years Practitioners

Qualified level 5 Manager:
Hazel Hodge

Qualified level 3 Deputy Manager:
Jenny Kelly

Qualified level 3 practitioner:
Sharleen Treen

Practitioners working towards level 3
Steph Murch
Chelsey Taylor-Haydon

Qualified level 2 practitioner:
Chelsey Taylor-Haydon

Practitioners working towards level 2
Michelle Dymond

Domestic assistant:
Val Tucker

Clerical assistant:
Michelle Dymond

The committee

Pippins must have a committee of at least five parent/carer volunteers to operate - including a chair, secretary, and treasurer.

A voluntary parent management committee, whose members are elected by the parents/carers of the children who attend Pippins, manages the pre-school. The elections take place at the pre-school's *Annual General Meeting*, which is held in October each year. Details of the committee and positions are on the parent/carer notice board in the corridor. The committee is responsible for:

- Employing and managing early year's practitioners.
- Overseeing the management of the pre-schools finances
- Ensuring the pre-school has, and works to, policies which help it to provide a high quality service
- Ensuring the pre-school works in partnership with parents

The committee share many of the tasks involved in managing the pre-school with the manager and other practitioners.

Joining the committee is a great way to meet other parents. Recent fund raising events organised by our committee have included a cake stall, Christmas draw and sponsored events and these have enabled us to purchase new equipment and toys.

Aims and Objectives

Aims

Pippins pre-school aims to ensure all children are included, treated and respected as individuals by offering

- **a healthy lifestyle**, by promoting exercise, nutritional knowledge and building a sound foundation for well-being
- **A safe, stimulating, comfortable environment**, by providing high quality care and education implementing a rich, play-based curriculum indoors and outdoors.
- **Fun and enjoyment**, by giving each child quality time and attention based on their own personal interests and views.
- **Opportunities to positively engage with society**, the chance to be part of their local community.
- **Working in partnership** with parents/carers to maximise a child's potential to learn and develop.

Objectives

Children at Pippins are encouraged to be independent, select the resources they require, make decisions, errors and choices by initiating their own play. Pippins promotes kinaesthetic learning through discovery and experience using a planned balance of adult -directed, freely chosen or child-initiated activities.

We focus on developing children's existing skills by building their knowledge using their interests, giving them opportunities to engage in playing, sharing, learning and working together.

A designated adult will be your child's key person who will bond, relate and form an attachment with your child, helping to develop and boost their self esteem, self reliance and independence by having someone they can depend upon and feel secure with.

Our practitioners are qualified, experienced positive role models and provide positive interaction and engagement with children. They have excellent observation, supervision and listening skills. Pippins actively promotes and implements anti-discriminatory procedures.

Pippins focus on parents being their child's primary educator and being central to the well being of their children. Pippins respects individual parenting styles. We are proud of our strong partnerships with parents.

Working together for your children

Pippins has a high ratio of practitioners to children in the setting. This helps us to:

- Meet their individual needs;
- Give time and attention to each child;
- Talk with the children about their interests and activities;
- Help children to experience and benefit from the activities we provide;
- Allow the children to explore, be adventurous in safety, take risks, make decisions, mistakes and problem solve.

Pippins Practitioners-Working as a team.

The secret of a happy, smooth running pre-school, is the practitioners working together well as a team. As with any good team, each practitioner has their own unique personality and special skills to bring to the pre-school. This may be an artistic talent such as using puppets or story telling to enhance children's learning. Our practitioners are qualified and experienced; they are in tune with and know how to respond to each individual child's needs and emotions. We really do care.

Our practitioners are passionate about Pippins, working together to create a fun, friendly and happy atmosphere.

Meet Pippins Practitioners

Admissions policy

Statement of intent

It is our intention to make our pre-school accessible to children and families from all sections of the local community.

Aim

We aim to ensure that all sections of our community have access to the pre-school through open, fair and clearly communicated procedures.

Methods

In order to achieve this aim, we operate the following admissions policy.

- We ensure that the existence of the pre-school is widely advertised in places accessible to all sections of the community.
- We ensure that information about our pre-school is accessible - in written and spoken form - and, where appropriate, in different languages. Where necessary, we will try to provide information in Braille, or through signing or an interpreter.
- We arrange our waiting list in birth order. In addition our policy may take into account the following:
 - the vicinity of the home to the pre-school; and
 - siblings already attending the pre-school.
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
- We describe our pre-school and its practices in terms which make it clear that it welcomes fathers and mothers, relations and carers.
- We describe our pre-school and its practices in terms of how it treats individuals; we do not discriminate against their gender, special educational needs, disabilities, background, religion, ethnicity or mother tongue.
- We describe our pre-school and its practices in terms of how it enables children with disabilities to take part in the life of the pre-school.
- We monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination is taking place.
- We make our equality and diversity policy widely known.

