

Hanbury's Farm and Oakhill Primary Schools Federation



Early Years Foundation Stage (EYFS) Policy 2023

This policy is in accordance with, incorporates and supplements whole school policies.

Title	Early Years Policy
Author	Hanbury's Farm and Oakhill Primary Schools Federation
Date approved	Summer 2023
Approved by	Stuart Cain – Chair of Governors
Signature	
Next review date	Summer Term 2024

Document History

Date	Author	Note of Revisions
April 2023	ES	Update in introduction to provision on offer across schools. Addition in Teaching and Learning policy section

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Teaching and Learning Policy.

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year.

At Hanbury's Farm the children are able to join us from 3 years of age, progressing through Nursery and then into Reception.

At Oakhill School, the children are able to join us from 2 years of age, progressing through Acorns (2 year olds), into Saplings (Nursery Cohort) and then into Oaks (Reception).

In partnership with parents and carers, we enable the children to begin the process of becoming active learners for life.

We endeavour to ensure that children "have the best possible start in life and the support that enables them to fulfil their potential." (Statutory Framework for the EYFS 2021)

The EYFS is based upon four principles:

- **A Unique Child** – developing resilient, capable, confident and self-assured individuals.
- **Positive Relationships** – supporting the children in becoming strong and independent.
- **Enabling Environments** – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- **Learning and Developing** – An acknowledgement that children learn in different ways and at different rates

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Positive Relationships

We recognise that children learn to be strong and independent through secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to indoor and outdoor environments that are set up in areas of learning with planned continuous provision.

Effective learning builds upon and extends prior learning and follows children's interests. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual Learning Journeys.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance and extend play as needed to further individual learning.

Learning and Development

The EYFS Leader, Teachers and Teaching Assistants provide the curriculum. We structure the topics around a central theme, selecting key texts to support the planning and activities under each topic heading. The themes show progression of skills across all areas of the EYFS Curriculum. Building on these skills ensures that all children receive a broad and balanced curriculum from their starting points. This learning feed into the wider school curriculum, ensuring progression in skills acquired in the EYFS into Key Stage 1 and beyond.

There are seven areas of learning and development of which three are "prime areas," and four "specific areas."

The prime areas are;

- Communication and language
- Physical development
- Personal, social and emotional development.

The specific areas are;

- Literacy
- Mathematics
- Understanding the World and
- Expressive Arts and Design

Through careful assessments and observations, including information provided by parents and other settings (where applicable), children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the SENCo.

At Oakhill Early Years, we carry out the Statutory Requirement of completing the 2 Year Check by the child's third Birthday. The outcome of this is shared with parents. Any causes for concern are shared with SENCo or the child's Health Visitor where appropriate.

At both Hanbury's Farm and Oakhill Primary School, we carry out the Statutory Requirement of completing the Early Years Foundation Stage Profile

At Hanburys Farm Primary School and Oakhill Primary School

“Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.” (Statutory Framework for EYFS 2021)

Planning and guided children’s activities will reflect on the different ways that children learn and reflect these in their practice. At Hanbury’s Farm and Oakhill we support children in using the three characteristics of effective teaching and learning. These are;

- **playing and exploring** - children investigate and experience things, and ‘have a go’;
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Inclusion / Special Educational Needs and Disabilities (SEND) Policy

All children and their families are valued at Hanbury's Farm and Oakhill Community Primary School's. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. The environment, setting rules and PSED activities promote respect for the needs, cultures and individuality of others and teach children to value difference. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools SENCo is called upon for further advice. Appropriate steps to address these needs are then taken in accordance with the school's Inclusion and Equal Opportunities policies for SEN. These will be reviewed termly and in partnership with parents.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

Dyslexia friendly

In order to accommodate the individual's particular learning style lessons will be planned wherever possible in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion. There will also be a consideration of how to record lesson outcomes so that the pupil is offered a variety of methods and is not inhibited by any specific difficulty.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Safeguarding Policy

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Children Policy)

"A secure, safe and happy childhood is important in its own right" (Statutory Framework 2021).

