**Section 4 – Working in Partnership with Parents and Professionals**

Working in partnership with parents and professionals is important for the development of children. Having a good relationship and communication between early years settings, parents and professionals is important for children and if everyone works together, they can ensure that all children get the best support for their individual needs and the best possible start in life. All information about a child’s development and learning should be shared with all relevant parties to achieve the best possible outcome in a child’s learning and development journey.

**In this section you will find the following policies and procedures:**

* [Working in Partnership with Parents Policy](#working)
* [Positive Behaviour Policy](#positive)
* [Children’s Learning and Development Policy](#children)
* [Special Educational Needs and Disability Policy](#senco)
* [Complaints Policy](#complaints)
* [Equality and Diversity](#equality)
* [Fundamental British Values](#Fundamental)
* Consumables Table

**Working in Partnership with Parents Policy**

**Statement of intent:**

Working in partnership with parents is important for the development of your child. Having a good relationship and communicating with you as the parent/carer is important to your child and if we work together, we can ensure that your child gets the best support for their individual needs and the best possible start in life. We value your views, beliefs and opinions and we can share information, thoughts, and ideas regarding your child’s development, and we can discuss any concerns that you may have regarding your child openly and at any time convenient for us both. We can also work together to solve any issues that may arise. We believe that children benefit most from early year’s education and care when parents and settings work together in partnership.

**Our Aim:**

Our aim is to support parents when their child attends our setting. A parent is seen as their children's first and most important educators, so we will work together by involving them in their children's education and development during their time at our setting. We also aim to support parents/carers in their own continuing education and personal development.

**Our Mission Statement:**

***“To create a warm, friendly, and stimulating environment for young children to develop their social and creative skills with the reassurance of fully qualified, experienced, and regularly trained staff, highly equipped nursery facilities, and secure premises. We will continually maintain high standards and nurture a close working partnership with you, the parents/carers, to provide the ultimate learning experience for your child.”***

**Parents/carers:**

* Parents/carers are regarded as members of our setting who have full participatory rights. These include a right to be, valued and respected, kept informed, consulted, involved, and included at all levels.
* We aim to ensure that each child:
  + is in a safe and stimulating environment.
  + is given generous care and attention because of our ratio of qualified staff to children, as well as volunteer parent helpers.
  + has the chance to join with other children and adults to live, play, work and learn together.
  + is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do.
  + has a personal key person who makes sure each child makes satisfying progress, is in a setting that sees parents as partners in helping each child to learn and develop.
  + and is in a setting in which parents help to shape the service it offers.

**Procedure**:

* We have a means to ensure all parents/carers are included – that means we have different strategies for involving parents who work or live apart from their children, we will accommodate all scenarios.
* We consult with all parents/carers to find out what works best for them.
* We ensure ongoing dialogue with parents/carers to improve our knowledge of the needs of their children and to support their families.
* We inform all parents/carers about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents/carers understand the information that is given to them.
* We inform all parents/carers on a regular basis about their children’s progress.
* We involve parents/carers in the shared record keeping about their children – either formally or informally – and ensure parents/carers have access to their children’s developmental records.
* We provide opportunities for parents/carers to contribute their own skills, knowledge, and interests to the activities of the setting.
* We consult with parents/carers about the times of meetings to avoid excluding anyone.
* We provide information about opportunities to be involved with the setting in ways that are accessible to parents/carers with basic skills needs, or those for whom English is an additional language.
* We hold meetings in venues that are accessible and appropriate for all.
* We welcome the contributions of parents/carers, in whatever form these may take.
* We inform all parents/carers of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints’ procedures.
* We provide opportunities for parents/carers to learn about the curriculum offered in the setting and about young children’s learning, in the setting and at home.
* We encourage parents/carers to celebrate the setting events with children and staff such as birthdays, transitions, religious events, and festivals etc.

**Welcoming you and your child:** When your child first attends our setting, we will discuss the need for a settling in period. It is a good way to help your child settle in and it gives you and your child the opportunity to meet their key worker. Children need reassurance and lots of support in making transitions from being at home with their parent to being in a setting away from their parent. It is important to us that you and your child feel comfortable, happy, and safe in our setting.

Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include the welcome pack which contains information relevant to your child’s class room, and a ‘personal file’, parents are asked to complete.

A welcome pack will be sent to new parents in advance of their child starting the nursery, along with the company’s policies and procedures so they will be able to understand more about the setting before their child starts the nursery. We will ensure that all parents receive the following information:

* The welcome pack contain lots of child information as it is a good starting point to know the child before she/he starts the playgroup. Then the key person will be able to start to record about the child’s current development from the information which the parents provide.
* Each child has their own ‘Learning Journey’ on Tapestry, which contains different samples and evidence of the child’s playgroup life. This includes photographs, creative work, observations, and assessments.
* Alternatively, an appointment can be made through a member of staff for parents to read through with the child’s key person at any time during the year.
* We hold an annual parents’ meetings where parents are invited in to look through their child’s learning journey with their key person. This meeting is the perfect opportunity to discuss your child’s development.
* We understand all children are different and each child will settle differently into the setting some will settle very quickly, and others may take that little bit longer until they become familiar with their new environment.
* We recommend normally you visit the setting with your child. However, we cater to each child’s individual needs therefore we discuss with parents how long their child will settle for at the end of their first settling session.
* During the settling period we work closely with parents to inform them how their child is settling in.

When Parents attend their child’s first settling session, they will be introduced to all staff. Staff will remind parents of the routine and answer any questions or concerns the parent may have. Parents will be shown the rooms within the setting, they will be given the welcome pack and asked to complete the necessary information for their child. This pack requests helpful information about your child and his/her family that will help us work together and build a good understanding of your child’s interest and development stages as well as working together to make their learning journey fun.