- We consult with families about the opening times of the pre-school to avoid excluding anyone.
- We are flexible about attendance patterns to accommodate the needs of individual children and families.

Special needs

As part of the pre-school's policy to make sure that its provision meets the needs of each individual child, we take account of any additional support which a child may need.

The pre-school works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2000). The pre-school's Special Educational Needs Co-ordinator is Hazel Hodge.

Settling in at Pippins

It is important children to feel safe, stimulated and happy in the pre-school and to feel secure and comfortable with the practitioner, and to be able to share the new experiences enjoyed in the pre-school with their parents. Pippins focus on parents being central to the well-being of their children. We aim to make the pre-school a welcoming place where children settle quickly and easily because consideration has been given to the individual needs of children and their families.

In order to accomplish this, we aim to create a partnership with parents in the following ways:

- **Providing a prospectus and welcome letter.** Before a child starts to attend the pre-school, we use a variety of ways to provide his/her parents with information. These include written information, including our prospectus and any additional policies required, displays about pre-school activities, 'open door policy' - speak to your child's key person or a practitioner at anytime.
- **Induction section.** Before a child is registered, we provide opportunities for the child and his/her parents to visit the pre-school, helping both parents and child to feel comfortable when they start at Pippins and enabling us to share important information regarding the child's interests, requirements and routines.
- **First session.** When a child starts to attend, we work in partnership with parents/carers to decide on the best way to help the child to settle into the pre-school. The child's key person, where possible will welcome and look after the child and his/her parents/carers, using flexible admission procedures to meet the needs of individual families and children, reassuring parents whose children seem to be taking a long time settling into the pre-school.

Clothing

The pre-school provides protective clothing for the children to wear when they play with messy activities, but at times they may still get their clothes dirty and we would advise, therefore, that children wear appropriate clothing. Pippins T-shirts and sweatshirts are available to purchase.

The pre-school encourages children to gain the skills that help them to become independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. **Clothing which is easy for them to manage will help them to do this.** We would also ask that all your child's clothes be clearly marked with their name.

Daily routine

We have a basic structure for our sessions, but it is not always possible to follow this exactly and it can be subject to change. This allows for flexibility and may be due to many factors such as trips, events, visitors, activities over-running or spontaneous opportunities such as watching hail stones in a storm.

The session

When the children arrive they are signed in.

At the beginning of the session the register is called, followed by a discussion about the theme or focus and the anticipated session plan.

A balance of child centred, adult directed and child initiated activities are available throughout the day.

The Pre-school organises its sessions to incorporate adult-led activities which are differentiated to meet each child's age and individual stage of development, introducing new experiences, helping children to extend their knowledge, boost their self-esteem, self-reliance and develop their potential.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them.

"Young children must be encouraged through the provision of opportunities for them to be active and interactive and to improve their skills of coordination, control, manipulation and movement. They must be supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food"

Activities offered may include:-

- Physical activities e.g. parachute games, obstacle course and sticky kid's workout tapes.
- Gait - is a locomotive skill such as walking, running, skipping, creating a traveling move with controlled rhythm.
- Lunge - is a transfer of weight from one foot to another, balancing total body weight.
- Push - is a production of force from the upper or lower body enabling movement of either an object or body, whilst maintaining stability.

- Pull - is an action of the upper and lower body to produce force to move an object or body.
- Squat - is a stable base with bent knees.
- Bend - is to bend or flex to decrease the angle at any selected joint.
- Rotate & Twist - is to rotate or twist the body or parts of the body around an axis.
- Messy play, aromatic tactile trays, bags, boxes.
- Aspects of letters and sounds.
- Story sacks and visual learning aids which benefit children's literacy skills.
- Show and tell, Role-play, actions songs and nursery rhymes promoting confidence, imagination and vocabulary.
- Problem-solving, exploring musical instruments and music.
- Visits to local places of interest e.g. the fire station, shops, library, and residential homes.
- Rest, relaxation and quiet activities in our sensory room.

Snacks and meals

At Pippins children learn about the importance of good nutrition and a balanced diet, and we promote 'five a day is the healthy way'

A healthy snack and drink will be provided for all children during the morning and afternoon session. Children are encouraged to select and pour their own drink of milk or water.