At Hanbury's Farm Community Primary School and Oakhill Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021, Keeping Children Safe in Education 2021 and Working Together to Safeguard Children 2018. We:

- Promote the welfare and safeguarding of children. There is a designated lead practitioner who takes responsibility for safeguarding children within the setting. All staff receive regular training and hold Level One in Safeguarding.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs and in accordance with whole school policy
- Ensure all adults who look after the children, or who have unsupervised access to them, are suitable to do so. All staff are DBS checked. Staff are always within sight of each other.
- Ensure that any causes for concern are recorded and passed on immediately to a senior member of staff, in accordance with the school's safeguarding policy.
- Ensure that the premises, furniture and equipment are safe and suitable for purpose. Floor space complies with the statutory requirements.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children. A record of dietary requirements and allergies for every child is obtained on entry, as is information regarding date of birth, names and addresses of every parent/carer, and emergency contact numbers.
- Ensure that there is an appropriate adult to child ratio and all children have a named key worker.
- Maintain an up to date record of those people allowed to collect each child at the end of the school day. Children will only be released to those identified on the record, unless previously

notified of an exception to this list. All children are signed for by the person collecting them and recorded as present on entry into the building.

- Ensure that the use of mobile phones or recording devices is prohibited within the setting, with the exception of the two i-pads upon which photographs are taken and used exclusively as part of the children's assessments and Learning Journeys.
- Ensure that the children are always within sight and hearing of a member of staff.
- Ensure that all staff are trained to spot causes of concern and in the school's procedures for sharing and reporting this information.
- Ensure that children are always within sight.
- Ensure that the outdoor area and classrooms are checked for any children before it is closed and left unattended.
- Ensure that children who are not collected from school are taken to the office where contact is immediately made with parents or persons identified on the contact form for that child. If contact cannot be made, a senior member of staff is notified immediately. If the child remains uncollected, Social Services and the police are notified.
- Ensure that all accidents are recorded and dated on the care plan section of Famly, and that parents are notified of these.
- Ensure that any existing injuries noted on entry into school are recorded on MyConcern, detailing the date the injury was noted, the name of the reporting member of staff and the nature of the injury. A note of the cause, as reported by the child and parent, should also be recorded.
- Ensure that any toileting incidents or accidents are dealt with immediately and appropriately, and that children are clean and offered unsoiled clothing. Children are changed with the door partially closed to ensure privacy by a member of staff who is within eyesight and hearing of an additional member of staff at all times. Toileting incidents are recorded in a designated book or on Famly. Nappy changing will also require two adults present.
- Ensure that any incident of a lost child is reported immediately to a senior member of staff, and that parents and police are notified immediately after an initial search has been conducted.

Safer Recruitment

All staff are DBS checked upon offer of employment within the setting. Under the Childcare Disqualification Regulations 2018 (made under section 75 of the Childcare Act 2006) staff may also be disqualified from working with children if they meet any of the criteria set out on the list below:

- . inclusion on the Disclosure and Barring Service (DBS) Children's Barred List
- . are found to have committed certain violent and sexual criminal offences against children and adults which are referred to in regulation 4 and Schedules 2 and 3 of the 2009 Regulations (note that regulation 4 also refers to offences that are listed in other pieces of legislation).
- . certain orders made in relation to the care of children which are referred to in regulation 4 and listed at Schedule 1 of the 2009 Regulations
- . refusal or cancellation of registration relating to childcare, (3) or children's homes, or being prohibited from private fostering (4) as specified in Schedule 1 of the 2009 Regulations
- . living in the same household where another person who is disqualified lives or is employed (disqualification 'by association') as specified in regulation 9 of the 2009 Regulations;
- . being found to have committed an offence overseas which would constitute an offence regarding disqualification under the 2009 Regulations if it had been done in any part of the United Kingdom

This document (Childcare Act 2006) is made available to staff upon an offer of employment and induction into their setting and is made available at all times. Staff MUST disclose immediately any details of personal circumstances which may affect their ability to legally work within the setting. This includes staff employed for any supervised activity (such as breakfast clubs, lunchtime supervision and after school care provided by the school) both during and outside of school hours for children in the early years age range, as well as staff who are employed to work in childcare provided by the school outside of school hours for children who are above reception age but who have not attained the age of 8. Any disclosed details are collected with due attention given to the legislation outlined in The Protection of Freedoms Act, and information collected is subject to the statutory guidance pertaining to Disqualification under the Childcare Act 2006 issued by the Department for Education (available to staff at all times). Following a disclosure, advice may be sought from the school's HR Provider or LADO (Local Authority Designated Officer).

