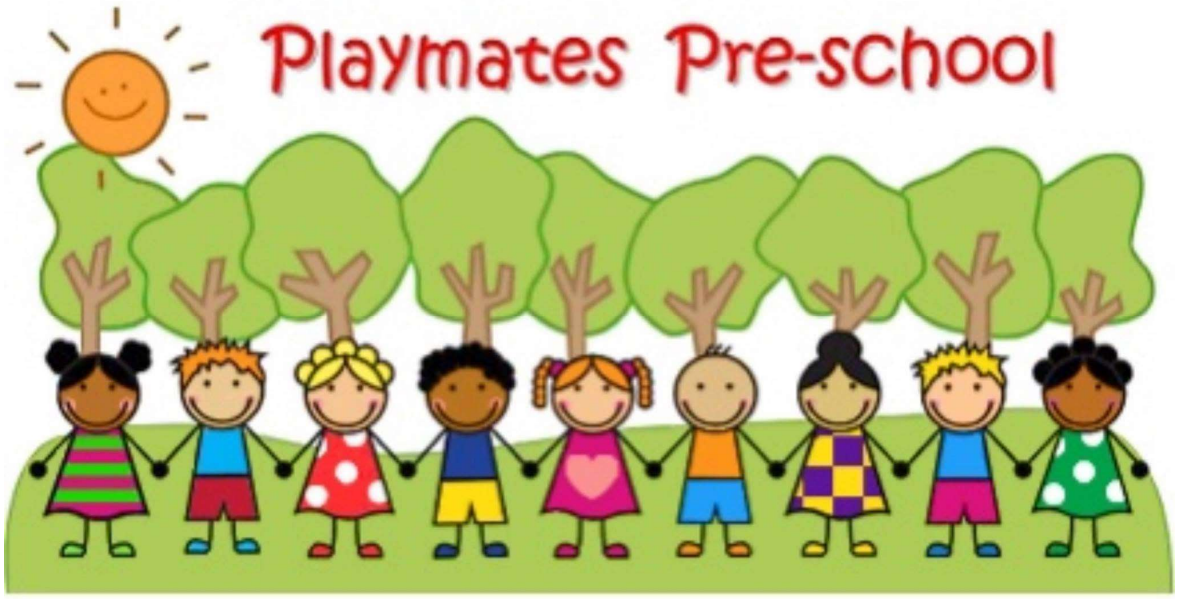


POLICIES & PROCEDURES

September 2026

Playmates Pre-school

Gail Gilbert

raundsplaymates@gmail.com

Absence and Attendance Policy

Policy Statement: At Playmates Pre-school we recognise the importance of regular attendance for children's development, safety, and emotional well-being. This Absence and Attendance Policy outlines our procedures for recording attendance and following up on any unexplained or prolonged absences, ensuring that children are safeguarded and fully supported while in our care.

Recording Attendance
Accurate daily attendance records are maintained for all children, noting arrival and departure times on the Famly software as well as a paper copy.
Registers are completed immediately upon a child's arrival and departure to ensure real-time safeguarding.
Records are stored securely and are available for inspection by Ofsted or the local authority.
In cases of repeated lateness we will start to record times of arrival.

Parent and Guardian Responsibilities
Parents or legal guardians must inform us as soon as possible if their child is going to be absent from the setting for any reason (e.g. illness, holiday, family emergency).
We request that parents notify us before the expected session begins on the day of absence.

Monitoring and Following Up on Absences
In line with EYFS 2025, we have established a clear procedure for identifying and following up on prolonged or unexplained absences.

If a child is absent without notification, we will take the following steps:

- Attempt to contact the parent or guardian using the primary contact number. With follow up texts and messages on Famly.
- If no response is received, we will try the second (or additional) contact.
- If an absence remains unexplained after reasonable attempts to contact the child's parents or carers and emergency contacts, staff will consider the child's circumstances, known vulnerabilities and any pattern of absence. Concerns will be referred promptly to the DSL and, where information is relevant to safeguarding or promoting the child's welfare and may assist another safeguarding organisation, it will be shared without waiting for parental consent unless sharing would be more detrimental to the child than not sharing. Immediate or serious concerns will be escalated without delay in accordance with local safeguarding procedures.

These steps are taken to ensure the child's safety and welfare.

Emergency Contact Details
We maintain a minimum of two up-to-date emergency contacts per child to ensure effective communication in cases of unexplained absence or emergency.
Parents are asked to review and update their emergency contact details at least once a year or immediately if changes occur.

Prolonged or Repeated Absences
In cases of regular non-attendance or repeated absences, we will:

- Discuss concerns with parents to understand any underlying reasons
- Offer support or signpost to services if there are barriers to regular attendance
- Monitor patterns that may raise safeguarding concerns and report accordingly

Holidays and Planned Absences

- Parents are encouraged to inform us in writing of any planned absences (e.g. holidays, appointments) in advance so these can be marked in the register.
- These will be recorded separately from unnotified absences.

Frequent/extended absences and Funded Hours Considerations
For children accessing government-funded hours, we are required to monitor attendance to ensure funding is used appropriately. Frequent or extended absences without valid reason may be reported to the local authority and could impact ongoing eligibility for funding.
If you exceed the acceptable amount of holiday/illness as dictated by the local authority, you will be charged for the sessions that will no longer be covered by the local authority.

These steps ensure early years providers are proactively safeguarding children's welfare and engaging with families when support may be needed.

Review & Monitoring
This policy will be reviewed annually or earlier if required to remain compliant with statutory guidance.
Parent feedback will be welcomed to ensure transparency and fairness in all practices.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Accident & Injury Policy

Policy Statement: At Playmates Pre-school we prioritise the safety and welfare of every child in our care. This policy outlines our procedures for accident prevention, appropriate and prompt response to injuries, and safeguarding the well-being of children during emergencies.

Preventing Accidents:

- Regular comprehensive risk assessments of indoor and outdoor areas, equipment, and activities in line with EYFS guidelines.
- Immediate resolution of identified hazards, and clear documentation of actions taken.
- Age-appropriate education provided to children on personal safety and awareness of potential risks.

Supervision and Staff Ratios:

- Always maintain staff-to-child ratios.
- Staff will consistently provide active supervision across all areas.
- Staff are trained in recognising behaviour that may require intervention to prevent accidents and/or injuries.

First Aid and Medical Assistance:

- All early years' practitioners hold a current Paediatric First Aid certification, compliant with EYFS 2025 standards.
- First aid kits are clearly labelled and accessible at all times.
- Contents of our first aid kits are checked and restocked as part of our risk assessment procedure.
- Emergency services will be immediately contacted for serious injuries or medical conditions.
- Parents/guardians will be promptly notified.

Our what3words address:

"thumbnail.lawn.jiggle"

Incident Reporting:

- Accurate, detailed recording of any accidents or injuries will be entered in the Accident & Incident Record Book.
- Records will include child's details, date, time, location, nature of injury, response provided, witnesses and persons involved.
- The records will be reviewed regularly to identify patterns or recurring issues. Action will be taken as necessary.

Parental Notification and Communication:

- Parents/guardians will be informed immediately following any significant injury or emergency, with clear information on the circumstances and actions taken.
- Minor injuries will be communicated to parents at the earliest opportunity or upon collection.
- Parents are notified at pick up and asked to sign the form or via the family app. A copy of the accident record will be uploaded on to the app with the details of any first aid administered and any required follow-up from a qualified medical professional.

Emergency Contact Information:

- Contact information will be maintained for up-to-date emergency contacts, including parental information, alternate contacts, medical conditions, allergies, and specific needs.
- Parents are responsible for promptly updating the setting if there are any changes in their child's emergency contact information.

Review and Staff Training:

- Policies are reviewed yearly or more frequently following an incident where issues were identified.
- Staff are knowledgeable about best practices in accident prevention and incident response through regular revisiting of procedures at staff meetings and training opportunities.

Alignment with EYFS 2025 Changes:

- This policy fully integrates the EYFS September 2025 amendments, ensuring enhanced safeguarding procedures, improved accident prevention strategies, and robust reporting mechanisms.

Review & Monitoring

This policy will be reviewed annually or earlier if required to remain compliant with statutory guidance. Parent feedback will be welcomed to ensure transparency and fairness in all practices.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Admissions and Settling-in Policy

Policy Statement: At Playmates Pre-school we strive to ensure every child experiences a smooth, supportive transition into our care. Recognising each child's uniqueness, our policy details our admission procedures, required information, settling-in approach, and the methods we use to help children comfortably adjust to the new environment.

Waiting lists

- Waiting lists are arranged in order of date of birth, and not on a first come first serve basis.
- We reserve the right to suspend the waiting list at any point.
- Admission priority will be given in the following criteria:
    1. Children who are looked after by someone other than their birth parent(s)
    2. Children who qualify for the 9, 2, 3 and 4 year old funding.
    3. Children who have not accessed all their funding entitlement.
    4. Children not claiming or accessing funding.

Registration Process

We understand that parents may be apprehensive about sending their child to pre-school. Therefore, we try to make the process as simple as possible and keep all discussions in written form for reference. To ensure this:

- All families can view information about our services, fees, curriculum and policies on our website. Clear details on how to add children to our waiting list are also included.
- We contact via email to ensure we have a clear trail of information and needs from the family noted.
- Families are offered a visit and show round, where a senior staff member will show them our Setting during session so they can make an informed decision about their child feeling happy with us in our setting.
- Following the visit an email will be sent asking for feedback and to enquire if they would like to enrol their child with us.
- Parents/guardians will complete detailed child information on their child, capturing the child's essential details, emergency contacts, medical information, dietary requirements, allergies, and individual needs or circumstances to ensure everything is in place before their start date.
- An email containing an welcome letter including information on your child's enrolment date, sessions, start and collection times, snack and lunches.
- Parents will supply all necessary documentation including child's birth certificate, a recent utility bill, immunisation records, starting points, family book and parental permissions. If applicable, parents/guardians will supply the funding code for their child and complete a funding contract. This information will include any details on any identified or suspected needs from examinations during the child's infancy.
- We will arrange a 30–60-minute stay n play session for the child and a parent/guardian, to join in with a session. This gives the family an opportunity to meet the child's keyworker and begin to form positive relationships and discuss any concerns they may have. Further stay n play sessions will be offered where necessary.
- Details on how to access our online nursery application will be included in the welcome letter. The Famly App provides real-time information on your child's time with us and an opportunity to share their experiences with us.

Acceptance of a placement it subject to the following;

- We will not accept a child for less than 2 sessions per week, this is to enable relationships between staff and the other children.
- The maximum number of hours of attendance per week is 42½ hours.

- Placements are offered on a full-year basis for 51 weeks in any year. The setting is closed for 1 week at Christmas and all bank holidays. We reserve the right to offer a set number of term time placements to children.
- We ensure families know that attendance at our setting does not guarantee admission to a particular primary school.
  Children who have moved from another setting and are eligible for any funding will sign a new parental contract to enable them to claim for funded hours. Failure to do this will result in fees becoming due at the current rate.
- Families will give 1 calendar months' notice of their requirement to alter their child's sessions to Gail Gilbert. All fees and funding will be due for the notice period.
- Families will give one calendar months' notice of their intention to withdraw their child from the setting. All fees and funding will be due for this period whether their child attends or not.

Settling-in Period:
We understand every child is unique with personal circumstances that may influence how they settle into pre-school life. To effectively help the child settle:

- Keyworkers will liaise with parents/guardians on the strategies that may help the child to settle happily based on their emotional and developmental needs and consider appropriate adjustments to the setting.
- Comfort items from home or their family book can be used to ease transition and enhance the child's sense of security and belonging.

Communication with Parents:
To ensure families feel supported in the settling in period we will:

- Maintain consistent, transparent, and proactive communication both face-to-face, via telephone or via the Famly App.
- Regularly update parents on their child's emotional state, participation and development.

Transition Support:

- We will identify resources interesting to the child, we have structured activities and routine to promote confidence building. We share activities and encourage families to contribute to Famly to provide continuity between home and the Setting.
- We ensure availability of designated calm and quiet spaces where children can retreat to if feeling overwhelmed, to support emotional well-being.

Inclusion and Diversity:

- Promote equality, inclusion, and diversity, ensuring each child's background, culture, and individuality are respected and celebrated

Adjustments to Attendance or Placement
The Setting aims to meet the needs of all children and families. In some circumstances, we may need to review a child's attendance pattern to ensure that the setting remains a positive, safe and supportive learning environment for everyone.

- If attendance at the current level is having a detrimental impact on the child, other children, staff or adults within the setting, we may reduce the number of sessions offered.
- Where appropriate, and only after careful consideration, we reserve the right to withdraw a placement if this is necessary to safeguard the well-being of children, staff or other adults.
- We will work transparently and sensitively with families throughout this process, taking account of individual circumstances and any feelings of those involved.
- Support will be offered to help families find suitable alternative childcare where required. This may include signposting to, or working alongside, outside agencies.

Evaluation and Feedback:

- Use parental feedback, staff observations, outside agencies and the children's emotional responses to regularly review this policy and adapt practices to ensure continuous improvement.
- Ensure ongoing training for staff to remain knowledgeable regarding effective admissions and settling in processes.

Review & Monitoring

This policy will be reviewed annually or earlier if required to remain compliant with statutory guidance. Parent feedback will be welcomed to ensure transparency and fairness in all practices.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Adverse Weather Policy

Policy Statement: At Playmates Pre-school the safety, health, and well-being of children in our care are paramount, especially during adverse weather conditions. This policy details our procedures to ensure children, staff, and visitors remain safe and secure during adverse weather.

Definition of Adverse Weather
Adverse weather includes severe weather conditions that may risk the safety or health of children, staff or visitors. Such as storms, snow, flooding, extreme heat, cold temperatures, and hazardous air quality.