For those children staying for lunch, a healthy packed lunch will need to be provided from home.

Both snack and lunchtime provide the children with good opportunities for social interaction with their peers.

4+ & 2-3 year old groups on Thursdays

Thursdays is primarily our 4+ day. This is structured differently to our other sessions to allow the children to develop their attention span and improve concentration in preparation for school. The activities have focused EYFS development matters which challenge children's abilities, developing their potential. Our routine also allows children to take part in regular physical exercise helping to promote independence.

As the children spend more time in group activities, they form strong bonds with their peers. This helps to boost self-esteem, in turn enabling them to have good interpersonal social skills and form good relationships with others. To get the most out of 4+, we feel that wherever possible, it is of benefit to most children to stay for the full day.

Young children are catered for on the Thursdays in a small separate group "Little Pips".

The curriculum

Children start to learn about the world around them from the moment they are born. The care and education offered by Pippins Pre-school helps children to continue to do this by providing all of the children with fun, interesting activities that are right for their age and stage of development.

The pre-school implements a curriculum as set out in a document published by the Department for Children, families and schools, The Early Years Foundation Stage.

The guidance divides children's learning and development into four aspects:

1.0 A Unique Child

- 1.1 Child Development
- 1.2 Inclusive Practice
- 1.3 Keeping Safe
- 1.4 Health and well-being

2.0 Positive Relationships

- 2.1 Respecting Each Other
- 2.2 Parents as partners
- 2.3 Supporting Learning
- 2.4 Key Person

3.0 Enabling Environments

- 3.1 Observation, Assessment and Planning
- 3.2 Supporting Every Child
- 3.3 The Learning Environment
- 3.4 The Wider Context

4.0 Learning and Development

- 4.1 Play and Exploration
- 4.2 Active Learning
- 4.3 Creativity and Critical Thinking
- 4.4 Areas of Learning and Development

More detailed information regarding the four aspects of learning and the areas of learning and development can be obtained from Pippins. Please speak to a practitioner who will be happy to help.

Arrival/Departure Procedures

At Pippins we have certain procedures that we follow to ensure the utmost safety of your children.

Children:

Arrival

The door to Pippins is open by 9.15am or 12.15pm for regular sessions (an earlier start from 9.00am is available upon request). On entering the main hall, a practitioner will be sat by the door at a desk with the register. The parent/carer then registers their child, saying their name, the time they will be collecting their child i.e. 12.15, after lunch or 3.15pm, and who will be picking up their child. This information is then written in one of the registers and the child's name is ticked off in the other.

Departure

Departure times are 12.15pm, 1.15pm and 3.15pm, unless prior arrangements have been agreed. Before each departure time, all the children are taken into the rainbow room and the door is closed. A practitioner will release the child to the person who is named on the register when they can see them. We feel this is the safest way to hand your child back over to your care.

To help us with this, we ask that no parent/carer enters the main hall until a practitioner opens the door to let them in. (The door is alarmed) This is so we can make sure all the children are safely in the Rainbow room when you arrive.

Pin numbers

When your child starts at Pippins, you will be given a personal pin number. This is to be used if for some reason someone unknown to the practitioners or different to the person named on the register is going to pick up your child. It is very important that you give your pin number to this person so we know that you have given permission for them to take your child. If they do not have the pin number we will not let your child go with them!

These procedures are very important to ensure the safety of your child. Please could you ensure that any person other than yourself is also aware of these procedures before they bring your child to Pippins or pick them up.

Adults:

All visitors to Pippins must ring the doorbell and wait to be admitted by a practitioner. Before entering the hall, the visitor's business must be stated and some proof of identity provided. Once the practitioner is satisfied with the identification, the visitor will be admitted to the main hall where their details and time of arrival will be entered in the visitor's book. The visitor should sign this. When the visitor leaves, departure time will also be entered in the visitor's book.

Sickness Policy

As a pre-school we know that all children will get sick from time to time. In the event of this happening certain procedures are in place in order to provide a high standard of care for all the children. This is achieved in the following ways:

Illness: sickness - 48hours, Diarrhea - 48 hours

- Parents are asked to keep their children at home if they have any infection, and to inform the pre-school as to the nature of the infection. This will enable the pre-school to alert other parents as necessary and to make careful observations of any child who seems unwell. Parents are also asked not to bring into the pre-school any child who has been vomiting or had diarrhoea until at least 48 hours has elapsed since the last attack.

