

WELCOME TO

Redbridge



Pre-School

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WELCOME TO REDBRIDGE PRE-SCHOOL

Welcome to Redbridge Preschool. Thank you for choosing to send your child here. We hope that he or she will have a happy enjoyable time with us. We are sure you will be pleased with what you find in our Pre-school.

All the staff at Redbridge Pre-school have had many years of experience so they work well together and interact and communicate appropriately with the children. There is always a content, relaxed atmosphere set by all staff, which we hope will reflect on your child.

Everyone at Redbridge Pre-school is committed to developing your child's skills. This needs to be a combined effort between parents, key workers and committee members. The support, help and encouragement that you give your children and to Redbridge pre-school is extremely valued.

We hope your child will enjoy their stay with us.

We are a well-established pre-school. Our aim is to provide good quality care in an educational environment where your child can learn through play with a wide range of toys and equipment.

We are Ofsted inspected. Our last inspection was Dec 2014, which we were graded 'OUTSTANDING'. Copy of our full report is attached at the back of the Welcome pack.

We are a member of the Pre-school Learning Alliance.

Also we get a lot of support and training from our Early Years Advisory Teacher Liz Smith.

All Staff have on-going training to be kept up to date with the latest procedures; all certificates can be viewed on request.

There is a book of our policies in the office & on our website. Please feel free to ask a member of staff should you wish to read it.

Mission Statement

These are the aims of the staff and committee members of Redbridge Pre-School;

- To provide a high quality of care and learning for children through enriching experiences of play
- To support children and their families in a friendly enabling environment, to promote their full potential and obtain sustainable life skills
- To promote high self-esteem, confidence and independence to the children and their families for them to be able to flourish further in life

“Friends, Fun, Families”

PLAY BASED LEARNING

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the practice guidance Early Years Foundation Stage 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 activities information from the practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

All learning is through Play. Play based learning is essential for children as children learn in many ways in order to extend their skills, develop their confidence and build upon what they already know. Play and exploration will deepen their understanding and help develop different experiences.

Playing allows children to develop their independence as they will be able to move freely between activities of interest. Play enables the children to take risks, solve problems, think creatively and imaginatively all at a level that is appropriate to them.

It is important that children do not experience formal teaching at Pre-School until they are ready. Formal teaching can inhibit the child's imagination, creativity and put them off the learning experience.

The best foundations for learning are to give the child as many play experiences as possible in their first few years.

We have a wide range of toys and activities to aid your child's development. We deliver early year's curriculum through:

- Construction – bricks, lego, etc
- Heuristic Play – a type of play that encourages children to explore the possibilities of natural objects
- Role Play - dressing up clothes, play house, puppets
- Physical Development - cars, bikes, balls, climbing frame
- Stories - books,
- Literacy
- Numeracy
- Mark Making, creative painting and modelling skills
- Water, sand and malleable materials.

- Jabadao Room (sensory softplay)
- Mud Kitchen
- Planting & Pruning flower beds

As part of promoting children's health we take the children out to play in all weathers. We will provide water proof outdoor clothes. The exercise and fresh air helps aid concentration, thus aiding positive behaviour.



PRE SCHOOL STAFF

Joanna	Manager Designated Safeguarding Lead Health & Safety	BA Hons EY
Dawn	Deputy Leader Designated Safeguarding Lead	NVQ 3
Maxine	Practitioner	NVQ 3
Mandy	Practitioner	NVQ 3
Michelle	Practitioner/ SENCO	NVQ 3
Kelly	Practitioner	NVQ 3
Kim	Practitioner / ECAT	NVQ 3
Emma-Rose	Practitioner	BSc Psychology Studying towards Level 2
Kylie	Lunchtime Supervisor & Bank Staff	Level 3 (Australian Standards)
Vicky	Admin/ Finance Officer Data Protection Lead	AAT NVQ 2 IT & Admin

All Staff are 1st Aid Trained

**ALL STAFF HAVE BEEN POLICE CHECKED AND ARE ALL
SUITABLE TO WORK WITH CHILDREN**

Working together for your children

In our setting we maintain the ratio of adults to children in the setting that is set through the Welfare Requirements. We also like to have volunteer parent helpers where possible to complement these ratios. 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.