Monitoring Weather Conditions
We regularly monitor reliable weather sources to anticipate and proactively respond to potential adverse conditions. Staff are informed of weather warnings and forecasts to support timely decision-making.

Decision Making
Any decisions regarding operation during adverse weather will be taken by the senior staff and/or chairperson/committee.
These decisions will consider everyone's safety as a priority, together with emotional well-being, and know health considerations.

Closure of the Setting
The setting will close if weather conditions pose significant safety or health risks to children and staff. Parents/guardians and Staff will be immediately notified via telephone, Famly, email and/or text message.

Delayed Opening
The setting may operate a delayed opening if weather conditions are expected to improve, ensuring safer travel and attendance for families and staff. Clear and timely communication will be made to parents/guardians regarding delayed opening details.

Early Closure
Early closure may be necessary if conditions deteriorate during operational hours to guarantee safe travel home for children and staff. Parents/guardians will be promptly informed about early closures, expected collection times, and safety considerations.

Child Pickup and Transportation
Parents/guardians are advised to assess travel safety conditions and use personal discretion for travel decisions during adverse weather. If parents face challenges in collecting their child, the setting will work with the family to ensure alternative collection arrangements are promptly put in place.

Safe Shelter and Essential Provisions
In situations where children must remain onsite during adverse weather, adequate shelter, food, water, and necessary comfort items will be available. Staff will utilise appropriate protocol to ensure children's health, comfort, and emotional security are fully supported.

Communication
Communication will be maintained with families throughout any adverse weather scenario through our normal means of communication. Playmates will ensure all emergency contact information is accurate and updated regularly.

Review and Monitoring
We regularly evaluate this policy to incorporate legislative changes and updates to guidelines and feedback from members of the Pre-school. Staff training and awareness regarding updated procedures and best practices for adverse weather scenarios will be ongoing.

Alignment with EYFS 2025 Changes:
This policy emphasises robust safeguarding, health considerations, emotional security, and proactive risk management during adverse weather conditions.

Review & Monitoring
This policy will be reviewed annually or earlier if required to remain compliant with statutory guidance. Parent feedback will be welcomed to ensure transparency and fairness in all practices.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Allegation of Abuse Policy

Policy Statement: At Playmates Pre-school safeguarding children's welfare and well-being is our highest priority, we respond seriously and swiftly to any allegations of abuse. This policy outlines our procedures for managing allegations, ensuring rigorous reporting, investigation, and provision of appropriate support.

Reporting Procedures
All allegations or suspicions of abuse, whether raised by a child, observed by staff, or reported by others, must immediately be communicated to the DSL (Designated Safeguarding Lead), Marrilynn Hazeldine or our Deputy, Kellie Mayes when acting as DSL in Marilynn's absence.
The DSL is responsible for overseeing responses, coordinating with safeguarding agencies, and managing communication.

Confidentiality
Allegations are handled sensitively and confidentially. Information will be shared only where it is relevant, proportionate and lawful for safeguarding or promoting a child's welfare. Confidentiality, data protection and the absence of consent will not prevent appropriate safeguarding information sharing. Staff will refer decisions to the DSL, record what was shared or withheld and why, and follow local safeguarding arrangements and the statutory Information Sharing Duty guidance.

Immediate Response
If a child is at immediate risk or harm, staff will take immediate protective action and notify emergency services as required.

Contacting Safeguarding Authorities
The DSL will promptly contact local child protection services and adhere strictly to statutory safeguarding and reporting procedures. Complete cooperation with all external safeguarding investigations will be maintained.

Internal Investigation
The DSL will conduct an impartial internal investigation, guided by local safeguarding authority advice. External safeguarding agencies or professionals will be involved where necessary to ensure transparency and fairness.

Support for All Parties
Full emotional and practical support will be provided to affected children, families and involved staff. With priority given to emotional well-being. Independent support or counselling may be arranged for involved parties, where necessary.

Suspension Procedures
When deemed necessary by the DSL, in cases of staff being accused of the abuse they will be suspended from duty during investigations to safeguard all children, in accordance with employment law guidance. Regular reviews of the suspension status will be undertaken and consideration on any updated information from investigations will be acted on efficiently.

Communication with Parents
Parents/guardians of any affected child(ren) will be sensitively informed of allegations, investigative steps, and outcomes, maintaining openness and transparency.

Record Keeping

Detailed records of all allegations, investigations, actions, and outcomes will be kept securely, in line with legal requirements. Records will remain confidential, accessed only by authorized personnel and safeguarding authorities as necessary.

Training and Awareness
Staff receive training updates on safeguarding and allegation management procedures at least every 2 years, including awareness of indicators of abuse and clear processes for raising concerns.

Review and Monitoring:
This Policy is reviewed annually or when legislation standards change. Feedback from staff, families, and safeguarding agencies will identify policy improvements and updates required.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Anti-Bullying Policy

Policy Statement: At Playmates Pre-school we are dedicated to fostering a safe, supportive, and inclusive environment for all children in our care. This policy highlights our approach to preventing bullying, addressing incidents effectively and nurturing positive relationships and emotional resilience among children.

Definition of Bullying
Bullying is deliberate, hurtful behaviour repeatedly directed at an individual or group, involving an imbalance of power. It may manifest physically, verbally, emotionally, socially, or digitally (cyberbullying).

Zero Tolerance for Bullying
Bullying in any form is strictly prohibited and will not be tolerated among children, staff, parents, or visitors within our setting.

Creating a Positive Environment
We proactively encourage an inclusive and supportive environment, embedding principles of respect, empathy, kindness and emotional intelligence. Regular activities promoting cooperation, friendship, and mutual understanding will be integrated into our daily routines.

Staff Training:
Staff members receive ongoing training focused on identifying signs of bullying, understanding its impact and applying effective intervention strategies. We achieve this we include strategies to build children's resilience, self-esteem, and emotional intelligence to prevent bullying behaviours.

Promoting Positive Relationships
We use activities, stories, and group discussions will regularly emphasise the importance of kindness, empathy, respect and effective communication. Children are supported and encouraged to openly discuss their feelings and experiences in a safe environment.

Reporting Bullying Incidents
Staff, children, parents or visitors witnessing or experiencing bullying should immediately report incidents to the designated person responsible for behaviour, Marrilynn Hazeldine or our Deputy, Kellie Mayes. Any bullying incidents will be treated seriously and dealt with promptly with emphasis on emotional wellbeing.

Confidentiality
Confidential handling of reports will be maintained, with information shared strictly on a need-to-know basis in compliance with safeguarding guidelines.

Investigation and Response
All reported incidents will be thoroughly and sensitively investigated by the designated person(s). All involved parties, including parents, will be consulted as part of a transparent and fair resolution process.

Support for Children
Emotional support and reassurance will be provided to children affected by bullying, emphasising restorative practices and emotional healing with clear support strategies implemented for both victims and children exhibiting bullying behaviour. This will help to encourage positive changes in behaviour and understanding.

Parental Involvement
Parents/guardians will be promptly informed of any bullying incidents involving their child and will be actively engaged in the resolution and follow-up process with regular updates provided, ensuring parents remain informed about progress and outcomes.

Anti-Bullying Agreement
A clear anti-bullying commitment agreement involving staff, children, and parents will be established, emphasising collective responsibility and proactive engagement.

Review and Monitoring:
This policy will undergo annual reviews or more frequently as required to align with legislative changes or feedback from members, along with monitoring of the effectiveness of anti-bullying practices identifying how effective improvement prove.

Alignment with EYFS 2025 Changes
This policy integrates EYFS 2025 revisions, emphasising children's emotional well-being, the development of positive relationships, proactive safeguarding, and promoting an inclusive, respectful community.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Authorised Arrival & Collection of Children Policy

Policy Statement: At Playmates Pre-school we prioritise the safety and security of all children in our care. This policy outlines our approach to managing independent arrivals, departures, and travel arrangements to and from the setting.

Arrival
Children who arrive with a regular, authorised person will be able to collect the nominated child without providing the password. When staff have been notified the by parent/guardian.

Departure
Parents or legal guardians must provide details of individuals authorised to collect their child from the Setting and authorised individuals must be included on the child's enrolment form in case of emergency. **Under no circumstances** will children be released to any individual if notification has not been given by a parent/guardian. This can be completed by messaging staff through the Famly App.

Authorized Individuals
At least two authorized individuals must be included on the enrolment form including their name, contact information and relationship to the child. Any updates or changes to the list of authorised individuals must be communicated in writing.

Identification
Authorized individuals must provide the child's password as written on their information form. Failure to do this will result in the child not being released to the individual until further identification can be obtained and verified with a parent/guardian.

Safe Arrival and Departure Procedures
Accurate records of arrival and departure times will be maintained for each child on the Famly App.

Emergency Contact Information
Up-to-date emergency contact details including names, mobile phone numbers and relationship to the child must be provided by parents or legal guardians.
Emergency contacts will only be used in emergencies when we have been unsuccessful in contacting a parent/guardian.

Notification of Delays
Parents or legal guardians must notify the Setting if they anticipate being delayed in collecting their child. Staff will wait for a reasonable amount of time for the parent or authorised individual to arrive. Failure to arrive in a timely manner, or as promised, may result in staff contacting social services to report an abandoned child.

Alignment with EYFS 2025 Changes
This policy reflects EYFS 2025 standards, prioritising secure procedures, transparent communication, and the safeguarding of children during independent arrivals, departures, and travel arrangements.

Review and Monitoring:
This policy will be reviewed annually, or more frequently if required, to ensure effectiveness and compliance with changes in legislation or local guidelines.
Feedback from staff, parents, and external agencies will be encouraged to continuously improve this policy.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Behaviour Management Policy

Policy Statement: At Playmates Pre-school we are dedicated to fostering positive behaviour, emotional resilience, and social skills within a safe and nurturing environment. Our Behaviour Management Policy emphasises positive reinforcement, clear boundaries, and respectful interactions.

Promoting Positive Behaviour
Positive behaviour is consistently encouraged and reinforced through praise, encouragement and recognition, promoting high standards with emotional well-being and positive relationships. To ensure this:

- Staff actively model respectful, empathetic behaviour and appropriate social interactions to set a positive example for children.
- Offer stimulating, engaging, and developmentally appropriate activities to reduce boredom or frustration that may lead to challenging behaviour.

Setting Clear Boundaries
Clear, consistent, and age-appropriate boundaries and expectations are established and communicated positively. Children are involved in discussions around behavioural expectations, promoting their understanding, cooperation, and emotional intelligence.
We use the strategy; of ask, tell, consequence, consistently with children whose understanding is at an appropriate level. All children are given the opportunity to talk about their feelings.

Guiding Challenging Behaviour
Challenging behaviour is addressed sensitively and empathetically by:

- Recognising that it may be caused by unmet emotional or developmental needs.
- Using positive strategies such as redirection, distraction, providing clear choices.
- Supporting children's self-regulation and decision-making to resolve conflicts.
- Offering a calm, supportive environment where children can safely express their emotions and develop self-awareness and emotional literacy.

Consistency and Individualised Approach
Consistency in behaviour management approaches across all staff members ensure children:

- clearly understand expectations.
- Have individual strategies and adjustments to accommodate their unique temperament, developmental stage and specific needs.

Safety and Respect
Every child's safety and emotional well-being remain paramount. If a child's behaviour poses a risk to safety, staff will:

- Immediately and appropriately take action to protect children, staff, adults and property.
- Teach respect for oneself, peers, staff, and the environment, reinforcing positive social skills and relationships.

Communication with Parents
Open and consistent communication with parents regarding their child's behaviour, development, progress and any arising concerns. Staff will work in partnership with parents/guardians to develop consistent behaviour management strategies between home and the setting.

Staff Training and Professional Development
Staff attend training and regularly discuss successful strategies on behaviour management techniques, child development, emotional intelligence and recognising underlying behavioural triggers. Effective implementation of behaviour management strategies ensure staff are supported.

Monitoring, Evaluation, and Review:

- Annual reviews of this policy or more frequently if legislative or EYFS guideline changes occur.
- Continual monitoring and evaluation of behavioural strategies' effectiveness, informed by feedback from staff, parents, and external experts.

Alignment with EYFS 2025 Changes:

- This policy integrates EYFS 2025's focus on positive relationships, emotional resilience, self-regulation, inclusivity, and proactive behavioural guidance.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Biting Policy

Policy Statement: At Playmates Pre-school we recognise that biting can be a natural developmental stage that some young children go through. It is usually temporary and may occur for a variety of reasons, including teething, tiredness, frustration, experimentation, limited verbal skills, or seeking attention from adults or peers. The safety and welfare of all children is our primary concern, and this policy outlines the actions staff will take if a biting incident occurs.

Understanding Biting
Young children can be impulsive and may have limited self-control or communication skills. Staff will support children to express feelings appropriately, discourage biting in a calm and consistent way, and offer alternative emotional outlets. Staff will maintain close and constant supervision of children, particularly where there is a known risk of biting.

Procedure Following a Biting Incident

- The biting will be interrupted immediately with a firm but calm statement, such as "We don't bite, it's not kind."
- Staff will remain calm and will not overreact.
- The bitten child will be comforted and reassured.
- The child who has bitten will be removed from the immediate situation.
- The child who has bitten will be redirected to another area, activity, or appropriate sensory experience.
- The bitten area will be assessed, and a cold compress will be applied if needed.
- Parents or carers of both children will be notified.
- An incident report will be completed and recorded appropriately.
- Confidentiality will be maintained for all children involved.
- The bitten area should continue to be observed by parents and staff for any signs of infection.

Recurrent Biting
If biting becomes a recurrent situation, the child will be carefully observed and where necessary shadowed by a member of staff, without hindering their play or activities. Observations will be monitored to identify possible triggers or patterns using Antecedent, Behaviour, and Consequence (ABC) behaviour charts.