- Cuts or open sores, whether on children or adults must be covered before attending the group in an appropriate way i.e. sticking plaster or dressing. This is to prevent the spread of infection. We know from experience that on very rare occasions this may be refused. In the event of this happening staff will do their utmost to persuade them to have it covered. If after a period of time refusal still takes place unfortunately they will not be able to attend.

Children who become ill during a session:

On occasion a child may become ill whilst attending the pre-school. In the event of this the following procedures will be followed:

- The child's parent/carer will be telephoned so they can come and collect the child.

- In the event that a parent/carer cannot be contacted, the emergency contact will be tried. If this is not successful a practitioner will keep trying to get hold of the parent/carer.

- In the meantime the child will be looked after and comforted by a practitioner. This may mean taking them away to a quiet area away from the other children and where they can lie down if they choose. A practitioner will look after the sick child for as long as need be until the parent /carer arrives.

Administration of medicine:

We implement an effective policy on administering medicines to support individual children. In accordance to the Statutory Welfare Requirements page 26, we keep a written record of all medicines administered; we obtain written permission prior to administration from parents/carers for each and every medicine.

The medicine is administered by a qualified First aid practitioner and witnessed by a second practitioner, this is then recorded with amount of medicine administered and time of administration, and then signed by the parent/carers.

Only medicines that are in date and prescribed by a Doctor, dentist, nurse or pharmacist and prescribed to the child receiving the medication will be administered.

If a child is on prescribed medicine the following procedures will be followed:

- All medicines will be stored in the original container and clearly labelled with the child's name, dosage and any instructions. They will be stored in the kitchen on a high shelf or if appropriate in the fridge.
- A medication book will be used to log in: name of child receiving medication, times that the medication should be administered, date and time when medicine is administered, together with the signature of the person who has administered each dose. It should also be noted if a child refuses administration of medicine. The parent/carers will be asked to sign the medication book when collecting their child.

Life saving medicine:

- If specialist knowledge is required, staff involved in administering medication will receive training from a qualified health professional.

Partnership with Parents Policy

Pippins pre-school recognises parents as the first and most important educators of their children. All practitioners see themselves as co-workers with you in providing care and education for your child. There are many ways in which parents take part in making the pre-school a welcoming and stimulating place for children and parents.

We encourage and value all kinds of input from parents/carers of the children attending Pippins. We aim to encourage all parents/carers to participate in a wide range of activities varying from sharing a skill, their occupation, coming in to work with the children on activities such as story telling, music, arts and crafts. We legally need a committee to operate and encourage parents to join our committee. Our Annual General Meeting is held in October.

To promote partnership with parents at Pippins we:

- Provide letters from the committee to all parents/carers informing them of the date, time and venue of meetings and giving the opportunity to become part of the management of the pre-school.
- Form friendships with other parents or practitioners and discuss any concerns about the pre-school.
- Have parent/carer/child induction. A session where relevant information is shared regarding the child, interests, likes and dislikes achievements, concerns and aspirations.
- Ask parents to share information about whether their child has been awake in the night, is unwell, and has received medication. What stage of toileting and when changes happen, for example whether a child is confident using a potty, toilet trainer seat or is completely toilet trained.
- Exchange and share knowledge about your child's needs, activities, interests and progress using regular updating forms.
- Encourage parents/carers to help at sessions or share their own occupations special interests or skills with the children.
- Encourage parents to take part in events and informal discussions about the activities and curriculum provided by the pre-school.
- Issue newsletters to all parents/carers at the beginning of every $\frac{1}{2}$ term.

- Display detailed weekly planning in addition to our continuous provision, on the notice board above the computers.
- Have an 'open door' policy for parents/carers to speak formally or informally to practitioners during or after sessions. (Appointments available during sessions).
- Have a notice board in the foyer for planning overview, informal messages such as social events etc.
- Have a white board detailing the day's events (encouraging discussion between parents/carers and child)
- Have a parent/carers notice board in the corridor by the coats, displaying our ofsted registration certificate and insurance details.
- Have a contact book available for parents/carers to provide the key person with development observations you have made of your child at home or when you are together.
- Have, for the 4+ group, reading/homework/contact books for parents and practitioners.
- Have a comment box for ideas, suggestions and comments on any issue concerning Pre-school life.
- Encourage parents/carers to continue to be actively involved with ongoing record keeping/achievements and planning.
- Parents' evenings are held each term to give parents the opportunity to come in and discuss their child's developments and achievements on a 1 to 1 basis with their key worker.