As well as gaining qualifications in early years care and education, the setting staff take part in further training to help them to keep up-to-date with thinking about early years care and education.

The setting also keeps itself up-to-date with best practice in early years care and education, as a member of the Pre-school Learning Alliance, through the Under 5 magazine and publications produced by the Alliance. The current copy of Under Five is available for you to read.

From time to time the setting holds learning events for parents. These usually look at how adults can help children to learn and develop in their early years. Courses on similar topics are held locally by the Pre-school Learning Alliance; watch out for information about these.

Key people

Your child will be allocated a Key person to form a bond with to help the transition from home to pre-school. The key person is there for you to share any information regarding your child and will help with your child's development, progress, targets and confidence. Your key person is there for you to speak to in confidence about any issues or concerns you may have. All Key people will be paired with another key person to share information regarding your child's development should your Main key worker not be available at the time you may need to speak to them.

All staff work part time so if your key person isn't in, another member of staff will be allocated to look after your child for that day.

Before your child starts pre-school you will be invited to come and meet your key worker and discuss the first stage of the 'My Unique Child' book where you will be asked details about them for example their favourite things and people, likes and dislikes to help your child settle as soon as possible and meet your key person.

The 'Learning Stories' achievement book covers the following:

- Personal, Social & Emotional Development
- Communication & Language
- Physical Development
- Literacy
- Understanding of the world
- Expressive Arts
- Maths

We hope to establish a close liaison between staff and all parents as this will give the children a feeling of security and confidence.



Personal, social and emotional development

Our programme supports children to develop:

- positive approaches to learning and finding out about the world around them;
- confidence in themselves and their ability to do things, and valuing their own achievements;
- their ability, make friendships with other people, both children and adults;
- their awareness of, and being able to keep to, the rules which we all need to help us to look after ourselves, other people and our environment;
- their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things.

Communication & language

Our programme supports children to develop:

- conversational skills with one other person, in small groups and in large groups to talk with and listen to others;
- their vocabulary by learning the meaning of - and being able to use - new words;
- their ability to use words to describe their experiences;

Physical development

Our programme supports children to develop:

- increasing control over the large movements that they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;
- increasing control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials; and
- their understanding about the importance of, and how to look after, their bodies and meet their own needs with regards to eating, sleeping and hygiene.
- their ability to gain independence in dressing and undressing themselves.

Literacy

- their knowledge of the sounds and letters that make up the words we use;
- their ability to listen to, and talk about, stories;
- knowledge of how to handle books and that they can be a source of stories and information;
- knowledge of the purposes for which we use writing; and making their own attempts at mark making.

Understanding the world

Our programme supports children to develop:

- knowledge about the natural world and how it works;
- knowledge about the made world and how it works;
- their learning about how to choose, and use, the right tool for a task;
- their learning about computers, how to use them and what they can help us to do;
- their skills on how to put together ideas about past and present and the links between them;
- their learning about their locality and its special features; and
- their learning about their own and other cultures.

Expressive Arts

Our programme supports children to develop:

- the use of paint, materials, music, dance, words, stories and role-play to express their ideas and feelings; and
- their interest in the way that paint, materials, music, dance, words, stories and role-play can be used to express ideas and feelings.

Maths

Our programme supports children to develop:

- understanding and ideas about how many, how much, how far and how big;
- understanding and ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects;
- understanding that numbers help us to answer questions about how many, how much, how far and how big;
- understanding and ideas about how to use counting to find out how many; and
- early ideas about the result of adding more or taking away from the amount we already have.

Our approach to learning and development and assessment

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.

We make periodic assessment summaries of children's achievement based on our ongoing development records. These form part of children's learning stories. We undertake these assessment summaries at the end of each term as well as times of transition, such as when a child moves into a different group or when they go on to school.

Learning Story

The setting keeps a 'Learning Story' for each child consisting of Unique Child, Observation Notes and 'My Special Book'. Staff and parents working together on their children's 'stories' is one of the ways in which the key person and parents work in partnership. Your child's story helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. You and the key person will then decide on how to help your child to move on to the next stage.