Supporting the Child
The child will be offered appropriate support and activities, such as sensory activities, to help them manage their feelings and reduce biting behaviour. If a child is biting on a regular basis, a behaviour management programme will be put in place with the full involvement of parents or carers.

Review & Monitoring
This policy will be reviewed annually or earlier if required to remain compliant with statutory guidance. Parent feedback will be welcomed to ensure transparency and fairness in all practices.

Signed:  **Date:** 01/09/2026

D Randall – Chairperson

Breastfeeding & Expressed Milk Policy

Policy Statement
At Playmates Pre-school we fully support breastfeeding families and are committed to providing a safe, hygienic, and welcoming environment for the storage, handling, and feeding of expressed breast milk. The setting will take direction from the individual family as to how best to support their wishes, whilst still safeguarding all children in line with the Early Years Foundation Stage (EYFS) statutory requirements.

Legal Framework
This policy is guided by national legislation and statutory guidance, including but not limited to:

- EYFS Statutory Framework 2025
- Keeping Children Safe in Education (KCSIE) 2025
- Health and Safety at Work Act 1974
- The Food Safety Act 1990 and Food Hygiene Regulations 2006
- Equality Act 2010 (protection of breastfeeding mothers)
- UNICEF UK Baby Friendly Initiative (BFI) guidance
- Local authority safeguarding and health guidelines

Designated Safeguarding Lead (DSL)
The DSL ensures that children's welfare and safety are prioritised in all feeding practices. This includes safeguarding commitments when parents are on site to breastfeed or express milk.

Implementation of the EYFS 2025 Breastfeeding and Expressed Milk Provisions

1. Supporting Breastfeeding Families
We are committed to:

- Respecting and supporting each family's feeding choices.
- Promoting breastfeeding as a positive and healthy option where families choose it.
- Offering information and signposting parents to local breastfeeding support services if requested.

2. Facilities for Breastfeeding and Expressing

- A clean, private, and comfortable space is provided for parents who wish to breastfeed or express milk.
- Facilities include a chair, handwashing facilities nearby, and access to refrigeration if needed.
- Parents are also welcome to breastfeed in communal areas if they prefer, provided safeguarding arrangements are maintained.

3. Safeguarding Commitments

- Parents who come into the setting to breastfeed or express are not DBS-checked; therefore, they must never be left unsupervised with children other than their own.
- Staff remain responsible for the supervision of all children at all times.
- When a parent is feeding their own child, staff continue to supervise the wider group to ensure all children's safety and well-being.
- If a parent is using a private space, this must be arranged so that supervision of other children is not compromised.

- Visitors, including parents, are reminded of our safeguarding policy and expectations for conduct in the setting.

4. Safe Storage of Expressed Breast Milk

- All expressed milk must be clearly labelled with the child's full name and the date/time of expression.
- Freshly expressed milk will be refrigerated immediately at 2–4°C and used within 48 hours.
- Frozen breast milk may be stored in a designated freezer at –18°C for up to 6 months.
- Any unlabelled or out-of-date milk will not be used and will be safely disposed of.

5. Handling and Preparing Expressed Milk

- Milk is only handled by staff who are trained in safe food handling.
- Milk must be thawed in the refrigerator or under cool running water, never in a microwave.
- Bottles are warmed in a jug of warm water or bottle warmer and gently shaken to mix separated fat before feeding.
- Milk is never refrozen once thawed.
- Any leftover milk after a feed is discarded immediately.

6. Feeding Expressed Milk

- Expressed milk is only fed to the child for whom it is intended.
- Staff follow safe bottle-feeding practices, ensuring the milk is at body temperature before serving.
- Feeding is always supervised by staff, who provide comfort and bonding opportunities for the child.

7. Hygiene and Safety

- Staff wash hands thoroughly before handling expressed milk or feeding equipment.
- Bottles, teats, and storage containers are cleaned and sterilised after each use.
- Clear records of milk storage and use are maintained.

8. Partnership with Parents and Carers
We work in partnership with families by:

- Respecting parental wishes regarding feeding routines and preferences.
- Communicating daily about how much milk the child has consumed.
- Supporting a smooth transition between breastfeeding and other feeding methods, as chosen by the family.

9.Record Keeping and Information Sharing

- All expressed milk stored on site is logged, with dates and times recorded.
- Parents are informed promptly if milk supplies are running low or if there are any storage issues.
- Records are kept in line with GDPR requirements and confidentiality is respected

Monitoring and Review
This policy will be reviewed annually, or sooner if national guidance changes. Staff and parents are invited to contribute feedback to ensure breastfeeding support remains safe, inclusive, and effective.

References

- Department for Education (2025). *Statutory Framework for the Early Years Foundation Stage: Setting the standards for learning, development and care for children from birth to five.* London: DfE.
- Department for Education (2025). *Keeping Children Safe in Education.* London: DfE.
- Equality Act 2010. London: HMSO.
- Food Standards Agency (2006). *Food Hygiene Regulations.*
- UNICEF UK Baby Friendly Initiative (BFI). *Guidance for early years settings.*

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Care, Learning & Play Policy

Policy Statement: At Playmates Pre-school we are committed to providing outstanding care, enriching learning opportunities, and engaging play experiences that support the inclusive development of each child, in alignment with the Early Years Foundation Stage framework.

Holistic Development:

We support children's comprehensive development - physical, intellectual, emotional, social, and creative - ensuring balanced growth and learning in line.

Individualised activities and experiences are planned according to each child's unique interests, needs, and developmental milestones.

Learning Through Play:

Play is central to children's learning and development, and we actively integrate play-based activities that foster exploration, critical thinking, creativity, and curiosity.

Emphasis is placed on child-initiated play, guided by adult support to extend learning opportunities naturally and effectively.

Age-Appropriate Activities:

Activities are carefully planned and adapted to meet the developmental stages, interests, and individual abilities of each child, ensuring inclusivity and active engagement.

Diverse learning experiences cater to varied learning styles and developmental needs.

Learning Environment:

We maintain a secure, stimulating, and inclusive environment designed to inspire children's curiosity, imagination, discovery, and independence.

High-quality resources and materials are thoughtfully selected to encourage exploration, creativity, and learning.

Observations and Assessments:

Ongoing, sensitive and respectful observations, tracking and formative assessments inform personalised planning, supporting each child's progress and development.

Parents are actively involved in assessment discussions, celebrating milestones and identifying next steps collaboratively.

Learning Goals and Objectives:

Clear, achievable, and personalized learning objectives are established for each child through using tracking documents. We use our curriculum and the EYFS areas of learning, developmental milestones and children's individual interests and needs to provide appropriate learning goals.

Planning is responsive and adaptive, ensuring that learning experiences remain relevant and engaging.

Inclusive Practices:

We foster an inclusive setting, celebrating diversity and ensuring all children feel valued, respected, and included in all activities.

Adaptations and support are provided to ensure fair participation for every child, regardless of background or ability.

Outdoor Play and Exploration:

Outdoor play is prioritized, providing daily opportunities for children to interact with nature, develop physical skills, and enhance their understanding of the world.

Outdoor areas are regularly inspected and equipped with diverse, age-appropriate, and stimulating resources.

Creative Expression:

Opportunities for creative and imaginative expression are integral, with children encouraged to explore various art forms, music, dance, role-play, and crafts.

Creative resources are accessible, safe, and designed to stimulate innovation, imagination, and self-expression.

Continuous Improvement:

Commitment to ongoing improvement includes regularly seeking feedback from staff, parents, and external professionals to refine and enhance our daily practice.

Staff participate in ongoing professional development, ensuring they remain informed about current EYFS best practices and emerging research in early childhood education.

Review and Monitoring:

This policy is reviewed annually or as needed and uses feedback from members to ensure we are offering continuous refinement and improvement of our care, learning, and play provision.

Alignment with EYFS 2025 Changes:

The policy focuses on holistic child development, inclusive practice, responsive learning, and a strong emphasis on well-being and emotional resilience.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

CCTV and Recording Doorbell Policy

Policy Statement: At Playmates Pre-school we are committed to ensuring the privacy, security, and safeguarding of all children, families, staff, and visitors. This policy outlines our approach to the use of Closed-Circuit Television (CCTV) and recording doorbells within our Setting. We ensure their use complies with data protection law and supports a safe and transparent environment.

Purpose of CCTV / Recording Devices:
The CCTV and recording doorbells are used solely for safety, security, and safeguarding purposes. This includes monitoring entry and exit points, deterring unauthorised access and protecting children, staff, and property. These devices are not used to monitor children's learning or behaviour inside the setting.

Location of Devices:
We position all cameras at entrances or external areas only. No recording devices are located in areas where children eat, sleep or are changed or placed in areas that would compromise a child's privacy or dignity.

Use and Access of Footage:
Recorded footage is only accessed by the senior staff or an authorised individual when there is a legitimate safeguarding or security concern. Access to footage is strictly controlled and password protected.
If a concern arises relevant footage may be shared with appropriate safeguarding authorities, such as Ofsted or the Local Authority Designated Officer (LADO), in line with our Safeguarding and Child Protection Policy.
Parents may request access to footage in which their child appears, in line with Data Subject Access Request (DSAR) protocols.

Data Storage and Retention:
Footage is stored securely and automatically deleted after 30 days, unless retained for a specific safeguarding or legal reason. Data storage is compliant with UK GDPR and the Data Protection Act 2018.

Parental Consent and Notification:
Parents are informed during the registration procedures about the presence and purpose of the CCTV and recording doorbells with written consent being obtained and recorded during the enrolment process. We ensure signage is clearly displayed informing all visitors that CCTV or recording doorbells are in operation.

Children's Privacy and Protection:
The use of CCTV and RING doorbell devices will not compromise the dignity, rights, or personal privacy of the children in our care and are never used for live streaming or sharing of images on any personal or public platform.

Visitor Guidance:
Visitors are informed of CCTV and RING doorbell recording devices upon arrival via signage.

Responsibilities:
All staff understand the importance of protecting data and upholding privacy regulations.

Alignment with EYFS 2025 Changes:
This policy supports the EYFS 2025 emphasis on safeguarding and privacy, ensuring that all recording technologies used in the setting adhere to robust data protection principles and are implemented only where appropriate. The EYFS updates highlight the need for clear policies that protect children's privacy while strengthening safety practices.

Review and Monitoring:
This policy will be reviewed annually or sooner if regulations, guidance, or the technology used changes. Feedback from parents and external agencies is welcome to ensure ongoing compliance and best practice.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Complaints and Grievances Policy

Policy Statement: At Playmates Pre-school we aim to provide exceptional care and maintain strong, transparent relationships with parents and families. Our Complaints and Grievances Policy complies with the Early Years Foundation Stage emphasising timely, respectful, and confidential management of concerns.

Open Communication:
We promote transparent, open dialogue and provide various accessible channels; written, email, face-to-face, Famly messages, for parents, families, staff and members to share feedback, concerns or complaints.
We welcome feedback actively as it offers essential insights for continuous improvement in our practice. One of the ways we do this is via questionnaires.

Receipt of Complaints:
Clear instructions on how to raise concerns, including contact details for the Pre-school Manager and Management Committee, will be provided to all parents and families.
Confidentiality and privacy will be rigorously upheld throughout the complaint submission and handling process.

Handling Complaints:
All complaints will be acknowledged promptly, within 48 hours, to confirm receipt and action commencement of the complaint procedure.
Complaints are handled objectively, confidentially, and fairly, safeguarding the dignity and rights of all parties involved.
Comprehensive records of all complaints, including actions taken and outcomes achieved, are maintained securely.

Investigation and Resolution:
Complaints undergo a thorough, impartial investigation by:

- gathering necessary information
- interviewing witnesses, and
- reviewing documentation

Resolution of complaints is prioritised and typically achieved within 10 working days from receipt but it may take longer. We use clear and transparent written communication to the complainant, including investigation outcomes, resolution and subsequent actions.

Confidentiality and Privacy:
Utmost confidentiality is maintained, with information shared only with individuals directly involved in addressing and resolving the complaint.
If necessary, for resolution, third-party mediation may be sought following consent from the complainant.

Appeals Process:
Dissatisfied complainants have the right to appeal the decision. Appeals must be submitted in writing, clearly outlining reasons and any additional supporting evidence. Appeals are reviewed objectively by a new party or designated representative uninvolved in the initial complaint.
The outcome of the appeal is communicated clearly and in writing, marking the final resolution of the complaint.

How to Complain:

- A parent who is uneasy about any aspect of the Pre-schools provision should first talk with the Settings manager or Pre-school leader regarding any worries or concerns they may have.
-
- If this does not have a satisfactory outcome or if the problem reoccurs, the parent should put their concerns or complaint in writing to the management committee. With A letter in a sealed envelope addressed FAO the Chair of the Committee or email them at raundsplaymates.committee@gmail.com
- The next stage would be a meeting with the leader and unless they are involved a manager with at least 2 members of the committee present. One of which must be the chairperson. A written record of the discussion will be made and signed by all who have attended the meeting to as a true representation of the meeting.
- A full response to the outcome of the investigation will be given in writing to the complainee.

Monitoring and Learning:
Complaints and their resolutions are regularly monitored, analysed, and reviewed to identify trends, recurring issues, and opportunities for service enhancement.
We will be objective with any gained insights following a complaint and seek possible improvements, to enhancing overall care.

Review and Monitoring:
- Annual reviews, or more frequently as necessary, ensure policy effectiveness, legislative compliance, and alignment with EYFS updates.
- Ongoing stakeholder feedback informs revisions and refinements of our complaint-handling practices.

Alignment with EYFS 2025 Changes:
- This policy incorporates EYFS 2025 revisions, emphasising robust, responsive, respectful, and transparent complaint management procedures.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Confidentiality & Data Protection Policy

Policy Statement: At Playmates Pre-school we prioritise confidentiality, privacy, and data protection. This policy complies with the Early Years Foundation Stage and current General Data Protection Regulation (GDPR) guidelines, clearly outlining procedures for safeguarding personal data.