Key Person and Record Keeping

The pre-school has a key person system. This means that each practitioner has a group of children for whom she/he is particularly responsible. The key person list is displayed on Pippin's notice board. Your child's key person will form an attachment with your child and be the person who works with you to make sure that what the pre-school provides is right for your child's individual needs and interests. When your child first starts at the pre-school, she/he will help your child to settle and throughout your child's time at the pre-school, she/he will help your child to benefit from the pre-school's activities.

Records of achievement

Our record keeping will begin with the 'Initial Child Profile' form. This is completed by parents when a child starts at Pippins, giving as much information as possible about the child's interests and preferences to help us plan activities to meet their individual needs.

A 'Possible lines of Development' plan based on their stage of development and activities they enjoy is compiled. This assessment will be shared with you and your input will be valued and appreciated to help set aims and targets for your child. These will be updated termly.

Achievement Folder

The pre-school keeps an Achievement Folder for each child consisting of observations and children's work. These are used to monitor and evaluate their development. You are welcome to contribute any of your child's work to this folder. The folders are kept in the office for confidentiality but are accessible at any time upon request.

Observations

Observations and detailed assessments are used to plan, support and extend each child's progress. These may include a photo or evidence of the child's work and will be kept in the child's achievement folders, which are given to parent/carers when a child leaves Pippins.

If you have any queries or questions about our record keeping please speak to your child's key person or any practitioner.

Behaviour management policy

Statement of intent

Our setting believes that children flourish best when their well being is good. We set clear boundaries which are consistently implemented and in line with their stage of development.

Aim

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others.

Methods

Jenny Kelly has overall responsibility for behaviour management. She will keep up to date with legislation and training, cascading information to colleagues.

Cultural differences will be respected in accordance to our Equality Diversity policy.

- We require all practitioners, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new practitioners and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- We work in partnership with parents/carers to address recurring inconsiderate behaviour and decide jointly how to respond appropriately.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in boosting self reliance, self esteem, a sense of being valued and a sense of belonging.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- When we ask children to do something or not to, we follow through.
- We praise positive behaviour.

Challenging behaviour

Is unacceptable and not tolerated. We will help children to understand and acknowledge their feelings and the consequences of their behaviour.

- We empathise with children and support their emotions.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.
- We encourage the child to say sorry, however if more appropriate a hug will be acceptable in accordance to their cultural beliefs.
- We support social skills through modelling positive behaviour, through activities, role play and books.
- Where necessary, we follow a graduated response - observation and assessment method, contacting professionals as appropriate.

Rough and tumble play

Rough and tumble games/role play is acceptable within controlled limits in our outside space.

Controlling behaviour

We ensure a child is not overpowering and controlling of another child's play.

Strategies in dealing with inappropriate behaviour

- We alter our facial expression and tone of voice, using the child's name we explain the inappropriate behaviour.
- Approach the child and get down on his/her level and explain the inappropriate behaviour and why it is unacceptable. Take the child to the rules and go through the appropriate rule.
- Remove child from the activity and explain why they are being removed. Time out from activity.
- A Pippins behaviour management record is completed and parents are informed as appropriate.
- In accordance to **Article 5** (UNCRC 1989)

The state has a duty to respect the rights and responsibilities of parents and the wider family to provide guidance appropriate to the child's evolving capacities.

- In accordance to **Article 12** (UNCRC 1989)

The child has the right to express an opinion, and to have that opinion taken into account, in any matter or procedure affecting the child, in accordance with his or her age and maturity.

Complaints procedure

Statement of intent

Our pre-school believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our pre-school and will give prompt and serious attention to any concerns about the running of the pre-school. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate practitioner. If this does not achieve the desired result, we have a set of procedures for dealing with concerns.

Aim

We aim to bring all concerns about the running of our pre-school to a satisfactory conclusion for all of the parties involved.

Methods

To achieve this, we operate the following complaints procedure.

How to complain

Stage 1

- Any parent who is uneasy about an aspect of the pre-school's provision talks over, first of all, his/her worries and anxieties with the pre-school manager.

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to Stage 2 of the procedure by putting the concerns or complaint in writing to the pre-school manager and chair of the management committee. Most complaints should be able to be resolved informally at Stage 1 or at Stage 2.

Stage 3

- The parent requests a meeting with the pre-school manager and the chair of the management committee. Both the parent and the co-ordinator should have a friend or partner present if required. An agreed written record of the discussion is made. All of the parties present at the meeting sign the record and receive a copy of it. This signed record signifies that the procedure has concluded.