This information will be uploaded to a secure site called 'Tapestry' so parents/guardians can view the progress and pictures online.

Redbridge Pre-School- Children's Progress

This is how we keep track of our children's progress

- We read the *Unique Child booklet* and the highlighted *Every Child A Talker* sheets that the parents and guardians have filled out. *We believe parents and guardians know their children best. This is needed so staff can help care and plan for their child.*
- We conduct a *Baseline Assessment* using the knowledge from parents and our professional judgements to decipher which *age/stage bands* from the Early Years Outcomes the child will be working towards for that term.
- From the starting points we devise *Targets and Next Steps* with the parents and help the children to work towards these. *We believe each child should have their own starting point and not be judged against other children.*
- The children have *Target Stamp charts* in their *Special Books*. The children stamp these to help them to monitor their own progress. *We believe children's learning becomes embedded when they have an element of control and understanding of their own learning.* When this is full the key person and parents or child choose another one.
- Key people plan for the children's ECAT statements and set up small key group activities each day to support these targets and to help the children's development progress. *We believe each child should have an individualised education plan and key group activities help to strengthen friendships.*
- We use the *Tapestry Online Learning Journal* to record the children's observations and photos. These are then carefully linked to statements from the Early Years Foundation Stage -Early Years Outcomes to cover the whole EYFS curriculum areas. *We can monitor development and signpost to early support if necessary.*
- Parents are welcome and encouraged to add observations to the children's Tapestry Online Learning Journal as well as staff members.
- We do a *Focused Observation* each half term so we can review the child's progress and plan for their *Next Steps of Progress*.
- We celebrate children's progress by giving them 'WOW' certificates for them to take home and put on their key group boards. *Children's learning is enhanced by celebrating and remembering positive experiences. Parents are encouraged to bring in some WOW moments for the boards or upload them to Tapestry too.*
- The children contribute to their boards by writing down their achievements and what they are proud of (annotated by staff).
- Each term the keyperson fills out the '*2 Stars and a Wish*' sheet to encourage children to be aware of 2 achievements they have made and 1 thing they would like to learn. *This helps to boost children's self esteem, and enhances a 'Can do' attitude to learning*
- We do an ECAT audit twice a year to help us spot any areas to develop within the children's speech and language skills.
- We plan activities and provide an *Enabling Environment* to help the children to *Enjoy and Achieve*.
- We discuss the children's progress with their parents each session, we endeavour to update an observation each week onto Tapestry so their families can see photos of their time at pre-school regularly. We have parents 1:1 meetings at the end of each term to discuss their child's end of term report, next steps and ***Celebrate their Progress.***

Safeguarding children

Our Safeguarding Officers are Jo and Dawn.

Our setting has a duty under the law to help safeguard children against suspected abuse.

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.

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.

Safeguarding is everyone's business. If you have any concerns about any child please phone Southampton Safeguarding Team on **02380 833336**.

Special Educational Needs (SEN)

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 (2001).

Our Special Educational Needs Co-ordinator's are

Michelle Frampton

PARENTS FORUM (COMMITTEE)

What is a Parents Forum?

We are a charity funded pre-school run by a parent based committee or Parents Forum.

A parent management committee - whose members are elected by the parents of the children who attend the setting - manages the setting. The elections take place at our Annual General Meeting.

The committee is responsible for:

- managing the setting's finances;
- employing and managing the staff;
- making sure that the setting has, and works to, policies that help it to provide a high quality service; and
- making sure that the setting works in partnership with the children's parents.

The Annual General Meeting is open to the parents of all of the children who attend the setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

We are required by P.L.A (Pre-school learning Alliance) to have a committee to enable us to open. We regularly have meetings to discuss problems, suggestions, fundraising ideas and comments from previous committee meetings which parents/staff have brought to light and what the committee have done about them.

We discuss the finances. I.E. how much is in the bank, spending, equipment, bills and rent. Employing and managing staff, making sure the setting works in partnership with parents.

We make sure the setting work to the policies that help it to provide a high quality service.

Policies

Copies of the setting's policies and procedures are in our office and are available for you to see at the setting. These are working documents and are reviewed regularly.

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

We also discuss fundraising and any grants that could be applied for.