Parents as Partners Policy

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- talking to parents about their child before their child starts in our school;
- providing the children with the opportunity to spend time with their teacher before starting school during transfer sessions;
- supporting children through the transition from pre-school to Reception with the children attending part time. This is also to support staff and parents in getting to know each other as well as the children.
- inviting all parents to an induction meeting during the term before their child starts school and again during the first half term of the child's Reception year in order to detail how we aim to work with their child particularly in relation to reading and phonics;
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a written report on their child's attainment and progress at the end of each school year;
- setting up a range of activities throughout the year that encourage collaboration between child, school and parents: stay and play sessions, celebration assemblies, school visits, enterprise days;
- ensuring all parents know that their child's teacher and teaching assistant are their key workers
- providing a quiet and confidential area where parents are able to discuss any concerns.
- regularly updating a Parents' Board with information regarding learning, activities, policies and upcoming events

Staffing Policy

At Hanbury's Farm Community Primary School and Oakhill Primary School, all staff working with children are checked for suitability and are appropriately qualified. Staff:

- are trained in Health and Safety and Safeguarding procedures and policies
- follow our Early Years Foundation Stage policies
- hold appropriate qualifications as outline in the Statutory Requirements
- are DBS checked and must disclose any criminal convictions
- are aged 17 or over if included within the adult to children ratios.

All staff have a designated key group of children for which they are responsible for the assessment, care and progress of. Children in this group are greeted by their key worker each day. The key worker meets with parents at least three times a year to report progress but is also available at all other times.

In addition:

- . at least one member of staff holds an up to date Paediatric First Aid qualification
- . at least one member of staff holds a relevant Food and Hygiene certificate

Staffing Ratios outlines in the Statutory Framework 2021 are adhered to.

Health and Safety Policy

At Hanbury's Farm Primary School and Oakhill Primary School, there are clear procedures for assessing risk (see whole school risk assessment policy) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

In addition to this, an annual risk assessment is conducted of the EYFS (see EYFS risk assessment). The EYFS risk assessment must be read in conjunction with other relevant whole school policies.

In line with the EYFS Statutory Framework 2021, at Hanbury's Farm Community Primary School and Oakhill Primary School, we ensure that:

- a whole school medicines policy is adhered to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. A written record is kept each time a medicine is administered to a child and parents/carers are notified on the same day, signing the written record to show that they are aware of this. (Statutory framework for EYFS 2021).
- staff must keep other staff informed of any medication that they are taking, and must not take any medicine which will impinge upon their ability to work safely with the children. Staff do not store medication within the setting.
- fresh drinking water is available at all times.
- children's' dietary needs are recorded and acted upon when required, and displayed in the Snack Area
- the setting has a snack and sink area that can provide healthy snacks and drinks. There is a member of staff available who has received level 2 food hygiene training.
- a first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy). As of September 2017, all Teaching assistants are paediatric first aid trained.
- the setting is a No Smoking and No Vaping zone
- mobile phones are not allowed.
- a separate area is available for changing children after toileting accidents. A nappy bin is used for soiled nappies/training pants. All staff wear plastic gloves when changing children

- a health and safety policy which covers identifying, reporting and dealing with accidents, hazards and faulty equipment is in place and reviewed annually (whole school policy).
- a fire and emergency evacuation procedure and policy is in place in accordance with whole school policy
- appropriate clothing, in particular in relation to the wearing of heels (stilettos or a heel that comes to a point) is worn. Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level.
- all equipment is checked regularly for cleanliness and safety.
- a daily risk assessment is completed ensuring suitability of equipment, area and staff.
- chemicals, paints, solvents and cleaning materials are stored safely and are not accessible by children.

Transition Policy

From Pre-school / Feeder settings into Reception

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition

- Parents are contacted via email once school places have been officially allocated. A welcome letter is sent outlining key dates well advance along with a copy of the admissions paperwork.
- Parents and children are invited to a number of stay and play sessions hosted by the child's new teacher and support staff. Parents are able to have an informal chat with staff and are provided with key information.
- At the Play and Stay sessions, parents are encourage to complete admissions forms, all about me profiles and sign up for convenient times for transition meetings in September
- Members of staff make visits / contact with feeder settings. The number of visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.
- SENCo will offer meetings with identified parents during the summer term
- Staff will provide children with a summer project to complete and return to school in September.