Confidentiality:
All personal information provided by parents and children is treated with strict confidentiality, upholding every individual's right to privacy. Staff members fully understand their confidentiality obligations, including potential consequences for breaches. Confidential information encompasses personal data, medical records, developmental observations, and other sensitive details.

Storage and Access to Information:
Physical personal records are securely stored in locked cabinets accessible only by authorised staff. Electronic data is protected with robust passwords and up to date industry-standard cybersecurity measures such as fire walls and anti-virus protection to prevent unauthorised access or breaches. Only authorised staff members have access to personal information necessary for their role.

Sharing of Information:
Personal information is shared only when it is relevant and proportionate for safeguarding or promoting a child's welfare, and where sharing may help another safeguarding organisation carry out its functions. Information may be shared without parental consent when there is a lawful basis to do so; consent is not a prerequisite for a safeguarding referral. We will normally be transparent with children and families about information sharing unless doing so may place a child or another person at increased risk, prejudice the prevention or detection of crime, or otherwise be inappropriate. Decisions to share or withhold information, including the reasons for them, will be recorded.
Information may be shared with external safeguarding organisations and professionals when it is relevant and proportionate to safeguarding or promoting a child's welfare and may assist them in carrying out their functions. We will identify and document an appropriate lawful basis under UK GDPR and the Data Protection Act 2018. Where the statutory Information Sharing Duty applies, relevant information will be shared unless we reasonably consider that sharing would be more detrimental to the child than not sharing.
Written consent is obtained from parents for any photographic or other media usage, for purposes of the Pre-school business, names are not included in any posts outside of the Famly App.

Data Protection:
Our Data processing adheres strictly to GDPR guidelines, ensuring data accuracy, relevance, and timely updates to meet childcare and legal requirements.
Parents are transparently informed of data collection purposes, lawful processing bases, and their rights under GDPR, including rights to access, correct, or request deletion of data.

Data Breach:
Suspected or actual data breaches will trigger immediate internal investigation and prompt mitigation actions. Any affected individuals and relevant data protection authorities are notified immediately as mandated by GDPR.

Retention and Disposal of Data:
Data retention aligns with GDPR principles, maintaining information only for as long as necessary for childcare provision and statutory requirements.
Secure disposal methods (shredding physical documents and permanent deletion of electronic files) are rigorously employed when data is no longer required.

Staff Training and Awareness:
Staff receive GDPR and confidentiality training, clearly understanding responsibilities and required practices. All staff sign confidentiality agreements, formally committing to uphold privacy and data security standards.

Review and Monitoring:
Information Sharing Duty: From 30 September 2026, we will comply with section 16LA of the Children Act 2004 and have regard to the Department for Education's statutory guidance. Staff must promptly consider whether information they hold is relevant to safeguarding or promoting a child's welfare and whether sharing it may help another safeguarding organisation perform its functions. Decisions will consider accuracy, relevance, proportionality, the child's circumstances and views where appropriate, and whether sharing would be more detrimental to the child than not sharing. The DSL will support staff where there is uncertainty, but uncertainty must not cause unsafe delay. We will maintain appropriate local information-sharing arrangements, provide staff training, share information securely, and record the information considered, the recipient, the lawful basis, the decision and the reasons.
The policy undergoes annual reviews, or more frequently if required, to maintain alignment with EYFS and GDPR updates.

Alignment with EYFS 2025 and GDPR:

- This policy reflects the Early Years Foundation Stage statutory framework, UK GDPR, the Data Protection Act 2018 and the statutory Information Sharing Duty under section 16LA of the Children Act 2004, in force from 30 September 2026. It supports lawful, relevant, proportionate and secure information sharing to safeguard and promote children's welfare, while maintaining transparency, accuracy, accountability and appropriate confidentiality.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Cultural Awareness & Celebrations Policy

Policy Statement: At Playmates Pre-school, we are committed to fostering an environment where every child and family feels respected, valued, and included. We recognise that children grow up in diverse families, communities, and cultures, and we celebrate this diversity as a strength. This policy sets out how we promote cultural awareness, respect for different faiths and traditions, and inclusive celebrations, in line with the Early Years Foundation Stage (EYFS) framework.

Legal Framework
This policy is guided by national legislation and statutory guidance, including but not limited to:

- EYFS Statutory Framework 2025
- Equality Act 2010
- The Children Act 1989 and 2004
- United Nations Convention on the Rights of the Child (UNCRC)
- Department for Education (2021) *Development Matters* (non-statutory curriculum guidance)
- Local authority equality, diversity, and inclusion guidance

Designated Safeguarding Lead (DSL)
While cultural awareness is the responsibility of the whole staff team, the DSL ensures that cultural practices and celebrations are approached safely and respectfully, particularly where safeguarding or dietary considerations are involved.

Implementation of the EYFS 2025 Cultural Awareness and Inclusion Principles

1. Respecting Diversity
We respect and value the cultural, religious, and family traditions of all children. This includes:

- Encouraging children to share their own experiences, traditions, and family customs.
- Creating an inclusive environment where differences are celebrated.
- Ensuring that no child or family feels excluded because of their cultural or religious background.

2. Inclusive Curriculum and Resources
We reflect cultural diversity through:

- Books, images, music, and play resources representing a wide range of cultures, family structures, and communities.
- Learning opportunities that introduce children to different traditions, foods, and languages.
- Positive role models that reflect diversity and inclusion.

3. Celebrating Festivals and Traditions
We celebrate a range of cultural and religious festivals throughout the year. When planning celebrations, we:

- Consult with families to ensure celebrations are accurate, respectful, and meaningful.
- Encourage children to share their own experiences of festivals and traditions.
- Ensure celebrations are inclusive, focusing on awareness and respect rather than stereotypes.
- Avoid favouring one culture or religion over another.

4. Partnership with Parents and Carers
Parents and carers are central to our cultural awareness approach. We:

- Invite families to share their traditions, festivals, and experiences with children.
- Seek parental guidance on practices (e.g., food, dress, religious observances).
- Respect the choice of families who may not wish to participate in certain celebrations.

5. Equality and Inclusion
In line with the Equality Act 2010, we:

- Ensure all children have equal access to opportunities, resources, and experiences.
- Challenge discriminatory attitudes, language, or behaviour.
- Promote mutual respect and tolerance, supporting the development of British values within an inclusive framework.

6. Supporting Children's Understanding
We help children to:

- Develop positive attitudes towards diversity and difference.
- Recognise and respect similarities and differences between themselves and others.
- Build empathy, curiosity, and open-mindedness through play, stories, and discussion.

7. Staff Training and Awareness
All staff receive training in equality, diversity, and inclusion to:

- Recognise unconscious bias.
- Promote positive role modelling.
- Respond appropriately to children's questions and comments about culture, faith, and identity

Record Keeping and Information Sharing

- We record children's cultural and religious needs, including dietary requirements and observances, as part of the enrolment process.
- Information is stored securely and shared appropriately with staff to ensure inclusive practice.

Monitoring and Review
This policy will be reviewed annually, or sooner if statutory guidance changes. Feedback from staff, parents, and children will be used to evaluate the effectiveness of our approach to inclusion and cultural awareness.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

References

- Department for Education (2025). *Statutory Framework for the Early Years Foundation Stage: Setting the standards for learning, development and care for children from birth to five.* London: DfE.
- Department for Education (2021). *Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage.* London: DfE.
- Equality Act 2010. London: HMSO.
- United Nations Convention on the Rights of the Child (1989).

Daily Routine and Activities Policy

Policy Statement: At Playmates Pre-school we provide structured yet flexible daily routines that offer stability, promote development and reflect each child's unique needs and interests. This policy complies with the revised Early Years Foundation Stage (EYFS) to ensure the highest standards of care and learning.

Individualised Daily Routine:
We discuss with parents how to create the most effective environment based on each child's age, developmental stage, specific needs and personal preferences. Consideration is given to individual nap times, dietary requirements, health needs and targeted developmental activities.

Structured Routine:
Our daily schedule incorporates predictable and consistent routines, promoting a sense of security, stability and emotional well-being for children.
The structured routine includes designated times for arrival, departure, meals, rest periods, focused learning, group activities and outdoor play.

Play and Learning Activities:
A variety of age-appropriate and engaging activities are planned to support all developmental areas - physical, cognitive, social, emotional, and creative.
We balance structured, adult-led activities with child-initiated play, encouraging independence, exploration and active learning.

Outdoor Play:
Daily outdoor play is prioritised, weather permitting, providing enriching physical activities, sensory exploration, and opportunities to appreciate nature and environmental sustainability.
Outdoor environments are safe, stimulating and well-maintained to facilitate active exploration and gross motor skill development.

Lunch Club and Snack Times:
We offer a fruit-based or healthy snacks during every session, respecting dietary needs, allergies and cultural practices.
Lunch clubs and snack times promote positive eating habits, social interaction, independence and opportunities for children to participate in age-appropriate responsibilities such as self-serving.

Rest and Relaxation:
Quiet spaces are provided for rest, relaxation and sleep, each child’s individual needs are met with calm spaces promoting quality rest when needed.

Safety and Supervision:
Children's safety and well-being remain paramount throughout all routines and activities with staff-to-child ratios maintained and ensuring vigilant supervision and individual attention.
All staff members hold current paediatric first aid certifications and are trained in effective emergency response.

Parent Involvement:
Transparent communication ensures parents are informed about their child's routines, activities, and developmental milestones.
We actively seek and value parental input regarding their child's preferences, interests, and experiences to encourage partnership.

Continuous Review and Improvement:

- Annual reviews, or more frequently as necessary, ensure routine effectiveness and compliance with EYFS guidelines and regulatory changes.
- Feedback from children, parents, staff, and external agencies is actively sought and utilised to continuously refine and enhance our daily routines and activity offerings.

Alignment with EYFS 2025 Changes:

- This policy incorporates EYFS 2025 revisions, emphasising holistic child development, individualised care, active learning through play, outdoor engagement, parental partnership, and rigorous safety standards.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Dental Hygiene Policy

Policy Statement: At Playmates Pre-school we prioritise children's oral health by fostering good dental hygiene awareness and education. While tooth brushing does not take place on-site, we strongly encourage and support toothbrushing at home both before and after attendance.

Home Toothbrushing Routine:
Parents are encouraged to ensure their children brush their teeth thoroughly using age-appropriate fluoride toothpaste before arriving and after leaving our setting.

Parental Responsibility:
Parents or legal guardians are responsible for their child's toothbrushing routine and are encouraged to maintain regular dental check-ups and professional dental advice. Parents should inform us of any specific dental hygiene needs or concerns relevant to their child.

Oral Health Education:
We provide regular, age-appropriate oral health education to children, emphasizing the importance of dental hygiene, healthy eating habits and regular toothbrushing at home. Children learn about tooth decay prevention, gum health, and the significance of good oral hygiene practices.

Healthy Snacks and Drinks:
Nutritious snacks and drinks promoting good oral health are provided daily. Sugary snacks and beverages are limited to special occasions, aligning with healthy lifestyle guidelines.

Water Availability:
Fresh drinking water is available to children throughout the day, promoting hydration and aiding in oral hygiene after meals and snacks.

Emergency Dental Care:
Parents are promptly notified of dental emergencies with immediate first aid administered as necessary. Urgent professional medical or dental assistance is sought if required.

Dental Health Records:
Any relevant dental information provided by parents or dental professionals is securely maintained. Records remain confidential and are accessible only by authorised personnel.

Review and Monitoring:
This policy is reviewed annually or as necessary, ensuring compliance with EYFS and local regulatory updates.
Feedback from parents, staff, and dental health professionals informs continuous improvements in our dental hygiene awareness and education practices.

Alignment with EYFS 2025 changes:
The policy incorporates EYFS 2025 revisions, prioritising holistic child development through comprehensive oral health education and awareness.



Signed: **Date:** 01/09/2026

D Randall - Chairperson

Dropping Off & Collection Policy

Policy Statement: At Playmates Pre-school children's safety and security during drop-off and collection times remain paramount, we ensure transparency, efficiency and the highest safety standards.

Authorised Persons
Children will only be released to parents/guardians or individuals preauthorised by said parents/guardians. Parents must promptly notify the Setting of any changes to authorised collection arrangements. This does not apply to persons who dropped the child off, they will be permitted to collect the child. If a parent/guardian gives prior permission, we will allow the child to be collected by a suitable sibling of a responsible age.

Identification
Authorised individuals must provide the designated password on the child's information record. If someone other than an authorised person arrives to collect a child, senior staff will telephone a parent/guardian to verify. Until verification is completed, the child will remain in the care of the pre-school, costs may be incurred.

Arrival and Departure Records
Accurate records of each child's arrival and departure times are diligently maintained; staff will sign children in and out through the Famly App and paper register.

Notification of Delay
Parents are required to inform the Setting in advance, or as soon as possible, of their child's delay in arrival. Unexpected delays should be promptly communicated to ensure the child is greeted in a welcoming manner and is integrated into the session with minimal concern.

Handover Procedure
Handovers are welcoming enabling effective communication between the staff member and parents/guardian or authorised individuals. Updates and relevant information regarding each child's welfare and well-being are clearly communicated.

Child Release
In any case of uncertainty, parents or guardians will be contacted directly for verification prior to release.
In any case we will not let a child leave the premises if the parent/guardian or authorised person is:

- Intoxicated by alcohol
- Appears high or smells strongly of recreational drugs/substances
- Showing signs of a medical condition that may influence their ability to be responsible
- In breach of a Court Order, or
- The child has made a disclosure, and the MASH team has advised the child does not to leave the premises or,
- The child is in imminent danger of harm or abuse

Late Collection
Parents/guardians or authorised individuals are expected to adhere to their collection times, failure to do so may result in charges.
In the event of unavoidable delays, immediate notification to the Setting is required to ensure alternate arrangements until the parent/guardian arrives.