Every year we hold an Annual General Meeting to discuss the year so far and what our plans for the next coming year are. The parents and committee members also elect or re-elect the main officers, Chair, Secretary and Treasurer and ask all the other parents if they would like to join the committee, as each parents have a right to have their say.

Donna Kavanagh	Chair person
Louise Bettany	Treasurer
Anne-Marie Wiseman	Secretary

If you would like to join the Parent Forum (committee), or attend any of our meetings, please do come along. Texts are sent out to all parents informing you of the dates and times of meetings.

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All of the staff sees themselves as partners with parents in providing care and education for their 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;
- helping at sessions of the setting;
- sharing their own special interests with the children;
- helping to provide, make and look after the equipment and materials used in the children's play activities;
- being part of the management of the setting;
- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- joining in community activities in which the setting takes part; and
- building friendships with other parents in the setting.

The parents' Rota

The setting has a dated Rota which parents can sign if they would like to help at a particular session or sessions of the setting. Helping at the session enables parents to see what the day-to-day life of the setting is like and to join in helping the children to get the best out of their activities. This is on our notice outside the office, if you wish to see it.

Joining in

Joining the Rota is not the only means of taking part in the life of the setting. Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the setting to play the clarinet for the children, show pictures of the local carnival held in their neighbourhood, and show the children their collection of shells.

We welcome parents to drop into the setting to see it at work or to speak with the staff.



MEAL/ SNACK TIMES

We have a cafe style snack so the children can independently choose when they need it. The children are offered healthy snacks; these include fruit, cereal, breadsticks, crackers, vegetables, cheese, different pastes and bread/toast. All these are low in fat, sugar and salt.

During the year we offer different types of multi-cultural foods as part of snack such as, noodles, pitta bread, naan bread and exotic fruits.

To help keep the cost down, a small donation of the above items is very much appreciated.

We offer the children milk or water to drink during snack and lunchtimes.

Water however, is available at all times of the day, where the children are welcome to help themselves.

Please do not send in snack or drink with your child unless they have specific dietary requirements. This is due to other children's allergies.

We would be very grateful for any donations of fruit

Due to possible allergies, we ask that Lunch children don't bring in Peanut Butter or nutty cereal bars. Thank you

Teeth Cleaning

Each session we encourage all children to clean their teeth after they have eaten snack. Each child is given a tooth brush with their names on and these are stored in containers ensuring no cross contamination.

We are lucky to have all our tooth brushes and toothpaste donated to us by SureStart at Pickles Coppice.





Healthy Eating

We are Redbridge Preschool, We encourage Healthy Eating!!

At Redbridge Preschool we want to make a positive contribution to the health and wellbeing of our Children, Families and Staff and teaching the effects of a healthy lunch are beneficial. Eating healthily can help a child be more awake and alert, which aids concentration and promotes positive behaviour. It also lowers the risk of heart and weight problems.

Healthy Lunch Box Ideas

- * A variety of sandwiches, rices or pastas
- * A variety of vegetables and fruits
- * Dairy products such as cheeses, yoghurts
- * Remember it is best for your child to drink water or milk and please include a drink to provide hydration.

Cut
sandwiches
into shapes

**PLEASE PROVIDE YOUR CHILDS LUNCH IN A LABELLED LUNCH BOX
SUITABLE FOR THE FRIDGE OR SO AN ICE PACK CAN FIT INTO IT.**

Instead of
bread use
pitta bread,
bagels,
granary or
wholemeal



Foods to Avoid: Fizzy Drinks, Sweets, Chocolate, Crisps, cakes

PLEASE DO NOT INCLUDE EGGS AND NUTS (including peanut butter) DUE TO ALLERGIES

Staff also have the right to remove unsuitable items for lunch boxes, please see our policy.

Visit www.eatwell.gov.uk for more information.

FEES

The current fees are:

- £12 per session – Non Funded Child
- £12 per session - for additional sessions once funded
- £3 per lunch club (unless used in your 15 funded hours)

Fees are payable 2 weeks advance.

