# Organisation Policy

Last revised: September 2023

*The following policy is agreed with and undertaken by all members of staff representing Little Lyndhurst.*

**Contents**



## Marketing

The signage for Little Lyndhurst is prominent, colourful and clear. Little Lyndhurst is included within the main school signage thus emphasising the close and integrated nature of the two settings.

The premises are accessible and welcoming.

The setting advertises its services via Nursery websites, leaflets and flyers, open days and the school's website material.

Questionnaires are circulated to obtain parents' opinions and suggestions and children are consulted via House meetings, school council meetings and classroom discussions.

## Information

The school's website contains comprehensive information regarding Little Lyndhurst.

Policy details, complaints procedures and ISI reports and contact details are all included.

Little Lyndhurst is featured in the school's prospectus.

An exit questionnaire is issued to parents when they leave the setting and free and frank opinions and reviews are welcomed and considered for future action plans.

The building has easy wheelchair access and is contained within a ground floor area therefore no stairs are required/present.

Both the indoor and the front outdoor area have easy access and are free of obstructions. The access to the back garden has a step down to it.

Indoor and outdoor risk assessments ensure the safety and suitability of the premises.

The room layouts allow for easy movement and storage of equipment ensuring it is easily accessible for the children. Furniture is of a suitable height for the children.

We operate an Inclusion policy. Children are monitored and assessed by their Key Person and specialist assessment aids, such as Ann Locke documents, are utilised when additional needs are identified.

Information received from parents is integral to our assessment and monitoring processes and they play a key role in the future learning and development of their child included at every stage.

Parents provide comprehensive details about their children prior to their child starting in Nursery, Pre- Reception and Reception.

Specialist bodies and outside agencies are welcomed and consulted where necessary and, with the parents' consent and cooperation. Multidisciplinary meetings are conducted where appropriate.

We complete Learning Journeys through Tapestry for each child which plot a child's progress and detail their development.

Initial observations and assessments are carried out when the children enter the Nursery, Pre-Reception and Reception classes and these are updated prior to formal reports being issued to the parents. Results are plotted through tracking and explained to parents during Parents' evenings or as requested.

We hold regular parents' evenings, information evenings, open days and attend and host transition meetings between settings.

A daily register is completed for every child and for staff attendance. Visitors are required to sign in and out as necessary.

## Suitable People

Recruitment and Retention

We do not recruit from CVs only. Every applicant is required to complete an application form and a copy of our Equal Opportunities policy.

The staff responsible for interviewing and recruiting a candidate have all completed the Safer recruitment training.

Interview templates of listed questions relating to the post are prepared and these are posed to each applicant during an interview of equal duration by the same team of interviewers.

The chosen candidate is informed and their referees are contacted. Only when their references have been received and checked will an offer of the post be made. Every effort is made to speak to the applicant's referees.

Applicants complete an enhanced DBS check as required by the Independent Safeguarding Authority. The ISA require all employers to register staff and volunteers for ISA approval. The successful applicant will not commence duties until approval is received.

We obtain an enhanced criminal records check in respect of every person aged 16 and over who works directly with the children, lives on the premises, works on the premises.

Additional criminal records checks are made for anyone who has lived or worked abroad.

Contracts signed by new members of staff include detailed job descriptions and they will be asked to confirm that they understand the school's Equal Opportunities and Confidentiality policies.

As part of their Induction process, new members of staff are issued with the school's Code of Conduct which details dress code, confidentiality, mobile phone and internet policies.

The Induction process explains and details information regarding roles and responsibilities, emergency evacuation procedures, Safeguarding training, the KCSIE (Keeping Children Safe in Education), equality of opportunity and health and safety issues.

There is a detailed Code of Conduct for staff included in the Induction process which new staff are required to read and sign.

Staff sign to confirm receipt of the policy documents and their intention to read and understand them. They are encouraged to direct any questions to their designated mentor.

A Probationary period is attached to the acceptance of the post.

Students and volunteers are also supplied with copies of policies and are expected to adhere to the Code of Conduct.

We adhere to regulatory requirements when recruiting, understanding that the Head of Early Years should hold at least a Level 3 qualification and have at least 2 years' experience. The rest of the Early Years staff should hold a full and relevant Level 2 qualification. We also ensure there is a named Deputy at the setting.

Visitors to the setting are required to sign in and out providing proof of identity and purpose of their visit. They are asked to relinquish their mobile phone and any digital recording device which will be kept securely in the office for the duration of their visit. Should adequate reasons for retaining the above be given then they will only be used in the company of the Head of Early Years or the Deputy and contents verified before the person leaves the building.

Emergency evacuation procedures are explained to the visitor on arrival.

Visitors/students are never left unaccompanied in the presence of the children.

<u>Induction process</u>

The Induction process begins with the use of a prepared list of items which the Mentor will explain and date as they are discussed with the new staff member. (see previous details)

The Complaints procedure is explained at this time and the Code of Conduct is discussed.

The Mentor is an existing, experienced member of staff who is chosen as "Best Fit" to the future needs and development of the new member of staff and would usually operate within the same room setting.

Appraisal and Supervision meetings are conducted throughout the Probationary period. These are designed to support the new staff member in their new role and afford an opportunity for raising any concerns from either party.

Duties and roles are discussed during the interview process and these are detailed and confirmed during the Induction process and monitored during the Probationary period.

Adult/ child ratios are maintained during periods of staff absence due to illness, training, non-contact time etc.

We are able to call upon the services of regular cover staff who are recruited either from the main school or a supply agency that is regularly used.

Supervision meetings occur on a termly basis whilst Appraisal is an annual process.