Confidentiality
All sensitive information provided by parents or legal guardians, including custody arrangements, remain strictly confidential.

Review and Monitoring
This policy is reviewed annually, or more frequently if necessary, ensuring alignment with EYFS updates and legislative changes.
Feedback from parents, staff, and external agencies informs continuous improvement of the dropping off and collection processes.

Alignment with EYFS 2025 Changes
This policy fully integrates EYFS 2025 revisions, prioritising children's safety, clear communication, secure procedures, and confidentiality.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Dogs and Other Animals Policy

Policy statement: **This policy ensures the safety and well-being of all children, staff, parents, carers, and visitors by managing risks associated with dogs and other animals. It supports the Playmates safeguarding responsibilities and is informed by the Early Years Foundation Stage (EYFS) Statutory Framework, the Dangerous Dogs Act 1991, and subsequent amendments.**

Banned breeds

- Dogs prohibited under UK legislation are completely banned from the preschool premises, grounds, and perimeter at all times.
- This restriction applies to XL Bullies, Pit Bull Terriers, Japanese Tosas, Dogo Argentinos, Fila Brasileiros, and any other breed subsequently banned by UK law.
- This ban applies under all circumstances, even if an owner holds a valid Certificate of Exemption, third-party insurance certificate, or keeps the dog muzzled and leashed.

General dog restrictions on premises

- No personal pets or dogs are allowed on Windmills school site or Playmates. This includes the buildings, playground, car park, and walkways.
- No one is to bring dogs onto the premises when dropping off or collecting children. This includes carrying the dog.
- Dogs must not be tied up, left unattended, or allowed to obstruct the gates, fences, or entrance pathways.
- Registered assistance dogs, such as Guide Dogs, are permitted on site.
- A therapy dog/animal must gain permission by prior arrangement from the school/Playmates before they will be allowed to enter the site.

Educational visits and on-site animal activities

- Any educational visit involving animals, such as mobile farms or therapy dogs, must be approved in advance by the Manager.
- A comprehensive written risk assessment must be completed before the visit, detailing handling protocols and emergency procedures.
- Strict handwashing with warm water and soap is mandatory for all children and staff immediately after any animal contact.

Off-site outings and public spaces

- During community walks or outings, staff must remain highly vigilant of off-lead or unfamiliar dogs in public areas.
- Staff will position themselves between the children and any approaching animal.
- Children are explicitly taught not to approach or pet any unknown animals during outings.

Procedure for stray or unaccompanied dogs

If a stray, loose, or unaccompanied dog enters the Preschool perimeter or grounds, staff must prioritise child safety and follow the procedure below.

- **Immediate containment:** If children are outdoors, staff must immediately escort all children inside the building, securing all external doors and windows. Children must remain indoors until the animal has been safely removed from the site.
- **Do not approach:** Staff must not attempt to approach, corner, catch, or touch the dog, as frightened or stray animals may display unexpected aggression.
- **Observation:** From a safe indoor position, a designated staff member should monitor the dog's location and behaviour while awaiting assistance.

- **Reporting and removal:** Staff will immediately contact the Dog Warden via North Northants Council to request removal of the animal: 0300 126 3000.
- **Police:** If the dog behaves aggressively, appears to be a banned breed, or poses an immediate threat to life or safety, staff must call 999. If the dog is trespassing without immediate danger, staff may call 101.
- **Post-incident hygiene and inspection:** Once the dog is safely removed by authorities, senior staff must inspect the outdoor play areas for any dog fouling or biological hazards before children are permitted back outside. Any waste must be cleared immediately and the area thoroughly disinfected.

Signed:  Date: 01/09/2026

D Randall - Chairperson

Emergency and Alternative Care Policy

Policy Statement: At Playmates Pre-school we prioritise the safety, security, and well-being of every child. This policy aligns with the revised Early Years Foundation Stage (EYFS), detailing our preparedness and responsive measures during emergencies and ensuring continuity of care through alternative arrangements when required.

Emergency Preparedness:
An up-to-date, comprehensive emergency plan outlines responses for potential emergencies, including fire, medical emergencies, natural disasters, and lockdown situations.
Staff are regularly trained and familiarised with all emergency protocols.

Emergency Contact Information:
Accurate, confidential and securely stored emergency contact information is collected from parents/legal guardians, including alternative contacts.

Communication with Parents
Once the safety of the children is ensured prompt notification to the parents/legal guardians will begin. Using established communication methods (e.g., Famly App, telephone, text, email). With ongoing updates provided during the emergency where possible.

Medical Emergencies
All staff members are trained in paediatric first aid and basic life support. Immediate medical intervention will be sought through emergency services if required, with timely communication to parents/legal guardians.

Evacuation Plan
A clearly defined and regularly practiced evacuation plan is maintained for use during emergencies such as fires or hazardous conditions. Evacuation routes and assembly points are visibly marked and known to all staff and children.

Lockdown Procedures
Clearly defined lockdown procedures are established and regularly reviewed, covering external security threats. Staff members receive training to ensure children's safety during lockdowns.

Alternative Care Arrangements
Should circumstances prevent regular operations (e.g., facility damage, staff shortages), appropriate alternative care arrangements will be coordinated at the earliest opportunity. Parents/legal guardians will be promptly informed of arrangements and provided with detailed information using established communication methods (e.g., Famly App, telephone, text, email)

Communication with Emergency Services
The senior staff member will adopt the title of designated person and will liaise with emergency services during incidents, providing essential details about the Setting and occupants.

Review and Monitoring
The policy is reviewed annually, or more frequently as needed, to ensure effectiveness and compliance with EYFS standards and regulatory requirements.
Continuous feedback from parents, staff, and external professionals is sought to enhance emergency and alternative care strategies.

Alignment with EYFS 2025 Changes
This policy fully incorporates the EYFS 2025 emphasis on proactive planning, responsive care, clear communication, and children's well-being in emergency scenarios.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Environment & Sustainability Policy

Policy Statement: At Playmates Pre-school we are dedicated to creating an environmentally responsible and sustainable Setting, nurturing children's understanding of their role in protecting our planet. This policy supports children's sustainability-focused learning development through practices.

Waste Reduction and Recycling:
We actively reduce waste by limiting single-use products and promoting reusable alternatives.

Sustainable Practices:
Incorporate water-saving devices and energy-efficient practices, including switching off unused lights, heating, and appliances. Promote mindful resource use among children through daily routines.

Nature-Based Learning:
Regular outdoor play and exploration activities are planned to enhance children's connection with nature encouraging exploration, observation and appreciation of the natural environment.

Environmental Education:
Deliver age-appropriate educational activities on looking after our environment by focusing on recycling, composting, biodiversity and climate awareness. Use discussion opportunities to engage children in protecting our environment and responsible citizenship.

Nature Conservation:
Promote respect and care for plants, animals and natural ecosystems with opportunities for gardening, birdwatching and nature walks. This will encourage understanding and help with the protection of the world around us.

Eco-Friendly Materials:
Prioritise the use of non-toxic, environmentally friendly materials in art, crafts, and educational activities and creatively reuse and recycle materials.

Continuous Improvement:
Regularly assess and enhance our sustainability practices, seeking feedback and suggestions from parents and children. We encourage staff innovation in promoting further sustainable improvements.

Review and Monitoring:
This policy is reviewed annually or as necessary, ensuring alignment with EYFS guidelines and evolving sustainability best practices.
Feedback from stakeholders is actively sought to continuously refine and improve our environmental and sustainability efforts.

Alignment with EYFS 2025 Changes:
This policy integrates EYFS 2025 updates, emphasising environmental responsibility, sustainable practices, and children's holistic development.

Signed:  **Date:** 01/09/2026

D Randall – Chairperson

Equal Opportunities and Inclusion Policy

Policy Statement: At Playmates Pre-school we uphold a strong commitment to equal opportunities, diversity, and inclusion, providing an environment where every family is respected, valued, and treated equitably. This policy ensures every child's development is supported regardless of background, ethnicity, religion, or ability. We have a trained inclusion manager (Marrilynn Hazeldine).

Legal Framework: This policy adheres to the Equality Act 2010, the United Nations Convention on the Rights of the Child (UNCRC), and current EYFS guidelines.

Promoting Equality and Diversity:
We actively challenge discrimination, prejudice and stereotyping to promote positive attitudes towards diversity. We create an inclusive and respectful environment celebrating the diverse backgrounds, cultures, and identities of all children and families.

Supporting Children with Additional Needs:
We commit to making reasonable adjustments and individualised support to facilitate full participation and inclusion. We collaborate closely with parents and external professionals, such as therapists or educational specialists, to ensure tailored support for each child.

Curriculum and Resources:
Provide a diverse and inclusive curriculum reflecting various cultures, identities, and abilities by selecting and utilising resources, including books, toys, and materials, that positively represent diverse family structures, ethnicities, cultures and abilities.

Language and Communication:
Respect and value children's home languages and actively promote bilingualism and multilingualism. Practice inclusive language that validates children's identities and enables authentic self-expression.

Partnership with Parents:
Collaboration with parents and guardians to acknowledge their vital role in actively promoting equality and inclusion. We regularly seek parental feedback and participation in creating inclusive strategies and supporting their children's unique needs.

Staff Training and Development:
Regularly provide staff with training focused on equal opportunities, inclusive practices, recognising unconscious bias and supporting children with additional needs. Cultivate continuous professional development and reflective practice, ensuring staff remain informed about best practices in inclusion.

Review and Monitoring:
Annually or as needed, review and update this policy to align with EYFS standards, legislation, and best practices.
Actively seek and integrate feedback from parents, staff, and external agencies to enhance the effectiveness of our inclusion and equal opportunity practices.

Alignment with EYFS 2025 Changes:
This policy reflects EYFS 2025 revisions emphasizing diversity, inclusion, equality, and the holistic development of every child.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Famly Application Policy

Policy Statement: Playmates Pre-school is committed to giving parents and families better involvement in their child's learning journey by working with an online application to offer real-time experience in sharing their child's education and care.

Procedures
From the child's start date, parents will be sent details and information on how to access the Famly App as part of the enrolment process. A parent/carer must supply a private email address. Both parents/carers are welcome to access this with separate email addresses.

All keyworkers have access to a tablet for the use of the Famly App. Keyworkers will share observations made of the child to the Famly App, which will notify the supplied email address(es) that there is an entry on their learning journey.

Famly is a system that allows parents and carers to view their child's learning journal online. It is an app designed to bring parents and carers closer to their child's development whilst at the Setting.

It can be used as a direct communication tool between parents/carers and the child's keyperson. Parents/carers have direct access to their child's keyworker via the Famly App to report any issues or concerns at the earliest opportunity and can also be used to notify us of holidays or sickness.

Parental Involvement
Parents/carers are encouraged to share activities or enrichment opportunities they have accessed away from the Setting. This helps the keyworker and parents to work together to create an accurate record of the child's learning styles and abilities.
All records on the Famly App are available to download for families until one week after their leaving date.

Security
Each child's record is available to all members of senior staff. Staff generally do not access Famly away from the Setting but in some cases this is unavoidable. Only senior staff have access to Family outside of work and on their personal devises. They have been instructed on how to keep the Famly App secure within the boundaries of Playmates Pre-school's policies and procedures.

Review & Monitoring
This policy will be reviewed annually or earlier if required to remain compliant with statutory guidance. Parent feedback will be welcomed to ensure transparency and fairness in all practices.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Fees Policy

Policy Statement: At Playmates Pre-school we are committed to delivering high-quality childcare and early learning experiences. This policy outlines clear, transparent, and fair procedures regarding fees, charges and payments.

Fee Structure
Fees are clearly structured based on sessions and days of childcare required, parents/guardians will receive a detailed breakdown reflecting their child's specific attendance.
Families have access to all fees due at any time via the Family app. Hard copies can be supplied if requested in writing.

Payment Schedule:
Fees are due 1 month in advance on the 25th of each month. Invoices will give a minimum of 10 days' notice and due dates will be clearly communicated and consistently enforced.

Non-Funded hours:
- Any hours exceeding the governments funded hours will be paid at the Setting's current hourly rate.
- For information on how to claim tax free childcare go to www.beststartinlife.gov.uk.
- If a third party is paying for a child to have extra hours outside of the government funded hours. The parent/guardian is responsible for ensuring the invoices are paid and on time, they will be liable for any unpaid balances and late payment charges incurred at anytime.

Payment Methods:
Accepted payment methods include electronic bank transfers or via debit or credit card, receipts will be issued promptly following payments. We do not accept cheques or cash for fee payments.

Late Payment:
We expect parents/guardians to pay on or before the due date;
- Late payments will incur an additional fee of 10% of the total overdue fees or a £10 charge, whichever is the greater amount. As outlined in the signed contract.
- Families who consistently pay fees after the due date (3 times or more) will be asked to pay fees up to 3 months in advance to ensure their account is cleared before the child's leaving date.
- Persistent late payments may result in a review of your child's placement arrangements.

Absences and Refunds:
Fees remain payable during planned absences, including holidays and illness and no refunds or credits will be provided for missed sessions arising from this situation.

Additional Fees:
- Parents/guardians will be charged a fee of £15 as well as £2.00 per minute per child for any late collection(s) of their child(ren).
- Families are asked for a voluntary no refundable administration fee. Payment of the administration secures an agreed start date.
- We ask for a voluntary resource fee @ £1 per session to cover, nappy cream, wipes, spare clothes, healthy snacks, special events and special event crafts.
- Parents/guardians can opt-out of paying the resource fee at any time but understand they will be charged £2.00 for any resource used at the Setting's expense.
- A bag containing all resources needed for each session must be supplied for every session the child attends, including a healthy snack/breakfast in a sealed container. For example:

Snacks:

- Apple
- Orange
- Grapes (cut in half long ways)
- Cucumber
- Strawberries
- Banana
- Cheese

Breakfast (no added sugar)

- Weetabix
- Cornflakes
- Shreddies
- Rice crispies

- You will be provided with a list of suitable healthy snacks that are permitted and the portion size needed.
- If families agree to start their child at Playmates Pre-school and there after give notice to withdraw, or refuse to sign the parental contract, any fees incurred to that point will become immediately payable.