Please pay by Standing Order – Please pay to the following account and add your child's name as the reference

HSBC Account no – 10690775 Sort Code – 40-44-25

Vicky's Hours in the office: Tuesday 8.15 – 2.45
 Thursday 8.15 – 2.45

In the 1st term after your child's 3rd birthday, they are entitled to 15 hours free.

Our Terms run:

September – December
January – March
April – July

Birthday cut off dates each term are:

31st December
31st March
31st August

I.E – child's birthday 5th October, the first term after this would be the spring term (January)

Outstanding payments

If fees fall 2 or more weeks in arrears then any non-funded or additional sessions may be cancelled. If you do have any payment problems, please do speak with Vicky, who is always happy to help where possible. Weekly fees texts are sent to parents to remind them of amounts due.

2 Year Old Funding

If are entitled for this funding we need your reference number which you may have been sent on a 'post card', for us to do an eligibility check, we require this code before we you child can start. However, if the result comes back that you are not entitled then the above fees will be charged. If you have not been sent a postcard and think you may be eligible for 2 year old funding, please go to www.southampton.gov.uk/2yearfunding where you can apply for a code.

30 hour funding & Tax Free Childcare

Websites:

www.childcarechoices.gov.uk this website includes a childcare calculator for parents to compare all the government's childcare offers.

<https://www.gov.uk/government/news/uk-families-will-soon-see-bills-cut-as-date-announced-for-the-launch-of-tax-free-childcare>

How Tax-Free Childcare works

Working parents will be able to apply, through the childcare service, to open an online childcare account. For every £8 that families or friends pay in, the Government will make a top-up payment of an additional £2, up to a maximum of £2,000 per child per year (or £4,000 for disabled children). This top up is added instantly and parents can then send electronic payments directly to their childcare providers.

Parents will be able to apply for Tax-Free Childcare and the 30 hours offer in one go through the government's new digital childcare service. Eligible parents can benefit from both Tax-Free childcare and 30 hours free childcare at the same time.

30 Hour Funding- For working parents

From September 2017 the Government will be introducing 30 hours funding **for children aged 3 & 4** years old based on eligibility. For those parents that will be eligible this will give their children an additional 570 hours a year funded hours.

This is a fantastic opportunity for working parents to have more child care funded by the Government.

Criteria

- Single Parent Family – the parent has to work the wage equivalent of 16 hours a week at their minimum wage.
- Two Parent Families – both parents have to work the wage equivalent of 16 hours a week at their minimum wage for their age. However if one parent has caring responsibilities, is disabled or on maternity leave, the family may still be eligible.
- This includes self-employed and zero hours contracts.
- Children become eligible in the term after their 3rd birthday.
- In cases where parents are separated, eligibility applies to the parent whom the child 'normally lives'. Where the parent of a child has a 'partner' i.e. a person to whom they are married, have civil partnership, or live with, the eligibility criteria also applies to that partner.

Visit www.childcarechoices.gov.uk to apply for your code.

- The code can be applied one term before using it but needs to be used within 3 months or a new code will have to be applied for.

- Pre School will need the code straight away to submit to Southampton City Council funding department, once the code is received and checked, we can then add your child's additional hours to our register for September 2017.
- Every 3 months Pre School will complete a check to ensure your code is still valid, however if you loose your job or work circumstances change you have a small 'grace' period. If your claim is to be stopped, your child's hours will drop to 15 hours or you can keep the hours but will be charged at our Fees rates.
- You will need to re validate your code every three months via your HMRC account. Failure to do this will result in your additional funding stopping the following term or after your Grace Period end date.

Other information:

- If eligible, you do not have to use all 30 hours if you do not wish to.
- If spaces are available on our register, we can allow your child to exceed 30 hours, fees will apply.
- You can spilt your funding over 2 providers
- Agreement to be signed by Pre School and Parent/s

Failure to attend sessions

If your child fails to attend pre-school for two consecutive weeks without notifying us of a valid reason, their name may be removed from the register.

If you have booked additional sessions/hours for your child to attend other than those funded, and you fail to attend for three consecutive weeks, sessions will be reviewed to enable us to offer these to someone else.

If your child is ill for a long period of time or going on holiday please let the pre-school know so their name does not get removed from the register.