**Your child’s day:** When your child attends Fenham Playgroup they will always be greeted with a smile. It is important to include children in decision making so we always like to ask them what they would like to do the next day. If we have anything different planned, we will always ask for the permission of parents/carers before we go ahead with anything. We will always keep you updated about your child’s progress either verbally at pick up or through our online learning system Tapestry.

We observe children during activities and the day-to-day routine so that we can record their goals and monitor their progress. These observations will tell us how your child is developing, what their likes and dislikes are, any developmental milestones they have reached, and how they react to different scenarios. It is important that your child feels valued and that they have an input into the activities that they do. A child also likes to be given choices and the opportunity to express their opinion. If we work together, we can achieve all the above.

**Key Person:** When your child first starts at the setting, they will be assigned a key person who will help your child to settle at our setting and they will be there with your child throughout your child's time at our setting.

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

We want all children to feel safe, stimulated, and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children’s well-being and their role as active partners with the setting.

The key person role is set out in the Early Years Foundation Stage. The procedures set out a model for developing a key person approach that promote effective and positive relationships for children who are in the setting:

* We allocate a key person before the child starts nursery. The key person will have been decided between the staff in your child’s perspective room and the playgroup manager. This decision will have been based after your child’s settling sessions upon their individual needs. For example, if a child does not speak nor understand English the parent may prefer for the child’s key person, where possible, to also speak the child’s first language. There may also have been a member of staff your child felt very comfortable with at the settling session and a bond may have already been made.
* The key person is responsible for the induction of the family and for settling the child into our setting.
* The key person works with the parents to plan and deliver a personalised plan for the child’s well-being, care, and learning.
* The key person acts as the key contact for the parents and has links with other carers involved with the child such as a child-minder, and co-ordinates the sharing of appropriate information about the child’s development with those carers.
* The key person is responsible for developmental records and for sharing information on a regular basis with the child’s parents to keep those records up to date, reflecting the full picture of the child in our setting and at home.
* The key person will be responsible for discussing your child’s development and showing you their ’learning journey, annually at a parents evening.
* We provide a back-up key person, so the child and the parents have a key contact in the absence of the child’s key person. Normally the other qualified member of staff in the child’s room will be the backup key person.
* We promote the role of the key person as the child’s primary carer in our setting, and as the basis for establishing relationships with other staff and children.
* Although we promote the key person role, at Fenham Playgroup we expect all staff working in your child’s room to have a strong knowledge of all children’s developmental needs.

**Changing Sessions and Extra Sessions:** All sessions your child does at the playgroup can be increased or decreased if enough notice has been given. If your child is doing an ad-hoc session when available, these are classed as **extra sessions** and will be added to your bill accordingly.

To increase or decrease the number of permanent sessions your child wishes to do at nursery, please inform the Manager as soon as possible. Once the session has been withdrawn and offered to another child, regrettably we cannot guarantee this session again for you and you will be placed as priority when a place becomes available again.

**Transitions:** We plan and prepare effectively for any transitions. We ensure good practice in preparing the children for all transitions, whether they are moving to their new room, or to a new setting. We do this by liaising and encouraging the relevant staff to visit the child prior to the move.

It can be a very challenging time and we ensure there is effective communication and information sharing to make any transition a successful one.

We will pass on all relevant information, including reports, assessments, and an up-to-date review to the next setting/room to be attended by the child.

We ensure that when sending children’s reports and personal information that we use secure methods of transfer.

We will:

* Hand delivered.
* Use registered post.

This ensures that we gain a receipt of transfer and the transaction is monitored and/or traceable.

**Information Sharing:** Information that we share about your child’s development can include:

* Any ideas that we may have to help with the development of your child.
* any specific interests they may have.
* any concerns we may have regarding your child at home or at the setting.
* your child’s daily routines.
* any health issues they may have or allergies.
* any accidents or incidents that have occurred at our setting or at home. These will have to be recorded and a copy sent to both parties (see Section 3 of the Policies and Procedures, Health and Safety).

At the end of the day, we all have a common goal, to ensure that your child feels happy and safe. (For further information regarding information sharing please see our Data Protection Policies in Section 2.)

**Communication:** It is important for you and your child that we can communicate. We are aware that time can be an issue when parents/carers collect their child. To make communication between us go smoothly we have different options that parents can use to communicate with us, these are:

* A text to the playgroup phone where a member of management will respond during playgroup hours at a time that is convenient for them.
* The online learning system Tapestry where parents can send a message at any time. Please note these messages will only be accessed during playgroup hours.
* A termly meeting to discuss your child’s development and next steps in their development.
* We can also arrange a meeting if you wish to discuss any matters with your child’s key worker or a member of management. This will be arranged at a time that is convenient to both parties.

**Policies:** Copies of the setting's policies and procedures are available for you to see at the setting. The setting's policies help us to make sure that the service provided by the setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

The members of staff and parents of the setting work together to adopt the policies and can take part in the annual review of the policies. This review helps us to make sure that the policies are enabling the setting to provide a quality service for its members and the local community.

**Safeguarding children:** Our setting has a duty under the law to help safeguard children against suspected or actual ‘significant harm’.

Our employment practices ensure children against the likelihood of abuse in our settings and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty. (*See Safeguarding in Section 1 of the policies*).

**Special needs:** As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The setting works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2014). (See SENCO policy).

**Fees:** The fees are payable in advance. Fees must still be paid if children are absent without notice for a short period of time. If your child must be absent over a long period of time, please speak to the playgroup manager.

For your child to keep her/his place at the setting, you must pay the fees. We are in receipt of playgroup education funding for three- and four-year-olds. If you think you might qualify for this funding or require any further information regarding funding, please speak to the playgroup manager.

**Positive Behaviour Policy**

**Statement of intent:**

We at Fenham Playgroup have a policy that promotes positive behaviour. Promoting positive behaviour is very important and it will help your child to understand right and wrong and follow the rules that we have at Fenham Playgroup.