Fee Reviews and Adjustments:
We review our fees annually to reflect the quality of our service and remain sustainable in line with increased costs each year.
Changes to fees will be communicated clearly, in writing, with at least one month's notice.

Fee Arrears

- If arrears exceed £50.00. Our childcare services will be reduced to just the sessions that are fully covered by qualified funded hours.
- Any overdue fees are subject to a 10% or £10.00 per week late penalty fee (whichever is greater).
- Clear and transparent communication will be maintained to resolve financial issues.
- Families are invited to discuss overdue fees with the Pre-school Manager, Gail Gilbet, at any time during the office opening hours. Or to send an email or letter of appeal to the management committee. This can be in a sealed envelope addressed to the chair of the committee or by email to raundsplaymates.committee@gmail.com.
- We will work with families to resolve overdue fees using affordable payment plans. However any deviation from the agreed arrangement will result in the child's placement being reduced or removed.
- Families ending an academic year owing fees will not be able to continue access childcare through our Setting.
- Families with outstanding balances will not be permitted to start any further children in their care at the Setting until the balance has been cleared, including any late payment fees.
- Failure to pay outstanding fees will result in the setting taking legal action to recover the debt. This will include applying to the court for repayment of the outstanding balance, together with any additional costs or fees incurred through the debt recovery process.

Contract and Agreement
A detailed written contract outlining fees and terms will be provided to and signed by parents or guardians which confirms mutual understanding and agreement of the fee policy.

Privacy and Confidentiality
All financial information and payment records are treated with strict confidentiality.

Review and Monitoring:
This policy is reviewed annually or sooner if required, aligning with EYFS guidelines and local regulations.
Parent feedback is actively sought to enhance and refine our fee policies and practices.

Alignment with EYFS 2025 Changes:
This policy incorporates EYFS 2025 revisions, ensuring clarity, fairness, and transparency in fee structures and financial arrangements.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Female Genital Mutilation (FGM) Policy

Policy Statement: At Playmates Pre-school we are committed to safeguarding all children in our care from all forms of harm, including Female Genital Mutilation (FGM). We firmly oppose FGM as it is a serious violation of children's rights and UK law. This policy outlines our responsibilities, approach, and procedures for preventing, identifying, and responding to concerns related to FGM.

Legal Framework:

- Female Genital Mutilation Act 2003
- Children Act 1989
- Multi-agency statutory guidance on female genital mutilation

Definition of FGM
FGM involves any procedure that intentionally alters or causes injury to female genital organs for non-medical reasons. It is illegal in the UK and is considered child abuse.

Roles and Responsibilities
The designated safeguarding lead (DSL) is responsible for ensuring all staff members are aware of the risks associated with FGM. Staff must remain vigilant and report any concerns immediately to the DSL.

Awareness and Prevention
Staff members receive regular training on recognising the signs of FGM and appropriate response protocols. We will actively raise awareness about FGM risks, consequences and legal implications among parents and carers.

Identifying Risk
Staff will remain vigilant for any signs indicating a child may be at risk, such as discussions around 'special ceremonies' or extended trips to countries known to practice FGM. Any concerns will be documented clearly and promptly.

Reporting Procedure
1) Any suspicion or knowledge of FGM must be reported immediately to the DSL.
2) The DSL will report the concern to the appropriate safeguarding authorities as required by law.
3) We will work cooperatively with authorities during any subsequent investigations.

Support for Children
Children affected or at risk of FGM will be supported sensitively, with consideration for their emotional and physical well-being. We will seek specialist support and guidance as necessary.

Communication with Parents
We maintain open, respectful communication with parents, encouraging discussions around any cultural practices relevant to FGM with our primary focus remains on safeguarding and protecting the welfare of children.

Documentation and Record Keeping
Accurate records of any concerns, actions taken, and communication with relevant authorities will be securely kept in line with confidentiality requirements.

Review and Monitoring
This policy will be reviewed annually or sooner if legislation changes.
Feedback from staff, parents, and external agencies will inform continual improvement.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Financial Management & Budgeting Policy

Policy Statement: For a childcare provision to function well, it is vital its finances are appropriately planned and managed. A structured financial system helps day-to-day activities to run more smoothly, and accurate accounting records can support the planning process. Practising sound financial management helps keep our provision sustainable.

To ensure this, we balance our expenditure, including rent, utilities and wages, against the income received from fees, funding and grants. As a non-profit-making organisation, our excess revenue is used to improve our service, equipment or opportunities for our children. We use a linked, higher interest rate account to protect excess funds and separate these from our current account. The current account holds enough funds to cover direct debits and standing orders at all times.

Financial Planning and Sustainability

- We fundraise to replace and purchase new equipment for the Setting and are confident our resources and activities provide a high-quality service to families.
- Our business plan outlines any expected changes for the year ahead and can be used to plan for the development of our services.
- We strive to keep sufficient funds in our Reserve Account to pay all statutory fees if the Setting should close, including redundancies and rent notice.
- We have budgets for emergency rent, in case of financial difficulties, training for staff and fundraising.
- We regularly consult with the local council on funding rates and changes to universal funding, extended, expanded and disadvantaged funding and 2-year funding.
- We encourage our families to use the tax-free childcare scheme.
- We accommodate the national living wage across our pay increases on a fair system based on qualifications gained, performance and commitment to the Setting's success.
- Parents are encouraged to pay fees via online or by using a credit or debit card, to ensure we have an electronic trail of all payments.
- Although discouraged, in some cases we will accept cash. We understand that some families do not have access to online or a credit/debit card. In the case of a cash payment, a handwritten receipt will be given.

Ensuring Our Setting Accounts for All Monies

We use a robust system which keeps accurate records and ensures prompt payments of invoices. We do this by:

- Keeping a daily cash book up to date with a corresponding accounts book.
- Ensuring financial records and statements are examined by a qualified accountant once a year and all information is reported to the Charity Commission for publication on time.
- Using Co-op's online banking system to keep our records up to date and to pay invoices and wages.
- Delivering a Treasurer's report at every Management Committee Meeting. Members can request to scrutinise the accounts and ask for proof of payment or receipt at any time.
- Processing refunds for purchases only if a receipt is provided.
- Using up to £100 from fundraising paid in cash to top up petty cash.

Review & Monitoring
This policy will be reviewed annually or earlier if required to remain compliant with statutory guidance. Parent feedback will be welcomed to ensure transparency and fairness in all practices.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

First Aide Policy

Policy Statement: At Playmates Pre-school we prioritise the safety, health and welfare of every child, staff member, visitor and volunteer in our care. This First Aid Policy outlines our procedures for ensuring qualified first aid support is available, first aid equipment is maintained, and injuries or accidents are responded to promptly and appropriately.

First Aid Provision
To ensure the safety of the members of our Setting, we will always have at least three qualified first aiders on the premises, trained to administer first aid to the children, staff, visitors and volunteers.

First Aid Equipment
The Settings leader will ensure that first aid equipment is kept clean and replaced as necessary or when expires. With have through monitoring systems in place. Sterile items will be kept sealed in their packages until needed.

First Aid Procedures

- Cuts or open sores, whether on adults or children, will be cleaned covered with an appropriate dressing.
- Knocks to the head will be treated via a cold compress to reduce swelling and monitored.
- Full information will be completed by the staff member who administered first aid will record the incident which will be sent to the parents/guardians via Famly, together with advice as deemed necessary.
- Parents will be informed of the injury and advised accordingly if further monitoring/treatment or further medical advice from a medical professional is advised.

Parent Notification
Parents will be informed of any injury and advised accordingly. Where first aid has been administered, details will be recorded and shared with parents or carers in line with the Settings procedures.

Review & Monitoring
This policy will be reviewed annually or earlier if required to remain compliant with statutory guidance. Parent feedback will be welcomed to ensure transparency and fairness in all practices.

Signed:  Date: 01/09/2026

D Randall - Chairperson

Food Safety Policy

Policy Statement: At Playmates Pre-school we are committed to providing safe, nutritious, and balanced snacks that align with the EYFS Safer Eating guidelines. This policy ensures that all food is prepared, stored, and served following the highest safety standards, protecting the health and well-being of all children in our care.

Food Handling and Storage
All staff involved in food preparation will complete accredited food hygiene training (Level 2 Food Hygiene for Early Years).
Food will be stored correctly, with clear labelling and regular freshness checks.
Cross-contamination will be strictly avoided.

Personal Hygiene
Staff will wash hands frequently before handling food, after handling raw foods, and after any contact with potential contaminants.
Staff will not prepare food if they show signs of illness that could pose a risk to food safety.

Snack Nutrition Planning
Snacks will be planned according to EYFS 2025 nutritional guidance, ensuring varied, healthy options and inclusive of cultural and dietary needs.
Special dietary needs, allergies, and intolerances will be adhered to and accommodated.

Allergen Management
Information about allergies, intolerances, and dietary requirements will be obtained before a child starts and regularly updated where necessary. A record of a child's allergies, intolerances, and dietary requirements are listed on the allergies and special requirements sheet which is displayed in the kitchen for all staff to refer to. The suitability of a snack will be checked beforehand by the staff member preparing the snack. Providing an alternative for the child/ren if necessary.
If required allergy action plans will be developed with parents and healthcare professionals, updating as necessary.

Safe Eating Practices
To ensure the children are safe during lunch club and snack times:

- A Paediatric First Aid (PFA) trained staff member will always be present when children are eating.
- Food will be prepared and served in appropriate sizes and textures to prevent choking.
- Children will be seated on low chairs.
- Children will be closely supervised while eating, with staff who have received training to recognise choking or allergic reactions.
- All children's faces must be visible to the staff member, during lunch.
- Food swapping among children is not permitted.
- Any choking incidents will be recorded and reported to parents with regular reviews of near-miss incidents to improve safety measures.

Safe Food Preparation
Utensils and preparation areas will be cleaned and sanitised before and after every use.

Food Service
Snacks will be served hygienically, using appropriate utensils to minimise contamination risks.
Children's lunches are contained within a sealed lunchbox and remain refrigerated and inaccessible until lunch time.
Staff will ensure clean and safe serving practices are consistently followed.

Communication with Parents
Parents receive clear communication about food safety practices and allergy management with any food-related incidents being immediately reported to parents and recorded.

Food Poisoning and Illness Management
If a child shows symptoms of food poisoning or food-related illness, immediate steps will be taken to identify and isolate the source and parents and health authorities will be notified as required.
If two ore more children/staff who attend the setting are effected by food poisoning we will notify OFSTED.

Review and Monitoring

- This policy will be reviewed annually or as needed to ensure compliance with EYFS 2025 Safer Eating standards.
- Feedback from staff, parents, and external agencies will be encouraged for continuous improvement.

Alignment with EYFS 2025 Changes
This policy has been updated to reflect the new 'Safer Eating' section in EYFS 2025, which strengthens food safety in early years settings. Key changes include:

- Mandatory presence of at least one Paediatric First Aid (PFA) trained staff member during all mealtimes.
- Stricter allergy management protocols, including nominated meal checkers and action plans.
- Improved supervision, requiring staff to sit facing children while eating.
- More structured meal seating arrangements to prevent food-swapping and ensure safety.
- Recording and reviewing of choking incidents to identify patterns and improve safety.

These changes are designed to enhance the safety, health, and well-being of children during meals, ensuring that food safety is a top priority in all early years settings.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Funded Hours & Charges Policy

Policy Statement: At Playmates Pre-school we are committed to delivering high-quality, affordable, and accessible childcare services in line with the statutory guidance on early education and childcare entitlements. This policy outlines how we offer government-funded early education hours, additional charges, and our approach to transparency in invoicing, in accordance with the latest Early Years Foundation Stage (EYFS) statutory guidance and the Early Education and Childcare Entitlements guidance.

Funded Early Education Entitlement
We offer government-funded childcare places as 570 or 1140 hour of free entitlement per year for eligible two, three, and four-year-old children. These funded hours:

- Are available free of charge to parents.
- Can be accessed without any mandatory additional charges.
- Are offered during agreed sessions.

Additional Charges
While the government funding covers the cost of delivering high-quality early education, it does not cover:

- Snacks, breakfast, lunch.
- Consumables (nappies, wipes, sun cream, etc.).
- Additional activities such as trips, extra-curricular experiences, or specialist classes.

Voluntary Contributions:
Parents may choose to contribute towards these additional costs, but these charges are entirely optional and are not a condition of accessing a free placement. If they decide they do no wish to make the voluntary contribution, parents must provide reasonable alternatives to snacks or breakfast (before 8.30am). These must be from the approved snack/breakfast list. See below It needs to be in a sealed named container. A bag containing all resources needed for each session (nappies, wipes, spare clothes suncream and snack/breakfast) must be supplied for every session the child attends

Snacks:	**Breakfast (no added sugar)**
Apple	Weetabix
Orange	Cornflakes
Grapes (cut in half long ways)	Shreddies
Cucumber	Rice crispies
Strawberries	
Banana	
Cheese	

Transparency & Invoicing
To ensure transparency and compliance with statutory guidance, our invoices will clearly itemise the following:

1. Free entitlement hours received.
2. Additional private paid hours (if applicable).
3. Food charges.
4. Non-food consumable charges.
5. Activity charges (if applicable).

We clearly publish our charges online through our website. Further information will be clearly communicated to parents via written agreements and invoices.

Charging for Private Hours
Parents may choose to book additional private childcare hours/sessions beyond their funded entitlement. These additional hours are subject to our standard hourly rate and are not a requirement for accessing a funded place.