For your child to keep his/her place at the setting, you must pay the fees. We are in receipt of nursery education funding for three and four year olds. If your child is under this age or your child attends more than the 15hrs funded then fees will apply.

Each term we have been instructed by Southampton City Council to do an audit of the children's attendance, if there are any days/ sessions that are not being used then we will ask if you would still like theses as the council ask that we stop them if you don't. Southampton City Council will not pay for hours that are not being used.

Fees are always charged even if they are off sick or you decide not to send them in. We will not charge you for any session that we closed, i.e. inset days.

PRE SCHOOL OPENING HOURS

We are open for 38 Week's each year.

We are open for 5 days each week

MON – FRI AM 08.30 – 11.30

MON – FRI Lunch 11.30 – 12.15 (please provide your child's lunch)

MON – FRI PM 12.15 – 15.15

Text Messaging Service

We use a secure internet based text messaging service called 'teachers 2 parents' to make quick and easy contact with parents. These are usually information based text messages and parents cannot reply back to them.

We are only able to send short messages out so if you need more information please phone the Pre School.

Miscellaneous

If a child has been hurt, they will be comforted, correct 1st Aid administered and any incidents will be written in the accident book, the guardian that is picking up will then have to sign the book.

May we also remind you that this is a no smoking area, and ask that you extinguish your cigarettes before coming onto the Redbridge Community School campus.

No Dogs are allowed on site either; please ensure you don't bring any dogs near our Pre School gates.

We like the children to be able to run about freely in our garden, to do this safely the children need sensible and sturdy shoes, therefore, we would appreciate that children do not wear flip flops or Crocs. These have caused accidents in the past.

Complaints

If a parent is unhappy with anything at pre – school please see Jo. If the complaint is not dealt with to your satisfaction then it should be presented to the committee. Ofsted could be contacted if you are unhappy with the Committee. The phone number is on our notice board.

We have a Zero Tolerance policy for any verbal or physical abuse towards our staff, other parents and children.

Fire Drills

Fire Drills will be taken place each term, but at the beginning of each term a fire drill will take place each session for a week to ensure all children know what the fire drill is and what actions to be taken.



Health Safety & Hygiene

GOOD HYGIENE PRACTICE

Coughing and Sneezing easily spread infections. Children and adults should be encouraged to cover their mouth and nose with a tissue. Wash your hands after using or disposing of tissues down the toilet. Spitting should be discouraged.

Cleaning of the environment, including toys and equipment should be frequent, thorough, and following national guidance e.g. use colour coded equipment, COSHH, correct decontamination of cleaning equipment. Monitor cleaning contracts and ensure cleaners are appropriately trained with access to Personal Protective Equipment PPE (see below)






Cleaning of blood and body fluid spillages. All spillages of blood, faeces, saliva, vomit, nasal and eye discharges should be cleaned up immediately (always wear PPC) When spillages occur, clean using a product which combines both a detergent and disinfectant. Use as per manufacturer's instructions and ensure it is effective against bacteria and viruses, and suitable for use on the affected surface. **NEVER USE** mops for cleaning bloody and body fluid spillages use disposable paper towels and discard clinical waste as described below. A spillage kit should be available for blood spills.





Personal Protective Equipment (PPE) Disposable non powdered vinyl or latex free CE marked gloves and disposable plastic aprons must be worn where there is a risk of splashing or contamination with blood/body fluids. (E.g. nappy or pad changing) Goggles should be also available for use if there is a risk of splashing to the face. Correct PPE should be used when handling cleaning chemicals.




Animals Animals may carry infections so wash hands after handling animals. Children should not play with animals unsupervised. Reptiles are not suitable as pets as all species carry salmonella.