**Our Aim:**

Our playgroup aims to provide a stimulating range of experiences and activities for children to make sense of their world through play. We will provide a happy, well managed environment where the children will be encouraged to develop social skills to help them become accepted and welcomed in society as they grow up.

Our staff will not use any threatening or physical punishment towards the children or use any practices that would in any way frighten or humiliate a child.

We will manage and promote positive behaviour by:

* Setting a good example and being a good role model to the children. Children take more notice of how we are and what we do rather than what we say.
* Always listening to the children and letting them have their say.
* Rewarding good behaviour, for example, choosing the next activity they would like to do, or allowing them to choose a toy they would like to play with, or allowing them to be a helper. Rewards are constructive, they encourage further effort. Punishment is destructive, it humiliates children and makes them feel powerless.
* Encourage self-discipline and respect for others because children need to grow into people who behave well even when there is no one to tell them what to do.
* Set realistic limits according to children’s age and stage in development because as children grow our expectations of them change.
* Encourage children, do not order them because doing as you are told does not teach anything to a child, positive discipline means explaining why.
* Giving the children stickers/certificates for good behaviour i.e., tidying up, sharing toys.
* Star of the week for exceptional behaviour and achievements.
* Praising, giving attention to, and appreciating what the children are doing. If they get attention for good behaviour, they will not seek out attention by misbehaving.
* Build children’s self-esteem because shaming, scolding or humiliating children can lead to even worse behaviour while approval, praise and attention will make a child feel valued and cared for.
* Physical intervention will only be used to prevent injury to a child.
* Staff will attend relevant training to ensure they keep up to date with best practice in behaviour management.
* Consultation between parents and staff will ensure consistent adult responses to children’s behaviour because children need to know where they stand and what we as adults mean by what we say.

We are aware of the different reasons why children misbehave. The rules of playgroup are simple and will be enforced consistently so as not to confuse your child. We will endeavour to keep to routines so that your child feels safe, secure, and happy at our setting. The children are reminded of these rules every day during registration time. The rules of Fenham Playgroup are:

* Using walking feet indoors
* Sharing toys
* Being kind to our friends
* No climbing on the chairs and tables

The children like to add their own rules too and they love to be able to take part in saying what the rules of playgroup are each morning.

It is inevitable that children will misbehave at some point. There are several different ways that we deal with a misbehaving child and this will depend on their age, developmental stages and ability and the situation itself. These are the main forms of dealing with behaviour of a child that we use at playgroup:

* Distraction: Remove the child from the situation and occupy them with another activity.
* Ignore: This will depend on the situation. It could be for attention or to get a reaction.
* Discussion: We will talk to your child if they are old enough to understand that what they have done is wrong and establish why they have misbehaved. We will explain the consequences of their actions to them.
* Removal of treats.
* Time out: There is a designated area at playgroup that we use where the child has time to reflect on their actions and behaviour.

If your child misbehaves at our setting, we will inform you at collection time. If you would like to discuss the matter further, we will happily arrange a time that is convenient for us both to do this. There will be no need for further action to be taken, as we believe this will confuse your child more, but we can discuss how to deal with the situation if it were to arise again.

If you have any concerns regarding your child’s behaviour and how it is dealt with, please do not hesitate to contact a member of management. It is important that we work together on managing your child’s behaviour to establish ground rules and make the time they spend at Fenham Playgroup more enjoyable.

**Children's Development and Learning Policy**

The provision for children's development and learning is guided by The Early Years Foundation Stage (2021). Our provision reflects the four guiding themes and principles of the Early Years Foundation Stage. Development Matters 2012.

**The Areas of Development and Learning comprise:**

**Prime Areas of Learning:**

* *Personal, Social and Emotional Development:* 
  + Making relationships
  + Self-confidence and self-awareness
  + Managing feelings and behaviour
* *Physical Development:* 
  + Moving and handling
  + Health and self-care
* *Communication and Language:* 
  + Listening and attention
  + Understanding
  + Speaking

**Specific Areas of Learning:**

* *Literacy:*
* Reading
* Writing
* *Mathematics:* 
  + *Numbers,*
  + Shapes, space, and measure
* *Understanding the World:* 
  + People and communities
  + The world
  + Technology
* *Expressive Arts and Design:*
  + Exploring and using media and materials
  + Being imaginative

**A Unique Child:** Every child is a unique child who is constantly learning and can be resilient, capable, confident, and self-assured.

**Positive Relationships:** Children learn to be strong and independent through positive relationships.

**Enabling Environments:** Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

**Learning and Development:** Children develop and learn in different ways. The framework covers the education and care of all children in early year’s provision including children with special educational needs and disabilities.

**How we provide for development and learning:**

* Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all the children with interesting activities that are appropriate for their age and stage of development.
* For each area, the level of progress children should be expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what is expected that children will know and be able to do by the end of the reception year of their education.
* The ‘Development Matters’ guidance sets out the likely stages of progress a child makes along their learning journey towards the early learning goals. Our setting considers the ‘development matters’ when assessing children and planning for their next steps in their learning.

**Our approach to learning and development and assessment:**

**Learning through play:** Play helps young children to learn and develop through doing and talking, which research has shown to be how young children learn to think. Our setting uses the Early Years Foundation Stage ‘Development Matters’ guidance to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities’ children decide how they will use the activity, and, in others, an adult takes the lead in helping the children to take part in the activity. In all activity’s information from the Development Matters guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

**Characteristics of effective learning:** We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Development Matters guidance to the Early Years Foundation Stage as:

* Playing and exploring - engagement
* Active learning - motivation
* Creating and thinking critically - thinking

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide to support each child to remain an effective and motivated learner.