Deposits & Fees
A non-refundable administration fee secures a future placement; this is not a compulsory payment.

Overdue Payments
Any fees outstanding following the 25th of the preceding month's deadline will be subject to:

1) a 10% late fee charge per week until the debt is cleared, or;
2) a £10 late fee charge depending on whichever is greatest

In any case, uncleared debts will be pursued through legal channels. We recommend that families investigate the implications of debt recovery.

Flexibility of Hours
Parents will receive clear information on how many free hours they are entitled to per week. There will be no artificial breaks in free entitlement hours that prevent parents from using their full entitlement in a way that supports their work commitments.
Patterns of provision will depend on availability within the Setting.

Alignment with EYFS 2025 Changes
This policy reflects the latest EYFS updates effective from September 2025, ensuring that our setting remains compliant with new requirements, including:

- Clearer invoicing and breakdown of charges by January 2026.
- Ensuring fair access to free places without mandatory charges.

Review & Monitoring
This policy will be reviewed annually or earlier if required to remain compliant with statutory guidance. Parent feedback will be welcomed to ensure transparency and fairness in all practices.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Parasite Policy

Policy Statement: At Playmates Pre-school we are committed to maintaining a clean, healthy, and hygienic environment for all children in our care. This policy outlines our proactive approach to preventing and managing parasite infestations, safeguarding children's health and well-being.

Prevention
To help keep parasites to a minimum we provide information via newsletters, regular emails and posters on effective prevention methods.

Checks
A child showing indicative behaviour of a parasite infestation will be discreetly checked by a staff member who will ensure the child's privacy and dignity are protected.

Identification
Parents/guardians will be immediately and discreetly informed if parasites or nits are detected and will follow local health authority guidelines for accurate identification and diagnosis.

Confidentiality
We will maintain strict confidentiality regarding any child's parasite infestation with private discussion providing clear guidance on appropriate treatment methods.

Exclusion and Return
We inform parents/guardians that their child will be temporarily excluded from the Setting until appropriate treatment has been completed.
Children can return once treatment has been administered

Parental Responsibility
Parents/guardians are clearly made aware that it is their responsibility to promptly and effectively treat infestations and follow the treatment instructions.
Recommended treatment information is available on the NHS website.

Cleaning and Sanitization
Staff will thoroughly clean and sanitize bedding, hats, hairbrushes and personal items of the affected child(ren). We will maintain cleanliness within the environment to minimize transmission risks.

Education and Awareness
We will pass on any educational materials and resources on parasite prevention from early years resources to staff, parents and children and encourage families to regularly do home head checks and prompt notification if parasites are found.

Notification to Other Parents
If a case of parasite infestation is detected we will notify all parents and guardians and provide guidance on treatment, via the Famly App.
Privacy and dignity are preserved at all times. The infected child or family will not be identified in communication to other parents.

Alignment with EYFS 2025 Changes: This policy aligns with the EYFS 2025 requirements, emphasising proactive health and hygiene practices, respectful handling of sensitive issues, and clear communication with families to ensure the continued health, safety, and well-being of all children.

Review and Monitoring

- This policy will be reviewed annually or more frequently if necessary, ensuring effectiveness and adherence to EYFS 2025 and local health guidelines.
- Feedback from staff, parents, and external agencies will be encouraged to continually refine our procedures.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Health & Hygiene Practice & Procedures Policy

Policy Statement: At Playmates Pre-school we recognise the importance of maintaining high standards of health and hygiene to help prevent the spread of infection and to safeguard the health and wellbeing of children, staff, volunteers and visitors. Parents will have the opportunity to discuss health issues with the Settings staff.

The Setting will support the family by maintaining links with health professionals and gathering information and advice with parental permission.

Hygiene
To prevent the spread of infection, adults will ensure the following good practices are observed.

Personal Hygiene

- Hands will be washed on entry, after using the toilet and before handling food, referring to the guidelines located on the bathroom and kitchen wall.
- Children with pierced ears are only permitted to wear stud earrings and are not allowed to share each other's earrings.
- Children will be encouraged to blow and wipe their own noses when necessary, cover their mouths when coughing and sneezing, dispose of soiled tissues hygienically in the bins provided and wash their hands.
- Paper towels will be used only for drying hands and disposed of appropriately.
- Hygiene rules related to bodily fluids will be followed with particular care, and all staff and volunteers are aware of how infections can be transmitted.
- All children will be told of the importance of hand washing after handling any animals or insects.

Cleaning & Clearing

- Any spills of blood, vomit or excrement will be wiped up accordingly and flushed/double bagged and disposed of via the toilet/outside commercial bins.
- PPE is always to be used when cleaning up spills of body fluids.
- Floors and other affected surfaces should be disinfected immediately, and any fabrics contaminated with body fluids thoroughly washed in hot water immediately
- Spare pants and other clothing are available in case of accidents, and polythene bags are available for wrapping soiled garments.
- All surfaces are to be cleaned daily with an appropriate antibacterial cleaner.
- Dressing up clothes will be washed when necessary or at the end of every term.
- Toys are continuously cleaned, with the date they were last cleaned recorded to ensure they are cleaned regularly.
- The fridge temperatures will be checked every day and must be below 8°C.
- Soiled nappies are double bagged and disposed of appropriately.

Review & Monitoring
This policy will be reviewed annually or earlier if required to remain compliant with statutory guidance. Parent feedback will be welcomed to ensure transparency and fairness in all practices.

Signed:  **Date**: 01/09/2026

D Randall – Chairperson

Health and Safety Policy

Policy Statement: At Playmates Pre-school we prioritise the health, safety, and well-being of all children, staff, and visitors. This policy outlines our commitment to maintaining a safe and healthy environment, identifying and managing risks, and implementing appropriate measures to prevent accidents and promote well-being.

Legal Framework
This policy adheres to relevant legislation, including:

- the Health and Safety at Work Act 1974
- the Management of Health and Safety at Work Regulations 1999
- EYFS 2025 guidelines.
- We comply with the regulatory requirements set by the Health and safety executive (HSE)

Risk Assessments
Regular risk assessments of the premises are carried out in line with the HSE legislations. Risk assessments are reviewed annually, or earlier if there has been any changes.
All staff are required to read the risk assessments. All staff refresh their knowledge and understanding of them once a year or after any changes have been made. Staff will sign the risk assessment to show they have read, understand and will abide by the assessment requirements.

Accidents and Incidents
Procedures are in place to respond promptly to accidents and incidents with detailed records of all being maintained.
Parents or guardians are immediately informed of significant incidents and must sign relevant documentation.

First Aid Provision
All staff onsite hold a valid and current paediatric first aid qualification and are aware of equipment locations with first aid kits being readily accessible, regularly checked and restocked. Any new members off staff that do not have a valid and current paediatric first aid qualification will be put through it immediately. They will not be left unsupervised with any children until they have completed their first aid qualification.
Staff receive first aid training at least once every 3 years.

Medication Administration
Medication is administered according to instructions only with written parental consent.
Comprehensive records of administered medication are maintained and is securely stored.
Any prescribed medications must have the pharmacy's label attached to it with the child name and dosage clearly stated on it.

Fire Safety
Fire safety procedures, including regular fire drills and staff training, are in place. Fire equipment including extinguishers, smoke detectors, emergency lighting and alarms are regularly tested and maintained. Relevant signage is in place as well as emergency exits are clearly marked, unobstructed and accessible.

Hygiene Practices
High hygiene standards are maintained to prevent illness including regular handwashing routines for staff and children together with respiratory etiquette and regular cleaning of equipment and surfaces.

Outdoor Safety
Outdoor play areas are routinely inspected for hazards and dealt with immediately.
Children will be continuously supervised during outdoor play with consideration for weather conditions when planning outdoor activities.

Review and Monitoring:
This policy is reviewed annually or sooner if necessary to maintain compliance with legislation and EYFS guidelines.

- Feedback from staff, parents, and external agencies is encouraged for continuous improvement.

Alignment with EYFS 2025 Changes: This policy incorporates the updated EYFS 2025 emphasis on proactive risk management, enhanced communication with parents regarding safety procedures, and increased staff training in health and safety best practices.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Illness and Infection Policy

Policy Statement: At Playmates Pre-school we prioritise the health, safety, and well-being of all children, staff, and visitors. Our Illness/Infection Policy complies with the Early Years Foundation Stage guidelines, ensuring proactive management to prevent the spread of illness and infection.

Health and Hygiene Practices:
We actively promote robust health and hygiene habits, including thorough handwashing, proper respiratory etiquette, and hygienic disposal of tissues.
Regular handwashing is reinforced before eating, after toileting, and after contact with bodily fluids.

Sick Child Exclusion:
Children displaying symptoms of illness or infection need to stay at home until:

1) They are fully recovered, and
2) They are well enough to join in with all activities, and
3) The exclusion period recommended by healthcare guidelines have passed
4) 48 hours after they have started Antibiotics, in case of an allergic reaction.

Parents are asked to keep their child at home if symptoms such as fever, vomiting, diarrhoea, persistent cough, rash or infectious illness are observed and must inform the Setting promptly of any contagious disease diagnosis.

Condition/Illness	Minimum requirement to return to Playmates
Chicken pox	When the last blister has scabbed over.
Conjunctivitis	When the eyes have cleared.
Croup	Once fever has gone and well enough to take part.
Coughs and colds	When they are well enough to join in and no temperature.
Diarrhoea & vomiting	48hrs after the last bout of illness.
Ear infection	When they are well enough to join in and no Temperature.
Flu	Until recovered.
Glandular Fever	When they are well enough to join in and no temperature.
Hand foot and mouth	When all the blisters have gone.
Head lice	Once the hair has been treated.
High temperature	Once temperature has returned to normal.
Impetigo	When lesions are crusted and healed. Or 48hrs after antibiotics have been started.
Measles/German Measles	Minimum of 4 days after the rash 1st appeared.
Mumps	Minimum of 5 days after the swelling has started.
Ring worm	Once treatment has been started.
Scabies	24hrs after 1st treatment.
Scarlet fever	48hrs after starting antibiotics
Slapped cheek	When they are well enough to join in and no temperature.
Sore throat	When well enough to join in and no temperature.
Thread(pin) worms	Until they have been treated.
Tick(s)	Once removed
Tonsillitis	Viral- once well enough to attend and join in Bacterial- 48 hrs after starting antibiotics and well enough to join in.
Whooping cough	48hrs after antibiotics have been started

Isolation and Comfort:
Any child showing signs of illness while in care will be gently isolated from others to prevent potential spread with a comfortable, quiet and supervised area will be provided for the ill child until their parent/guardian collect them.

Notification of Parents:
Parents/guardians will be contacted immediately if their child becomes unwell during care hours. Prompt collection of the sick child by parents/guardians will be required to facilitate appropriate care and limit the spread of infection.

Medical Attention and Medication:
Immediate medical assistance will be sought if a child's condition requires urgent attention, with parents/guardians notified promptly.
Medication for ongoing health conditions will be administered according to clear parental instructions, aligning with our Medication Administration Policy and EYFS guidance.

Return to Setting:
Children may return only when symptom-free and meeting guidelines established by health authorities or professional healthcare advice. Parents should not use fever-reducing medication to enable their child to attend when they are unwell. Our environment is busy and loud and no place for a sick child. We follow local health authority criteria recommendations to ensure child and community safety.

Cleaning and Disinfection:
To prevent cross-infection we ensure our rigorous cleaning and disinfection schedule is consistently maintained, prioritising high-touch surfaces and shared resources, using appropriate, safe, and effective cleaning products.

Medication Administration
Medication administration follows strict guidelines and is conducted with written parental consent. All medications are securely stored and administered according to instructions printed on the medication and regulations.

Documentation and Records:
Records of illnesses and infections are recorded on the famly app for monitoring purposes.

Communication and Collaboration:
Regular updates and clear communication will be maintained with all families regarding infection prevention strategies and illness management procedures. We will collaborate with local health authorities to ensure we adhere to current infection control recommendations.

Reporting Illness Outbreaks
Suspected contagious illness outbreaks will be promptly reported to local health authorities.

Review and Monitoring:
- This policy will undergo annual reviews or more frequently as required, ensuring ongoing alignment with EYFS standards, legislative updates, and best practices.
- Feedback from staff, parents, and health professionals will inform continuous improvement in our illness and infection control procedures.

Alignment with EYFS 2025 Changes:
- The policy incorporates EYFS 2025 revisions, emphasizing preventive healthcare, robust hygiene practices, transparent communication, and stringent infection control standards.

Mandatory reporting of contagious illnesses form.

Date:	Child's name:	Symptoms	Date first noticed	Action taken	Notified parents? Yes/no	Health authorities notified? Yes/no

Signed: _____ **Date:** 01/09/2026

D Randall - Chairperson

Infection Control and Hygiene Policy

Policy Statement: At Playmates Pre-school we are committed to providing a safe, healthy, and hygienic environment, aligning fully with the EYFS 2025 standards. This policy outlines our approach to preventing infection spread and maintaining high standards of cleanliness and hygiene.

Hand Hygiene:
Staff and children will practice regular and effective hand hygiene. Visitors would also be expected to comply.
Handwashing with soap and water for at least 20 seconds is mandatory:

- Before and after handling food
- After using the toilet or changing nappies
- After coughing, sneezing, or blowing the nose
- After touching potentially contaminated surfaces

Respiratory Hygiene:
Staff will educate children about respiratory hygiene, emphasizing covering the mouth and nose with a tissue or elbow when coughing or sneezing. Tissues and no-touch bins will be available throughout the setting.

Cleaning and Sanitisation:
Regular cleaning and sanitisation will occur using approved disinfectants particularly on high-touch surfaces, toys, and equipment.

Illness Management:
Children exhibiting symptoms of illness will be temporarily excluded from the setting. Local health authority guidelines on illness management will be strictly followed.