September Settling in

- Staff will offer parents one to one 'meet the teacher' appointments to discuss any concerns, answer questions or complete missing paper work. Parents will be provided with 'Family' Log In details.
- Staff will offer a play and stay session that children can attend with their parents
- Staff will offer a half-day session for children without parents.
- Staff will assume children are ready to start full time school as soon as possible unless agreed with parents that a child will need a longer settling in period.

Transition into Nursery (at any point of the year)

- Parents request an application pack. Once the application pack has been returned in full, staff can check availability of session requested.
- Parents are contacted via email to confirm a Nursery place has been officially allocated. A welcome letter is sent outlining key dates well advance.
- Parents are encouraged to attend a Play and Stay or one to one meeting as appropriate before starting Nursery. At this meeting, staff will arrange a settling in schedule for children on an individual basis. Parents are provided with Family log in details.
- All children are offered three free trial sessions before starting proper sessions - 1 hour, 2 hour and 3 hour sessions. If the child is agreed to be settled after these trial sessions, proper session patterns can commence.

Assessment Policy

"Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support" (Statutory Framework 2021).

In our Foundation setting, the children's assessment is a part of an ongoing process. Regular observations inform each child's 'next steps' and are recorded as part of each child's Learning Journey. Progress is tracked half termly for Reception and recorded using DcPro.

At Oakhill Early Years, we carry out the Statutory Requirement of completing the 2 Year Check by the child's third Birthday. The outcome of this is shared with parents. Any causes for concern are shared with the SENCo or the child's Health Visitor where appropriate.

At both Hanbury's Farm and Oakhill Primary Schools, we carry out the Statutory Requirement of completing the Early Years Foundation Stage Profile

All records are:

- accessible and available to all staff and parents at all times
- contributed to by all staff
- contributed to by the children
- kept in a secure place. All records are confidential
- regular information from parents is used as part of the assessment process
- shared regularly with parents. Assessments will be made available termly at Parents meetings and used as part of an informative, two way discussion.

Assessment at the end of the summer term.

During the children's time in Reception and Nursery regular assessments will be made of the children and where they currently, looking at Observation Checkpoints within The Development Matters Document.

This information will be shared with parents and staff within the setting. At the end of the summer term, the EYFS profile is completed with each child. All children's attainment is recorded as emerging or expected against the Early Learning Goals. A written commentary of the children's skills and abilities with regards to the Characteristics of Effective Learning is also produced.

All assessment information:

- . is shared and discussed with Year 1 teachers
- . is issued in written form to parents and carers

EYFS Mobile Phone and Devices Policy

The Early Years Foundation Stage (EYFS) team are committed to ensuring the safety of children in its care at all times. All staff recognise the importance of mobile phones in school, but are aware that casual or inappropriate use of mobile phones in the school could pose a risk to children.

In the EYFS, safeguarding pupils is paramount and it important that all staff use mobile phones and other technological devices appropriately to ensure that pupils are safe.

This policy applies to all staff, parents, visitors and volunteers working within the EYFS, and covers both indoor and outdoor areas of learning. Failure to adhere to this policy may result in disciplinary action.

EYFS Staff personal mobile phones

EYFS Staff will not use mobile phones while working.

EYFS Staff may use their use their mobile phones during break / lunchtimes in an area not used by children.

If EYFS staff need to make a personal call during a session, they should (with agreement of their line manager), make this in the agreed area not used by children.

EYFS Staff must give the school telephone number to their next of kin, in case it is necessary for the staff member to be contacted, in an emergency during session hours.

A School mobile phone will be taken on all school trips. This is in line with the statutory framework for the Early Years Foundation Stage which states that providers should take contact telephone numbers and a mobile phone on outings.

Mobile phones will be stored out of reach of children including staff, visitors, parents volunteers and students.

EYFS Children

Mobile phones, including those of staff, visitors, parents, volunteers and students, will be stored out of the reach of children.

EYFS Children are not allowed to bring mobile phones into school.

Visitors and parents/carers within the EYFS

The school will display a notice advising visitors and parents/carers throughout the school that mobile phones are not to be used in the setting. If a visitor or parent/carer is seen using their mobile phone, they will be reminded of the school policy and that School is a no phone zone.