**Assessment**:

* We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development.
* Assessments and observations do not take staff away from interaction with the children and we have set times to do planning, assessments and to update the children’s learning journeys.
* Only jotted, short day to day observations will be made in the classroom when children are present.
* Paperwork is limited to that which is necessary to promote children’s successful learning and development.
* We make periodic assessment summaries of children’s achievement based on our on-going development records. These form part of children’s records of achievement. We undertake these assessment summaries at regular intervals as well as times of transition, such as when a child moves into a different group or when they go on to school.

**The progress check at age two:** The Early Years Foundation Stage requires that we supply parents and carers with a short, written summary of their child’s development in the three prime learning and development areas of the EYFS: personal, social, and emotional development; physical development; and communication and language, when a child is aged between 24 - 36 months. The key person is responsible for completing the check using information from on-going observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals. The managers are responsible for checking the children’s observations and ‘learning journey books’ regularly. The managers will check the information written in the child’s two-year-old report is a correct and true account of the child and corresponds to the child’s observations and learning journey book before it is passed onto parents or other professionals.

**Child records:**

* The setting keeps a record for each child of theirs likes, dislikes, achievements at home and their developmental stages. These are provided by the parents/carers when a child first starts at the setting. This information will enable the key person to identify a child's stages of progress. The parent/carer and the key person will then decide on how to help a child to move on to the next stage. A child's record helps to celebrate together her/his achievements and to work together to provide what a child needs for her/his well-being and to make progress.
* A child's key person will work with the parent/carer to keep this record up to date through observations and assessments, and by discussing any ideas for activities they might want to do at home. At our setting we provide homework packs for the older children. These are available on request.

**Working together for your children:** In our setting we maintain the ratio of adults to children in the setting that is set through the Safeguarding and Welfare Requirements. This helps us to:

* 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 and allow the children to explore and be adventurous in safety.

**How parents/carers take part in the setting:** Our setting recognises parents/carers as the first and most important educators of children. All members of staff see themselves as partners with parents in providing care and education for a child. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents, such as:

* Exchanging knowledge about their children's needs, activities, interests. and progress with the staff.
* Contributing to the progress check at age two
* Helping at sessions of the setting.
* Sharing their own special interests with the children.
* Helping to provide, the equipment and materials used in the children's play activities.
* Taking part in events and informal discussions about the activities and curriculum provided by the setting.
* building friendships with other parents in the setting.

**Key person and your child:** Our setting uses a key person approach. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that what we provide is right for your child's particular needs and interests.

**The setting's timetable and routines:** Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in the setting are provided in ways that:

* Help each child to feel that she/he is a valued member of the setting.
* Ensure the safety of each child.
* Help children to gain from the social experience of being part of a group and provide children with opportunities to learn and help them to value learning.
* The timetable is flexible and adaptable to the children’s individual needs.

**The session:** We organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others.

Outdoor activities contribute to children's health, their physical development, and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor playroom(s).

**Healthy Eating and mealtimes:** Fenham Playgroup regard snack and mealtimes as an important part of a child’s day. Eating represents a social time for children and adults and helps children to learn about healthy eating.

We promote healthy eating using a variety of resources and materials in activities. At snack and mealtimes, we aim to provide nutritious food, which meets the children's individual dietary needs.

We promote healthy eating and mealtimes in our setting by:

* Finding out from parents their children's dietary needs and preferences, including any allergies. (*See the Managing Children’s, Health, Sickness and Allergies Policy in the Health and Safety Section*.)
* We record information about each child's dietary needs in her/his personal file and parents sign the record to signify that the information provided is correct.
* Any changes to the child’s dietary requirements must be provided in writing.
* We regularly consult with parents to ensure that our records of their children's dietary needs, including any allergies are up to date. Parents sign the up-dated record to signify that the information provided is correct.
* We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
* We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes.
* For children suffering with food allergies the playgroup will provide food for snack that does not contain any of the allergies that have been recorded about a child within our setting.
* If a child suffers a life-threatening allergy relating to food, the setting staff discuss with parents and when necessary parents are asked to provide food for their child. This needs to be agreed with the managers/ company directors and child’s parents, this information will then be recorded for all staff to see.
* We plan snack menus in advance, involving children and parents in the planning.
* Menus are displayed on the parent’s notice board.
* We provide nutritious food for all snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives, and colourings.
* We include a variety of fresh fruit, vegetables, dairy, toast, crackers, and an occasional birthday cake.
* We also try to include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
* We take every care to ensure we do not provide food containing nuts or nut products; however, this cannot be guaranteed. We are especially vigilant where we have a child who has a known allergy to nuts and work closely with the parents to ensure the child does not have access to these ingredients or products.
* Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.
* We require staff to show sensitivity for children's diets and allergies. Members of staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
* We organise meal and snack times so that they are social occasions in which children and staff participate.
* We use meal and snack times to help children to develop independence through making choices, serving food and drink, and feeding themselves, where appropriate and safe to do so.
* We provide children with cutlery that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
* We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day.
* We inform the parent of the foods the child has eaten that day and the quantities taken.
* To protect children with food allergies, we discourage children from sharing and swapping their food with one another.
* At each table, a member of staff sits with the children and is responsible for helping, supporting and encouraging the children to eat. Ensuring the children are fully always supervised in a safe and controlled environment.
* For children who drink milk, we provide semi-skimmed milk.
* We require those working with food to be trained and competent to do so. Food hygiene matters and the job training are included in the staff induction package.
* Persons responsible for the hygiene and safe handling of food will fill in a daily checklist form.

If an incident of food poisoning occurs, we notify Ofsted, Environmental Health Department and the Health Protection Agency of any food poisoning affecting two or more children looked after on the premises as soon as is reasonably practicable, but in any event within 14 days of the incident. (*For more information, please see the Food Hygiene Policy in the Health and Safety section*)

**Transitions:** The transition from room to room will be completed when a child is ready to move to the other room based on either the key person observations and/or parents/carers observations on a child and not based on their age.