Health Safety & Hygiene

Guidance on Infection Control

	Recommended period to be kept away from setting	Comments	Pictures
Chicken Pox	Our policy is once the last scab has dried up	Can return to setting after the last spot as scabbed	
Cold Sores (herpes simplex)		Avoid kissing and contact with the sores. Cold sores are generally a mild self-limiting disease	
German Measles (rubella)	5 days from onset of rash		
Hand, foot and mouth		Contact HPU if a large number of children are infected. Exclusion may be considered in some circumstances	
Impetigo	Until lesions are rusted or healed	Antibiotic treatment by mouth may speed healing and reduce infectious period	

Measles	5 days from onset of rash	Incubation period is 7-12 days. The child is contagious from a few days before until 5 days after its appearance	
Ringworm	Until treatment commenced	Treatments are important and are available from pharmacist. Also check and treat symptomatic pets	
Shingles	Exclude only if rash is weeping and cannot be covered	Can cause chicken pox in those who are not immune i.e. have not had chicken pox. It is spread by very close contact and touch.	
Diarrhoea and/or vomiting	48 hours from last episode of diarrhoea or vomiting	Exclusion from swimming should be for 2 weeks following last episode of Diarrhoea	
Head Lice		Treatment is recommended only in cases where live lice have definitely been seen. Close contacts should be checked and treated if live lice are found. Regular detection (combing) should be carried out by parents.	
Conjunctivitis	Couple of days – couple weeks	Sometimes is caused by an allergy not infection. Will see red, sore, inflamed & itchy eyes	 <small>Conjunctivitis</small>

Hand Washing		Hand washing after toilet, before food, after food, if been in garden, if handled animals, sneezing, blowing of nose, before and after medical treatment. I.e. applying a plaster, and messy play etc	
Croup	3 -5 days depending on what has caused it	Affects children under the age of 4. Will have a violent, barking cough, wheezing and breathing difficulties. Seek medical advice	
Meningitis	Seek medical attention ASAP		
Scabies	Must seek medical advice and be kept away from school	Normally worse at night when the parasite is active. High contagious.	
Whooping Cough	7 -14 days.	The child is infectious from the first signs of illness for about 6 weeks. If antibiotics are prescribed, the infectious period only lasts for 5 days after the start of treatment	
Thread Worms	Seek medical advice or for treatment	Is a common infection in children that can be passed on by poor hygiene. Present in the lower bowel and may cause irritation around the anus.	

DROPPING OFF AND COLLECTING YOUR CHILD

Parents and Carers are required to stay with their child outside the gates until pre-school opens for each session. We are unable to have any child in before our opening times.

When the gates open, come in, hang up coats, find child's name label. We run a one way system, through one door and out the next. This is to ensure the safety of all children at these busy times.

If you require any other person than yourself to pick up your child, they must be over the age of 16 years.

We are unable to let your child go with anyone under 16 years old.

We also require a password if you are to let someone else collect your child. In this pack is a form for you to add a password, which we will keep on file for you to use if you are unable to collect your child. Once the password has been used we will require a new one.

All children must be collected at the end of their session either **11.30am, 12.15pm or 3.15pm**. Please read our policy on non collection of a child. This policy explains our procedure if a parent is late picking up a child.

Please telephone us on 02380 764211 / 07391 906756 to let us know if you are going to be late. We have an answer phone; please leave a message as we regularly check for messages.



MEDICATION

We are only able to administer medication and lotions that have been prescribed by a doctor. Each medication will have to be written about and signed by the parent in our medication book.

Administration of all medication or lotions will be done by two members of staff to ensure the accuracy of the dosage and timing. The staff will then sign it to show that it has been given.

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REDBRIDGE PRE SCHOOL

CONTACT DETAILS

OFFICE	02380 764211
PRE SCHOOL MOBILE	07391 906756
EMAIL	redbridgepreschool@live.co.uk
WEBSITE	www.redbridgepreschool.btck.co.uk

Ofsted
OUTSTANDING



Redbridge Community
Pre-School

Has been awarded

Outstanding

Ofsted Inspection – December 2014

Congratulations

from the Early Years and Childcare Team,
Southampton City Council

Anne Downie,
Early Years and Childcare Manager

We value your comments, opinions and ideas to help our Pre School and work in partnership with you.

If you would like us to know something but would prefer to write it, please feel free to write it down and pop it into our message box outside the office door.

Date_____

Name (if you would like a reply)_____

[illegible]

Thank you for taking your time to read through our welcome pack. If you have any questions or queries please ask a member of staff who will be happy to help.

Please fill in the forms attached so we can keep them in your child's file for any future reference.

Thank you again
Staff at Redbridge Pre-School