Stage 4

- If at the Stage 3 meeting the parent and pre-school cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.
- Practitioners or appropriate persons within the Pre-school Learning Alliance/Trio are to be invited to act as mediators.
- The mediator keeps all discussion confidential. S/he can hold separate meetings with the pre-school personnel (pre-school manager and the personnel officer/chair of the management committee) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent, the pre-school manager and the chair of the management committee is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
- A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

The role of the Office for Standards in Education, Early Years Directorate (Ofsted) and the Area Child Protection Committee.

Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of our registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the National Standards for Day Care are adhered to.

The address and telephone number for our Ofsted regional centre and London Pre-School Learning Alliance and Trio are:

Early Years OFSTED

The Royal Exchange Building,
3rd Floor, St Annes Square,
Manchester M2 7LA
Telephone no: 0845 6404040
Our registration no: EY278167

Pre-School Learning Alliance
69 Kings Cross Road
London
WC1X 9LL
Tel: 020 7833 0991
Fax: 020 7837 4942
Email: pla@pre-school.org.uk

Trio
Childcare Connections
Unit 4
Coped Hall Business Park
Wootton Bassett
Swindon
SN4 8DP
Tel: 01793 849621
Fax: 01793 849088
Email: info@tricochildcare.co.uk
Web: www.tricochildcare.co.uk

These details are displayed on our pre-school's notice board.
If a child appears to be at risk, our pre-school follows the procedures of the Area Child Protection Committee in our local authority.

In these cases, both the parent and pre-school are informed and the pre-school manager works with Ofsted or the Area Child Protection Committee to ensure a proper investigation of the complaint followed by appropriate action.

Records

A record of complaints against our pre-school and/or the children and/or the practitioners working in our pre-school is kept, including the date, the circumstances of the complaint and how the complaint was managed.

Policies

The pre-school's policies help us to make sure that the service provided by the pre-school is a high quality one and that being a member of the pre-school is an enjoyable and beneficial experience for each child and her/his parents.

The practitioners and parents of the pre-school work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling the pre-school to provide a quality service for its members and the local diverse community.

The policies adopted by Pippins Pre-school are listed below. If you wish to read the policies, they are displayed on the notice board in the main hall above the computers. Copies are available on request. Every effort will be made to provide copies to meet individual needs, e.g. large print or in an additional language.

List of policies:

- Admissions policy
- Behavioural management policy
- Complaints procedure
- Confidentiality policy
- Dignity and respect at work policy
- Equality and diversity policy
- Equipment and resources policy
- Food and drink policy
- Health and safety policy
- Inclusion policy
- Non collection of children policy
- Moving and handling policy
- No smoking policy
- Partnership with parent's policy
- Payment of fees policy
- Pre-employment screening policy
- Recruitment of ex-offenders policy
- Recruitment, induction and retention policy
- Safeguarding of children policy

Secure storage, handling, use, retention & disposal of disclosures & disclosure information policy
Settling in policy
Special educational needs/disability policy
Staffing employment policy
Student placement policy

Glossary

Setting - Anywhere a young child attends before they start school, i.e. pre-school; day nursery; childminder. It also includes the school a young child attends for the last part of their Early Years Foundation Stage Curriculum.

EYFS - Early Years Foundation Stage (Government curriculum for all children birth to 60+ months).

DM - Development matters

HPA - Health protection agency

ELG - Early Learning Goals

PLD - Possible Lines of Development

SENCO - Special Educational Needs Co-ordinator

P.L.A - Pre-school Learning Alliance

DCFS - Department for Children, Families and Schools

DISC - Devon Information Services for Children

CYPS - Children, Young Peoples Services

Trio - Childcare Connections

Addresses & telephone numbers:

Pippins Pre-school

Methodist Church Hall, Union Road, Crediton, Devon, EX17 3AW

Tel: 01363 772474

Website: www.pippinspre-school.co.uk

Email: pippins-preschool@btconnect.com

Ofsted Early Years Directorate

The Royal Exchange Building,

3rd Floor, St Annes Square, Manchester M2 7LA

Telephone no: 0845 6404040

Website: www.ofsted.gov.uk

Children and Young Peoples Services

Kingfisher House, Western Way, Exeter, EX2 1DE

Tel: 01392 385531. Website: www.devon.gov.uk

Devon Information on Services for Children (DISC)

0800 0563666. Website: www.devon.gov.uk/disc/

Devon County Council, Social Services Directorate

01392 382331. Website: www.devon.gov.uk

Early Years Education Funding Helpdesk

Tel: 01392 385530

Updated and amended 14.10.2010