The child’s key person, the manager and parent work closely with one another to discuss the appropriate time that the child will ‘move through’. The child’s current key person will then have a meeting with the child’s new key person and all other staff in the new room to explain the child’s ‘Learning Journey’ and discuss fully the child’s individual needs.

The child’s current key person will also have a formal meeting with the child’s parents/carers to inform them of the child’s development level. If the parents or key person have any concerns about the child, these will be discussed in the meeting. This will be recorded in the transition form.

The parent will be introduced to the new key person and staff in the new room so that they can see their child’s new environment and discuss the routine and changes that differ from the previous room.

The key person will arrange settling times for the child with the new room and inform the parents. The key person will take the child through for settling periods until the child feels happy, secure and comfortable in their new environment. We will work closely with the parents to inform them, how their child is settling in. We have a flexible play time routine which allows children from different rooms to mix, helping to make the transition into the new rooms easier for some children.

**When a child moves on to a new setting:** With parental permission we support the child by discussing their move. Parents are provided with their child’s original ‘Learning Journeys’, observations and assessments. Where possible we liaise with the child’s new setting to ensure a harmonised transition for the child.

Observations and assessments will be passed on to the new setting (parent’s pre-parental consent is given when the children originally start our setting.) A copy of the child’s records and all documentation will be kept on file at the playgroup for at least three years and twenty-one years for accident records. Some of the documents are kept at the playgroup registered office. Confidential records are shared where there have been child protection concerns according to the process required by Newcastle Local Safeguarding Board. We encourage parents to stay in touch once the child has moved on and visit the playgroup with the child when they can.

When a child attends one or more settings pre parental consent is obtained to share information on the child across the settings to support the transition process.

**Nappy Changing and Toilet Training:** No child is excluded from participating in our provision who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training unless there are medical or other developmental reasons why this may not be appropriate at the time.

We make necessary adjustments to our bathroom provision and hygiene practice to accommodate children who are not toilet trained yet. We see toilet training as a self-care skill that children can learn with the full support and non-judgemental concern of adults.

Nappy changing can be a very distressing part of the day to some children, so we use the following procedures to include children and make them feel more relaxed:

* We try to make changing time relaxed and promote independence in children by talking, singing, and interacting with the child to ensure minimum distress.
* The nappy changing area is warm, clean, and safe for all children.
* Each young child has their own bag to keep their nappies or ’pull ups’ clean and tidy.
* Gloves, aprons, and masks are worn before changing starts and the area is thoroughly cleaned between each nappy change.
* All members of staff are familiar with the hygiene procedures and carry these out when changing nappies.
* If young children are left in wet or soiled nappies/pull ups in the setting this may constitute neglect and will be a disciplinary matter. Settings have a ‘duty of care’ towards children’s personal needs.

We are here to assist both child and parent when a child takes their next developmental steps in toilet training Toilet training can be a very difficult and uncomfortable time for some children. Children will need a constant reminder, and staff will be able to identify children’s individual needs. When a child is toilet training:

* Young children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
* All members of staff are empathetic to the children’s individual needs and ensure individual children and parents wishes are met.
* All the staff remain supportive and help if needed and respect privacy of the child if requested.
* Lots of positive praise, smiles, claps, and encouragement are given throughout, not just once the child has produced a movement.
* The parent’s strategies of potty training at home should be included in the nursery routines to meet all the children’s individual needs such as sticker or special praise words in their home languages.
* Children are encouraged to wash their hands and have soap and paper towels to hand. They should be allowed time for some play as they explore the water and the soap.
* Older children access the toilet when they have the need to and are encouraged to be independent.
* There are children’s steps available should they be needed.

**Special Educational Needs (SEN) / Disability Policy**

**Statement of Intent:**

The members of staff at Fenham playgroup believe that all children have a right to a broad and balanced early year’s curriculum. All children are welcomed, regardless of their individual needs and are welcomed to our inclusive setting. To achieve this, we work closely with the children, parents and carers, the Early Years Inclusion team within Newcastle and other agencies if this is necessary.

We have regard for all legislation and guidance applying to the setting:

* Special Educational Needs Code of Practice (2014)
* Special Educational Needs and Disability Act (2001)
* Equalities Act 2010 (Disability Discrimination Act (1995)
* Early Years Foundation Stage (2017)
* Every Child Matters (2003)
* Children’s Act 2014

We have access to Early Years Inclusion Team in Newcastle for Special Educational Needs (SEN) training and to support individual children.

**Our Aim:**

We aim to identify children’s needs and provide early intervention support. We aim:

* To provide support to parents/carers, to encourage parents/carers to express their own concerns regarding their child and to be an integral part of any decision making.
* To ensure that the individual needs of all children are met, including children with special education needs and disabled children.
* To identify any needs a child may have and to work with the child and their parents or carers to address those needs.
* Through observations and discussions with colleagues, parents and carers and the child (when appropriate) to value and acknowledge the child’s preferences.
* To include parents and carers in their child’s learning.

We have an appointed person in our setting who has the role of Special Educational Needs Coordinator (SENCo). The SENCo role is to:

* To coordinate the SEN practice within the setting and support practitioners to promote inclusive practice.
* To work in partnership with parents/carers and keyworkers in the setting.
* Liaise with senior management to identify cohorts of children that are not meeting expected levels of development.
* Advice and support practitioners in the setting who have identified a concern regarding a child’s development.
* Ensure that appropriate SEN Support is in place and regularly monitored. To develop strategies and SEN Support Plans to help the child access the early year’s curriculum and make progress.
* SEN Support Plans should be reviewed regularly, ideally half-termly/termly within the Early Years.
* Ensure liaison with parents and carers to ensure they are aware and involved with the SEN Support plan and are kept informed of their child’s progress.
* Ensure liaison with other professionals in respect of children with SEN including the Local Authority Early Years & Childcare advisor.
* Review the SEN Policy annually.
* Review the setting’s Local Offer and update regularly.
* To attend statutory training and any relevant SEN training, as arranged through the local authority and the E-East Team.