Parents will be politely asked to switch their phone off whilst in School. If parents/carers wish to use their phone they will be advised to use this away from the school premises.

Photographic and video images within the EYFS

It is good practice at times to record photographic and video images of pupils, or to allow pupils to record images of each other to assist teaching and learning, or to celebrate achievement. There is, however, potential for images of children to be misused, in extreme cases for pornographic or grooming purposes. We therefore adhere to the following code:

- only record images when there is a justifiable need;
- ensure that pupils understand the reason for the recording of the images and how the images will be used and stored;
- ensure that all images recorded are available for scrutiny;
- avoid making recordings in one-to-one situations;
- on admission to the School, parents give consent that images and recordings of their children can be used for legitimate reasons;
- if a photograph is used, the pupils should not be named without direct parental consent; and
- where the School has decided that images should be retained for future use, they should be stored and used only by those authorised to do so.
- School tablets and our Tapestry / Family software is the agreed medium for EYFS staff to take and then store photographs of pupils. All these devices are securely locked via password protection.

Nappy changing & potty use policy

No child is excluded from participating who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards supporting them with toilet training their child, 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 in order to accommodate children who are not yet toilet trained.

We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

Procedures

- Key persons have a list for the young children in their care who are in nappies or 'pull-ups'.
- Young children from two years are encouraged to wear 'pull ups' or other types of trainer pants as soon as they are comfortable with this and their parents agree.
- Changing areas are safe and there is an area to lay young children if they need to have their bottoms cleaned.
- Each young child has their own bag on their peg with their nappies or 'pull ups' and changing wipes, nappy bags or spare changes of clothes.
- Gloves and aprons are put on before changing starts and the areas are prepared. Paper towels must be used on the changing mat freshly for each child.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- In addition, key persons ensure that nappy changing is relaxed and a time to promote independence in young children.
- 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.
- They will be encouraged to wash their hands and have soap and towels to hand.

- Key persons are gentle when changing; they avoid pulling faces and making negative comment about 'nappy contents'.
- Key persons do not make inappropriate comments about young children's genitals when changing their nappies
- Older children access the toilet when they have the need to and are encouraged to be independent.
- Nappies and 'pull ups' are disposed of hygienically. Any wet and/or soil (faeces) in pants is to be flushed down the toilet and then the pants placed in a nappy bag and put into the child's bag for the parent to take home.

Use of a potty

- Should a child require the use of a potty, then the key person/member of staff should go with the child into the bathroom and place the potty in a toilet cubicle for the child to use.
- The member of staff should empty the contents into the toilet and flush it away.
- The child should again be encouraged to wash hands with soap and water.
- When not in use the potty would usually be stored in the bathroom.

This policy is subject to regular review and amendment. It has been shared with all staff and those working within the setting. It is available to request. A copy is displayed in upon the Parents' Information board in EYFS Classrooms.

Appendix



Oakhill and Hanbury's Farm Early Years Centre: Terms & Conditions 2023

Our aim is to ensure that the Oakhill Early Years Centre Pre-School is a constantly developing community of children, staff and parents. We are committed to providing a happy, safe and secure environment in which each child can develop at his/her own pace. Parents/Guardians are expected to give their support and encouragement to the aims of the Pre-School. These terms and conditions relate to the contract between the Pre-School and the Parent/Guardian.

Registration

Children will be considered for entry to the Pre-School when a completed Registration Form has been returned to the school office.

Offer of a Place in Any of our Rooms

When your child's place is confirmed; the days attending will remain the same and can only be changed with agreement by the Supervisor and dependent on availability.

Standard Terms and Conditions

Acceptance of a place is on the basis that changes may be made from time to time to these standard terms and conditions, to the level of fees and to the curriculum and services. Notice of any change will be given as soon as practicable but on occasions it will be less than one month.

Opening Hours

The Pre-School opening hours are from 9.00 am – 3.00 pm. There is also the option of Breakfast Club Wraparound Care. This must be booked in advance.

Breakfast Club

8.00 am Price: £5.00 (no sibling discount)

Morning Session

9.00 am – 12.00 pm Price: £18 (if non-funded)

Afternoon Session

12.00 pm – 3.00 pm Price: £18 (if non-funded)

We are open during school term-time only. We are closed over half-terms, Christmas, Easter and Summer holidays and for all Bank holidays.