Training is linked to Appraisal/Supervision issues and areas identified for development. Consideration is given to the need to remain conversant with current requirements both in welfare and learning. Supervision allows an opportunity to discuss any child protection concerns which might exist.

Allocated non-contact time depends upon the attendance figures both of staff and children and the maintenance of room ratios. This allows time for the Key person to update Learning Journeys and plan and prepare resources for their group of children. It also allows time to meet with parents should they request a meeting with their child's Key Person.

Supply staff are accessed when necessary in order to cover staff absences for training periods and illness to maintain ratios.

Regular team meetings, positive feedback and open access to the Head of Early Years all help to motivate, support and reassure staff and create an atmosphere where information can be shared easily.

Staff Training and Development:

The Head of Early Years is a graduate and an experienced, qualified teacher who has worked within the Early Years for many years. The Deputy for Early Years is the Head of Pre-Prep. The Learning Support Assistant in Reception is a trained teacher. The Early Years Lead Practitioner in Pre-Reception has a Foundation Degree in Teaching and Learning, level 5. The Early Years Practitioner in Pre-Reception has a level 3 Diploma in Childcare. Parents are welcomed into Reception to help with hearing the children read.

Regular staff training in Paediatric First Aid, Safeguarding children and fire training is updated as required by regulatory time scales. These may take the form of "Inset" training to include members of the main school staff.

Staff attending training courses "cascade" training information to remaining members of staff during staff meetings.

Training identified via Appraisal/Supervision is arranged as well as regular updates to required training.

Training areas are also informed by current/particular needs of the children in our setting. This could be training related to additional needs, communication, and use of the Epi-pen.

All staff, including the Head of Early Years, work directly with the children.

Staff are encouraged to gain qualifications and information on training support opportunities is circulated and brought to their attention during staff meetings.

Every member of staff has an individual Appraisal documents file which includes information on training accessed and certificates received.

Staff meetings occur every week or as necessary. These present an opportunity to discuss effectiveness of training and to review future needs, to "cascade" training information and to discuss any concerns/issues.

Staff have designated roles which reflect their particular strengths and take account of their job descriptions and attendance patterns. The role of DSL is the responsibility of a full time, senior staff member.

We offer placements to students undertaking childcare qualifications and support them in their role and studies.

## Records, Information and Reflective Practice

Records and Information

Registration forms detail important information, names and addresses of the parents, two or more Emergency contact names and addresses, health information, prior consent for emergency or urgent treatment, authority for collection and details of any alternative person with permission for collection. On the child's initial visits, we go through the Admissions paperwork with the parent/s. We have an informal 'get to know the parents and child' chat which provides a starting point for the child's Learning Journey, information on the child's interests and first language together with details of any second setting which they might attend.

We retain discussion notes in the children's records on our MIS (Management Information System) detailing any conversations/issues which the parents may have brought to our attention. These are considered if and when any action or concern requires future monitoring or specific planning. All records are retained during the child's attendance at Lyndhurst and for 3 years following their moving on.

All this information is strictly confidential and, where necessary, is stored securely in the office. Where necessary, each child has a separate section within the records folder. Staff are aware of the confidentiality of such information and this is stressed during staff meetings, appraisal/supervision and is linked to our policy on the use of mobile phones and digital devices.

We remind parents of the necessity to keep all this information current and to inform us of any change in any of the above areas or in the child's home circumstances.

The above is particularly important for contact details and health/allergy details.

Policies and procedures are reviewed annually and when any additional requirement is necessary.

Parents' meetings occur, formally, twice yearly. This allows us to discuss in detail and confidence their child's progress and to consider any areas for attention. We do operate an

Open Door policy which enables meetings/discussions with parents whenever there is need or a desire to do so.

We issue Exit Questionnaires to the parents. These may be signed or left anonymously enabling the parents to be frank and honest in their replies. Suggestions for improvement/change are welcomed and considered for future reviews.

<u>Reflective Practice</u>

An annual SEF identifies areas for review and improvement as well as offering reassurance and positive feedback on any areas in which we may be performing well. The SEF is reviewed bi-annually in order to record matters which have been addressed and to add any new items for consideration.

Where possible, meetings with other settings enable us to discuss and exchange useful information and ideas relating to best practice as well as being able to view other settings and their routines and layouts. This always motivates reflection on our own setting and consideration of improvements or alterations which would enhance the setting and its practice.

Local Forums are attended by the Head of Early Years which also enable current information to be discussed and noted.

Observations of children's activities and evaluation of planning assist us to consider what works well and what needs to be revised. This can then inform future planning and indicates the areas/activities/strategies which elicit the best response from children.

We also continually evaluate our continuous provision gauging what and why items/activities work well or require improvement.

We have tried to complete a very basic children's questionnaire in discussion, one to one, with the children. This, we found, does not work well until the children are older and more confident.

Our Key Person policy enables greater understanding and knowledge of the children in our care. The Key Person is able to familiarise herself with all aspects of the child's preferred learning strategies and interests and to plan accordingly. It also establishes stronger, more trusting relationships with the parents and provides a platform for discussion and honest exchange.

Staff meetings, parents' evenings and our Open Door policy enable us to discuss and share learning, play and care information with the parents and between staff.

Weekly newsletters detail items of interest to the parents and offer information on the week's events and activities. They allow items to be brought to their attention regarding future events or remind them of the need to inform us of any change in circumstance which may be important. They also enable us to celebrate children's achievements and to detail any curriculum item which may need clarification.

Inspection reports are shared with the parents both in hard copy and online via the school website.

Notice boards within the reception areas display information regarding the setting's learning and welfare requirements as well as display information regarding insurance details, complaints procedures and staff qualifications.