**Training:** The SENCo is required to update their training every three years by attending ‘Supporting children with additional needs’ statutory training with the local authority.

The SENCo is required to attend three inclusion meetings per year and other relevant training opportunities to develop their knowledge and expertise.

All practitioners are required to attend Basic SEN Awareness training as suggested within the SEN Code of Practice 2014 and which is also set out in the nursery education funding terms and conditions.

A yearly audit of training on SEN and Disability will be held to ensure the setting has an identified and experienced/trained SENCo.

**SENCo responsibilities:**

* To ensure that the SEN policy is annually reviewed and that all staff and parents can contribute to the review.
* The SEN policy will be made available to all staff, parents/carers, who will be encouraged to comment, considering the views and feelings of the children.
* Not to treat a disabled child ‘less favourably’.
* To make ‘reasonable adjustments’ for disabled children.
* To support staff in the identification of needs, planning of programmes and development of strategies to support disabled children and children with SEN in the setting.
* To ensure that SEN Support Plans are in place and are regularly reviewed every term (ideally half-termly) with parents or carers and other professionals when appropriate.
* To ensure that all SEN Support Plans are agreed and signed by the child’s parents/carers.
* To liaise with other professionals involved with the child when appropriate.
* To keep colleagues informed of current relevant SEN information.

**Arrangements for identification and Assessment. Assess, Plan, Do, Review:**

Key workers will identify and discuss concerns with SENCo or manager. SENCo will support practitioner with implementing different strategies and/or techniques with a limited period of “monitoring” – **Assess, Plan & Do.**

If progress or concerns are still evident, then Parents will be invited to a meeting to discuss their child’s progress and if necessary, agree to implement a SEN Support Plan – **Review.**

If after the initial implementation of an SEN Support Plan, it is agreed that the child needs something additional to or different from our usual early year’s curriculum we will support the child as follows:

* Submit an Inclusion Proforma to the Local Authority for support and guidance from an Early Years Inclusion Officer (EYIO).
* To continue the graduated cycle approach of Assess, Plan, Do, Review with regular termly/half-termly meetings to review the graduated cycle and implement further strategies suggested by EYIO.
* If after following the Assess, Plan, Do, Review cycle and the needs of the child are still not able to be met within the setting’s Local Offer, then “funding” may be attached to the SEN.

Support Plan to enable the setting to purchase new resources, allocate key person time to “step up” implementation of strategies etc. This funding will be at the discretion of the Early Years Inclusion Officer. It may be that further support and advice will be requested from professionals such as the Sensory Team, Educational Psychology Team, Health Visitor, Speech and Language Therapy Team, Physiotherapy or Occupational Therapy Team.

The SENCo/Key worker will liaise with the external professionals and use strategies and advice given to support the child’s development. Relevant professionals will also be invited to attend SEN Support Plan meetings – but meetings should continue without if these professionals are unable to attend, but updated SEN Support Plans and/or reports should **ALWAYS** be copied to those professionals involved. If the child’s development and progress remain significantly delayed, a referral for an Educational Health & Care Plan (EHCP), Assessment may be made to the Local Authority.

**We plan to include disabled children and children with SEN as follows**:

* Adapting activities to that they are accessible to all children.
* Allocating a key person to get to know the child and how the child learns.
* To meet more individual needs, we can use simple but effective other strategies, e.g., Visual timetables and other visual support, simple signing, behaviour programmes, social skills groups, motor planning activities etc.

**Request for EHCP Assessment:** If the parents or carers, the SENCo, and EY Inclusion team consider that the setting has “exhausted” their Local Offer to meet the needs of the child, an EHCP Assessment will be made to Special Educational Needs Team within the Local Authority.

**Building/environment:** We can offer suitable wheelchair access into the setting. There is a large bathroom area to allow wheelchair access. We also have suitable wheelchair access to the outdoor play area.

We would be open to looking at changes that may need to be incorporated in the future as appropriate.

**Complaints Procedure:** Please speak to your child’s key person or SENCo in first instance (to be added by individual setting).

**Partnership with parents:** Parent/carer meetings to be arranged with key person to discuss any concerns. All meetings and written reports will be confidential and only shared with other professionals with parental consent.

**NB. Concerns in respect of child protection are exempt from these restrictions.**

SEN Support Plans are working documents and as such may need to be freely available to staff in the setting – any confidential information disclosed on the **overleaf** page of a SEN Support Plan will **not** be freely available to all staff. We will, if appropriate give parents’ advice and/or signpost where to seek support outside the setting, e.g., Children Centres, Parent Support Groups etc.

**Complaints Procedure Policy**

**Statement of intent:**

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

**Our Aim:**

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

**Procedure:**

How to complain:

***Stage 1:***

* Any persons who have a concern regarding an aspect of the setting's provision talks over, first, his/her worries and anxieties with the child’s key person or room leader.
* Most complaints should be resolved amicably and informally at this stage.

***Stage 2:***

* If this does not have a satisfactory outcome, or if the problem recurs, the parent records their concern on a Complaint referral sheet. (This document can be found in the complaints folder, located on the parent’s information table and it is available on request).
* The setting stores written complaints from parents in the child’s separate file. However, if the complaint involves a detailed investigation, the setting manager may wish to store all information relating to the investigation in a separate file designated for this complaint.
* The playgroup manager will provide a response to all written complaints within 28 days from having received the complaint, which will clearly indicate action taken.
* Most complaints should be able to be resolved informally at Stage1 or at Stage2.