We are neither registered nor insured outside these times. Parents must collect by 12.00pm if attending in the morning session or by 3.00 pm if attending the afternoon sessions. The Pre-School reserves the right to charge parents who are continually late collecting their children.

If you know you are going to be late, please can you arrange for somebody else to collect your child and telephone the Pre-School to inform us of who will be collecting, along with a description and password, so that the staff are aware of who to expect.

The Child's Health

Parents must inform the Pre-School if the child has a known medical condition or health problem or has been in contact with infectious diseases. The child must not be brought to the Pre-School if he/she is unwell.

Parents/Guardians Authority

In Loco Parentis: the parents authorise the Pre-School to act in loco parentis in all respects. Parents/Guardians consent to the use of such physical contact with children as may be lawful, appropriate and proper for teaching and to provide comfort to the child in distress or to maintain safety and good order. Parents/Guardians consent to emergency medical treatment including surgery and /or general anaesthetic, if certified necessary by a doctor and if Parents/Guardians cannot be contacted in time.

Payment of Fees

Fees will be charged on a weekly basis via ParentPay and these should be settled within a week. If fees remain outstanding after this time, the Pre-school will reserve the right to add a £20.00 charge for late payments. If the fees are still outstanding and no attempts have been made to settle the account the Pre-School reserves the right to terminate the contract. Such items will be recoverable by action if necessary by our Debt collection agency.

Responsibility for payment

Fees are the joint responsibility of each person who has signed the Registration Form.

Fees and Extras

Fees cover the normal curriculum and include morning and afternoon snacks. Parents need to provide

a nutritious packed lunch. There is currently no option for parents to book a school meal. Nappies, wipes and barrier creams are to be provided by the parent. Fees will not be refunded or waived for absence through sickness or holidays or for any other cause.

Cancellation / Termination of the Contract

Once your child has been placed on our waiting list, you will be contacted should a place become available. Please advise us immediately if you no longer require the space.

In the event of a Parent/Guardian withdrawing a child immediately the Parent/Guardian shall still be due to pay one weeks' fee's in lieu of notice.

Oakhill Early Years reserves the right to terminate a child's place with immediate effect if a serious breach of these terms and conditions occurs or if the termination of a place is considered by Oakhill Early Years Pre-School, in its absolute discretion, to be in the best interests of the Pre-School and/or the continuing welfare of the other children at the Pre-school. There would be no refund of fees in these circumstances, fees in lieu of notice would not be charged.

Persons acting in a suspicious manner, under the influence of drugs or alcohol, or displaying offending or aggressive behaviour will be asked to leave the property and dealt with accordingly.

Weather Restrictions/Acts of God

If the weather becomes severe or causes us to have concern for the welfare of the children or staff, we will call and ask for parents to collect their child from the Pre-School. No refund will be made in this event.

Settling Sessions

We would like to ensure your child is happy and settled, however sometimes children need Parents/Guardians to help with this transition and you would be expected to stay in such circumstances.

Liability

We accept no responsibility for any loss suffered by parents, arising directly or indirectly, as a result of the Pre-School being temporarily closed or the non-admittance of your child to the Pre-School for any reason; this applies to absence due to sickness, holidays and Bank Holidays. We accept no responsibility for children whilst in their parents care on Pre-School premises, i.e. prior to arrival or after pick up. We will not be liable to parent's and/or children for any economic loss of any kind, for damage to the child's or parents' property, for any loss resulting from a claim made by any third party or for any special, indirect or consequential loss or damage of any kind. We will make

reasonable endeavours to keep parents and/or children's property in good order. Liability for damage of such property is excluded except where caused by our negligence.

Insurance

The Pre-School undertakes to maintain those insurances which are prescribed by law. All other insurance is the responsibility of the parent. It is also the Parents/Guardians responsibility to ensure that all children's clothes are labelled and that no items of value are taken into the Pre-School. No responsibility will be accepted for the loss or damage of items.

Special Precautions

The Supervisor must be notified in writing immediately of any court orders or situations of risk in relation to the child for which any special precautions may be needed.

Concerns / Complaints

Parents/Guardians who have cause for concern must inform the member of staff or Headteacher without delay.