***Stage 3:***

* If stage one and two do not have satisfactory outcomes then the person moves to stage three, requesting a meeting with the setting manager. The meeting will be recorded by the manager and signed by both parties. The record includes the discussion that was made as well as any decision or action to take as a result. If a satisfactory outcome has not been reached, the parent proceeds to next stage.

***Stage 4:***

* A meeting will be held with the parent and playgroup managers. When the managers have concluded their investigations, a final meeting between the parent and managers will be held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint.
* 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, Children’s Service and Skills (Ofsted) and the Local Safeguarding Children Board:***

Parents may approach Ofsted directly at any stage of this complaint’s 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 email of our Ofsted regional centre is:

**The National Business Unit Ofsted**

**Piccadilly Gate Store Street Manchester M1 2WD**

[**Enquiries@ofsted.gov.uk**](mailto:Enquiries@ofsted.gov.uk)

When making a complaint to Ofsted, you will need to quote our registration number:

**Registration Number EY544285**

Ofsted contact number **0300 123 1231**

These details are displayed on our setting parent’s notice board.

If you wish to make an allegation against a member of staff, please follow our child protection procedure. In these cases, both the parents/carers and the setting are informed, and the setting manager will work with Ofsted or the Newcastle Safeguarding Children Board to ensure a proper investigation of the complaint followed by appropriate action.

A record of complaints against our setting and/or the children and/or the adults working in our setting is kept, including the date, the circumstances of the complaint and how the complaint was managed. The complaints record is filed available upon request. Complaint referral sheets are available on the parent information table.

**Equality and Diversity Policy**

**Statement of intent:**

We will ensure that our practice is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability, or disability. Children grow up in diverse family structures that include two parent and one parent families; some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles, and cousins while others may be more removed from close kin or may live with other relatives or foster carers. Some children have needs that arise from disability or impairment or may have parents that are affected by disability or impairment.

We understand that these factors affect the well-being of children and can impact on their learning and attainment. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

**Our Aim:**

We aim to:

* Provide a secure environment in which all our children can flourish and in which all contributions are valued.
* Include and value the contribution of all families to our understanding of equality and diversity.
* Provide positive non-stereotyping information about different ethnic groups, religions, cultures, beliefs, and people with disabilities.
* Improve our knowledge and understanding of issues of equality and valuing diversity practice.
* Challenge and eliminate discriminatory actions.
* Make inclusion a thread which runs through all the activities of the setting; and foster good relations between all communities.

**Admissions:** It is our intention to make our setting accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair, and clearly communicated procedures:

* We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.
* We ensure that information about our setting is accessible, in written and spoken form.
* We arrange our waiting list on a first come first serve basis within each individual room. We give priority to siblings of children that currently attend the playgroup. In addition, our policy may consider the following:
  + We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
  + We describe our setting and its practices in terms that make it clear that it welcomes both fathers and mothers, other relations, and other carers, including child-minders.
  + We describe our setting and its practices in terms of how it treats each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion, and ethnicity or from English being a newly acquired additional language.
  + We describe our setting and its practices in terms of how it enables children and/or parents with disabilities to take part in the life of the setting.
  + We monitor the gender and ethnic background of children joining the group to ensure that our intake is representative of social diversity.
  + We make our Valuing Diversity and Promoting Equality Policy widely known.
  + We consult with families about the opening times of the setting to ensure we accommodate a broad range of family needs.
  + We are flexible wherever possible about attendance patterns to accommodate the needs of individual children and families.

Our setting is open to all members of the community:

* We advertise our service widely.
* We reflect the diversity of our society in our publicity and promotional materials.
* We provide information in clear, concise language, whether in spoken or written form.
* We base our admissions policy on a fair system.
* We do not discriminate against a child or their family, or prevent entry to our setting, based on a protected characteristic as defined by the Equalities Act 2010. They are:
* Disability
* Race
* Gender reassignment
* Religion or belief
* Sex
* Sexual orientation
* Age
* Pregnancy and maternity
* Marriage and civil partnership
* We do not discriminate against a child with a disability or refuse a child entry to our setting for reasons relating to disability.
* We ensure that all parents are made aware of the equality and diversity policy.
* We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
* Displaying openly discriminatory and possible offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

**We act against any discriminatory behaviour by staff or parents/carers whether by:**

**Direct discrimination** – someone is affected unfavourably by a general policy e.g., children must only speak English in the setting.

**Association** – discriminating against someone who is married to a person from different cultural backgrounds.

**Perception** – discrimination on the basis that it is through someone has a protected characteristic e.g., assuming someone is gay because their mannerism or how they speak.

**Employment:**

* Posts are advised and all applicants are judged against explicit and fair criteria.
* Applicants are welcome from all backgrounds and posts are open to all.
* The applicants who best meets the criteria is offered the post, subject to references and checks by the Criminal Record Bureau / DBS. This ensures fairness in the selection process.
* All job descriptions include a commitment to equality and diversity as part of their specifications.
* We monitor our application process to ensure that it is fair and accessible.

**Training:**

* We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
* We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop their skills of critical thinking.

Our environment is as accessible as possible for all visitors and services users. If then we make reasonable adjustments to accommodate the needs of disabled children and adults.

**We do this by**:

* Making children feel valued and good about themselves.
* Ensuring that children have equality of access to learning.
* Adjust the environment and resources to accommodate a wide range of learning, physical and sensory impairments.
* Make appropriate provisions within the curriculum to ensure each child received the widest possible range of communities in the choices of resources.
* Avoiding stereotypes or derogatory images in the selection of books or other materials.
* Celebrating a wide range of festivals.
* Creating an environment of mutual respect and tolerance.
* Differentiating the curriculum to meet children’s special educational needs.
* Helping children to understand that discriminatory behaviour and remarks are unacceptable.
* Ensuring that the curriculum offered is inclusive of children with special education needs and children with disabilities.
* Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning.
* Ensuring that children who speak other languages are supported on the maintenance and development of their home language by displaying different language posters, photos, signs, and key words that they use at home in the setting.

**Valuing Diversity in Families:**

* We welcome the diversity of family life and work with all families.
* We encourage children to contribute stories of their everyday life into the setting.
* We encourage parents/carers to take part in the life of the setting and to contribute fully.
* For families who speak languages in addition to English, we value the contribution their culture and language offers.
* We offer a flexible payment system for families of differing means with authorisation of the manager/directors.

**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, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

**Meetings:** Information about meetings is communicated in a variety of ways – written, verbal and in translation where possible, to ensure that all parents have information about and access to the meetings.

**Monitoring and reviewing:** To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion, and valuing diversity. If a concern is raised regarding any policy or procedure it will be reviewed immediately by the playgroup manager.

**Fenham playgroup is an equal opportunity Nursery provider.**

**The legal framework for this policy is:**

Children Act 1989, 2004

Special Educational Needs and Disability Act 2001.

The Equality Act 2010

**Fundamental British Values**

We at Fenham Playgroup are an inclusive setting. Our daily routines and the Early Years curriculum we follow enables children to be independent learners, to make their own choices and to build strong relationships with their peers and all adults. Our setting believes that children flourish best when their personal, social, and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We will challenge children, staff or parents who express opinions contrary to fundamental British values.

The Fundamental British Values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2021 Early Years Foundation Stage.

***Democracy: Making decisions together***

We respect, listen to and act on children's and parent's voice. Children are involved in making class rules and they are expected to contribute and co-operate with them, considering the views of others.

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

* Management and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other’s views and values, and talk about their feelings.
* When appropriate adults should demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
* Staff can support the decisions that children make and provide activities that involve taking turns, sharing, and collaborating ideas. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

***Rule of Law: Understanding rules matter.***

We consistently reinforce our high expectations of children. Children are taught the value and reasons behind our expectations (rules), that they are there to protect us, that everyone has a responsibility and that there are consequences when rules are broken.

Our ‘Positive Behaviour Policy' aims to teach children to behave in socially acceptable ways and to understand the rights and needs of others. We use positive strategies to handle any conflict, and praise and acknowledge desirable behaviours. We document all incidents of behaviour that is deemed in breach of this policy and the fundamental British values principles. Incidents are monitored and preventative action taken where necessary.

As part of the focus on managing feelings and behaviour as cited in Personal, Social and Emotional Development:

* Staff can ensure that children understand their own and others behaviour and consequences of their behaviour and learn to distinguish right from wrong.
* Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

***Individual Liberty: Freedom for all***

At Fenham Playgroup children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As an Early Years provider, we educate and provide boundaries for young children to make choices, to manage risks, through our provision of a safe environment and empowering teaching.

Children are encouraged to know, understand, and exercise their rights and personal freedoms and are given opportunities to resolve conflicts effectively.

As part of the focus on self-confidence and self-awareness and people and communities as cited in Personal, Social and Emotional Development and Understanding the World:

* Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences, and learning.
* Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example, in a small group discuss what they feel about transferring to reception class.

***Mutual Respect and tolerance: Treat others as you want to be treated.***

At Fenham Playgroup we value all our children and families. We celebrate cultural and religious diversity and promote mutual respect. Children are modelled respect through caring, sharing and listening to others. Adults help children to understand how their actions and words affect others. All children, including those with special educational needs and disabilities are valued for their individuality and supported to achieve their best. Children are taught that life is not the same for everyone and we support charities such as 'Red Nose Day', 'Children in Need' and the local food bank.

We aim to enhance children’s understanding of different faiths and beliefs by participating in a range of celebrations throughout the year. Children can dress-up in clothes and try different foods from other cultures and we encourage parents/carers to participate and support our multi- cultural events.

As part of the focus on people and communities, managing feelings and behaviour and mailing relationships cited in Personal, Social and Emotional Development and Understanding the World:

* Management and staff should create an ethos of inclusivity amend tolerance where views, fail this, cultures and races are valued and children are engaged with the wider community.
* Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions, and share and discuss practices, celebrations and experiences.
* Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other people’s opinions.
* Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children’s experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

Having a minimum approach such as posters on the wall or multi faith books on the shelves is not actively promoting fundamental British values. We must also remember what is not acceptable:

* Actively promoting intolerances of other faiths, cultures, and races.
* Failure to challenge gender stereotypes and routinely segregate girls and boys.
* Isolating children from their wider community
* Failure to challenge behaviours (whether staff, children, or parents) that are not in line with fundamental British Values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

**Consumables Table**

At Fenham Playgroup we do not charge for consumables. The funding hours are free, you will only be charged if you purchase additional hours.

| **Description** | **Unit** | **Unit price** | **Line total** |
| --- | --- | --- | --- |
| Free entitlement hours –15 / 30 hours per week | Weekly | Free | Free |
|  |  |  |  |
| Additional hours purchased – | Weekly |  | £4 per hour |
|  |  |  |  |
| Meals/snacks **–**  **Snack – free**  **Lunch - parents provide childs packed lunch** | Daily Weekly |  |  |
|  |  |  |  |
| Consumables (for example, nappies and sun cream) **[Parents provide sun cream, nappies, wipes)** |  |  |  |
|  |  |  |  |
| Additional voluntary services (for example, trips, forest school sessions or foreign language lessons) **(No charge)** | Ad Hoc |  | Free |
|  |  | **Total** | £ |

**[For Tax Free Childcare or Universal Credit Childcare to claim back some of the costs, I will provide you with an invoice and receipt for you to upload on your universal credit account. For tax free childcare you need to register playgroup details on your account]**