Isolation Area
A dedicated isolation area will be created for sick children awaiting collection by parents or authorised contacts.

Personal Protective Equipment (PPE)
Staff will use appropriate PPE such as disposable gloves, aprons, and face masks when required. PPE will be mandatory during activities involving potential contact with bodily fluids or contaminated materials.

Food Hygiene
Strict food preparation and handling protocols will be adhered to, preventing contamination. Staff will practice rigorous hand hygiene before and after food handling.
Foodstuff storage and cooking will maintain safe temperature standards.

Communication with Parents:

- Parents or guardians will be promptly informed of illness outbreaks or contagious conditions in the Setting.
- Parents must notify the Setting if their child becomes ill and adhere to the Settings return criteria following illness.

Health Records:

- Up-to-date health records, including vaccination documentation, will be maintained on the child's information form which is kept confidential and securely stored.

Alignment with EYFS 2025 Changes:

- This policy reflects the EYFS 2025 emphasis on robust infection prevention measures and enhanced hygiene practices.
- Regular staff training will ensure alignment with new EYFS 2025 health and safety standards.

Review and Monitoring:

- This policy will be reviewed annually, or more frequently as required, to ensure ongoing effectiveness and compliance.
- Feedback from staff, parents, and external agencies will be actively encouraged for continuous improvement.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Internet Safety Policy

Policy Statement: At Playmates Pre-school we prioritise the safety and well-being of all children in our care, including their use of the internet and electronic devices. This Internet Safety Policy outlines our approach to promoting safe and responsible internet usage in our Setting, aligning with EYFS requirements.

Internet Usage Guidelines
Children do not have free access to the internet. Staff primarily use the internet for educational purposes, such as educational games and research activities.

Age-Appropriate Content
Any online content and websites accessed by staff will be carefully selected to ensure suitability for the children's age and developmental stage, following EYFS guidelines. Staff will ensure all websites and applications are appropriate before children are exposed to them.

Supervision and Monitoring
Children are never left alone to access the internet to ensure their safety and prevent inappropriate content or interactions. Staff are present and actively engage with the children during online activities.

Privacy and Data Protection
Children's personal information will never be shared online. Images of the children will not be shared online without explicit parental consent, and faces will not be visible.
We ensure any online platforms used for educational purposes prioritise privacy and data protection, complying with GDPR regulations.

Cyberbullying Prevention
To avoid cyberbullying the children:

- will never have access to the internet without a staff member present
- will be educated about the importance of treating others with kindness and respect
- will be encouraged to inform staff of any negative online interactions to ensuring it is addressed promptly and appropriately.

Password Protection
All devices within the Setting are password-protected to prevent unauthorised access to sensitive information.

Educating Children
Children receive age-appropriate education on internet safety, including potential risks and how to respond to them, in line with EYFS 2025 educational objectives. Topics such as not sharing personal information online and understanding the concept of online strangers will be covered.

Reporting Concerns
Any concerns or incidents will be reported to parents and appropriate action will be taken to address the situation.

Alignment with EYFS 2025 Change

- This policy aligns with EYFS 2025 updates by emphasising digital literacy, online safety education, and safeguarding children from potential online risks. The practices outlined ensure compliance with the revised standards, maintaining a safe and educationally enriching online environment for children.
  Review and Monitoring:

- This policy will be reviewed annually or more frequently if required to ensure its effectiveness and compliance with any changes in legislation or local guidelines.
- Feedback from staff and parents will be welcomed to continuously improve our internet safety practices.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Lockdown Policy

Policy statement: A lockdown may be initiated when there is a security, safeguarding, environmental, or emergency threat that makes it safer for children, staff, and visitors to remain inside the Setting and secure the premises.

Reasons for a lockdown

- An intruder or unauthorised person being on or near the premises.
- A violent or threatening incident nearby, including police activity in the area.
- A dangerous animal on the grounds or close to the setting.
- A serious disturbance outside, such as public disorder or aggression near the Setting.
- A nearby environmental hazard, such as a chemical spill, gas leak, fire smoke, or other incident where staying inside is safer.
- A security alert from the school, police, local authority, or emergency services.
- A missing child or safeguarding concern where doors and exits need to be secured while checks are made.

Raising the alarm

- Once you become aware of a threat to the setting, verbally raise the alarm.

Bungalow procedure

- Call the police on 999 if this has not already been done, giving the setting name, address, what3words. (thumbnail,lawn,jiggle) the nature of the threat, and any other information we have.
- Use intercom to notify the cabin if they are not already aware. So they can initiate a lockdown also.
- Notify the school of the situation and provide clear updates when it is safe to do so.
- Close all windows and lower all blinds, if it is safe to do so.
- Congregate in the room deemed furthest from the threat, away from windows and external doors.
- All children and staff should sit or crouch as low as possible, away from windows and doors, to reduce the risk from anything that may breach the windows.
- Reassure the children and try to keep them as calm and quiet as possible.
- The lockdown will not end until the police have advised that it is safe to do so.
- Parents will be notified as soon as the police confirm that the lockdown has ended and it is safe to share information.
- The incident will be logged and reported to Ofsted and any other relevant agencies, where required.

Cabin procedure

- If there are children in the cabin when a lockdown is triggered, senior staff must lock the cabin door immediately and contact management to raise the alarm. Management will then initiate the lockdown procedure in the bungalow.
- Close windows and lower all blinds if it is safe to do so.
- Move the children to the back of the cabin and draw the curtain. Ensuring you have the phone with you to enable communication.

- All children and staff to keep as low as possible to help avoid any thing that may breach the windows.
- The lockdown will not end until the police have advised that it is safe to do so.

Garden procedure

- If you are in the garden, verbally raise the alarm and instruct all children to come straight inside. A staff member should complete a head count as the children enter.
- If cabin children are in the garden, they should join the main building immediately if it is safe to do so. If it is not then return to the cabin.
- The last staff member to enter should close the door immediately after the last person is inside.
- Close and bolt the porch door as well.

Office procedure

- Shut and lock the door
- Close flap
- Get under the desk, out of sight.
- The lockdown will not end until the police have advised that it is safe to do so.

Signed:  Date: 01/09/2026

D Randall - Chairperson

Loss & Damage to Personal Property Policy

Policy Statement: At Playmates Pre-school we are committed to providing a safe and respectful environment for all children in our care. This Loss & Damage to Personal Property Policy outlines our approach to managing situations involving loss or damage to personal property brought by children or staff members to the Setting, as well as instances where children cause damage to the Setting's property.

Personal Property Responsibility
Children are actively discouraged from bringing personal items into the Setting to avoid instances of loss and damage, unless it is for a specific reason involving sharing information and experiences.
Staff members may bring personal items to the Setting but understand they do so at their own risk. The Setting does not take responsibility for loss, damage or theft of any personal property.

Personal Property Guidelines
Parents or legal guardians will be informed that personal items brought to the Setting should be clearly labelled with the child's name. Items that are potentially valuable are discouraged from being brought in. Fragile or irreplaceable items should be considered carefully before being brought to the Setting.

The Setting's Responsibility
Staff members will encourage children to keep their personal items safe in the kitchen area until needed or the child leaves the premises.
Staff members will promote responsible behaviour and respectful treatment of personal property among the children.

Communication with Parents
Parents or legal guardians will be informed about the Setting's policy regarding personal property in advance and encouraged to communicate directly with their child about the importance of taking care of their belongings.

Reporting Loss or Damage
If loss or damage to personal property occurs within the Setting, parents or legal guardians will be notified promptly.

Damage to the Setting's Property
In cases where a child causes damage to the property, parents or legal guardians will be notified at collection. The Setting reserves the right to request reimbursement for repair or replacement costs incurred due to the damage caused by the child.

Replacement Responsibility
The Setting will not be liable for replacing lost, damaged or stolen personal items.

Conflict Resolution
In case of disputes or disagreements related to loss or damage to personal property, including damage to the Setting's property, the senior staff will work together with parents or legal guardians to find a resolution.

Alignment with EYFS 2025 Changes

- This policy has been reviewed and updated to align with EYFS 2025 changes, ensuring practices that support the holistic well-being and development of children, promoting responsibility, respect, and clear communication.

Review and Monitoring:

- This policy will be reviewed annually or more frequently if required to ensure its effectiveness and compliance with any changes in legislation or local guidelines.
- Feedback from parents, children, and staff will be welcomed to continuously improve our loss and damage policy.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Lost Child Policy

Policy Statement: At Playmates Pre-school we are committed to ensuring the safety and security of all children in our care. This Lost Child Policy outlines our approach to preventing and responding to situations involving a lost child to ensure their prompt and safe return to their parent or legal guardian.

Preventive Measures
Children will be supervised at all times, both indoors and outdoors. Robust registration procedures and headcounts will be conducted to ensure all children are accounted for.
Our Setting has no access or exit points that can be opened from outside the premises. Children are unable to access exit locks.
Our front door is locked, alarmed and has a door-chain which is attached except when children are arriving or leaving for session when the door is supervised by staff.

Arrival and Departure Procedures
Children are signed into the Famly App upon arrival and signed out at departure. We also use a paper register, on the same basis, in the event of loss of internet access.
Any change in the person collecting the child must be communicated clearly to the Setting in advance.

Outdoor Activities
Children have access to our fully enclosed garden area during every session and are consistently supervised within ratio. Gate locks are out of children's reach and cannot be opened from the outside.

Outings
When leaving the premises as a group, children will be paired up appropriately with a friend. Children needing extra support will stay with a staff member to enhance supervision. Children who may pose a risk of attempting to run away will wear a wrist strap for safety.

Staff
All staff are aware of the necessary procedures and responses when dealing with a lost child and will support the team of staff in finding the child as soon as possible. Procedures in place are as follows:

1) An immediate search of the premises will commence
2) A staff member will nominate themselves to stay with the present children and ensure they do not become upset or worried during the search.
3) Children will be asked calmly if they remember seeing the missing child.
4) Staff will collect their mobile phones and coordinate to walk routes commonly used by the child. Ensuring that remaining children are adequately cared for by 2 members of staff.

Contacting Parents
Senior staff will inform parents or legal guardians immediately if the child cannot be located within a reasonable time frame with clear details about the situation and actions being taken provided.

Notifying Authorities
If the child remains unaccounted for, the local authorities will be informed promptly.

Post-Incident Review:
We will refer ourselves to all relevant agenices and a thorough review will be conducted after any incident to identify areas for improvement with policy and procedures being updated based on insights gained from the review.

Alignment with EYFS 2025 Changes:

- This policy aligns with EYFS 2025 by emphasising heightened supervision, clear communication, and rigorous safety protocols designed to enhance child security and welfare.

Review and Monitoring:

- This policy will be reviewed annually or more frequently if required, to ensure its effectiveness and compliance with changes in EYFS 2025 legislation or local guidelines.
- Feedback from staff, parents, and children will be welcomed to continuously improve our Lost Child Policy.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Management Committee Policy and Procedure

Policy Statement: To ensure we are providing the service needed by the community, the Management Committee consists of a group of people who have formed the Committee so that, as an early years' childcare setting, Playmates Pre-school can operate as a charity-based organisation. The Committee Members are accountable for all activities within the Setting. Therefore, the Management Committee need to ensure a sound working relationship with the Senior Staff and other staff members employed at Playmates Pre-school.

The Management Committee has a clear responsibility to ensure the effectiveness of Playmates Pre-school in terms of the welfare and education of the children who attend, whilst supporting the staff, parents and carers. All Committee Members must be familiar with the Setting's Policies and Procedures and always maintain confidentiality in line with the Confidentiality Policy.

All Committee Members will be required to complete an EY2 form. Members may be asked, where possible, to volunteer to work a session at Playmates Pre-school to gain further insight. It is also requested that all members complete a skills audit form to enable the identification of current skills within the membership group and to identify if any skill gaps need to be addressed.

Roles and Responsibilities

Chairperson

The Chairperson has overall responsibility for running the Committee and monitoring the activities of the organisation. Effective delegation of tasks and familiarisation of what skills are held within the Committee Membership is paramount to ensure issues are dealt with efficiently. An excellent working relationship between the Chairperson and Playmates Pre-school Senior Staff is crucial.

The Chairperson will manage the Setting Leader and Manager in line with the Setting's Staffing Policy. Regular meetings with the senior staff and the Chairperson will need to be held. The Chairperson will be expected to be aware of developments in policy, procedure and practice, changes in relevant legislation and disseminate these to the other committee members and staff members as required.
The Chairperson may need to attend conferences, training events and courses to ensure their effectiveness.

Vice Chairperson

The main role of the Vice Chairperson is to support the Chairperson, assist with the development of long-term strategic plans and monitor progress in implementing the strategic plan. It is expected that the Vice Chairperson will attend all meetings where possible and chair the meeting if the Chairperson is unavailable.
The Vice Chairperson may be asked to attend training events, conferences and courses to ensure their effectiveness within their role.

Secretary

The Secretary is responsible for recording the minutes of committee meetings and distributing them to all Committee Members in a timely manner. They may be called upon to prepare other documentation including agendas and letters and will work closely with the Chairperson. They will be expected to attend each meeting where possible.

Treasurer

The Treasurer ensures adequate financial resources are available, sought and secured. This role requires close working partnership between the Setting and the Chairperson. Liaison between the Treasurer and the fundraisers will also be necessary. The Treasurer will be expected to comply with North Northamptonshire County Council's financial regulations.

Fundraising

Committee members will be asked to assist with fundraising activities. It is important that any funds raised are done so legitimately and transparently. Any funds raised will be specifically allocated and targets will need to be set and achieved. Communication between the senior staff and the fundraising team will be vital.

Advertising

Committee members will be asked to assist with the effective marketing of Playmates Pre-school within the local area. All marketing materials will need to be approved before being distributed by both the Chairperson and senior staff. Permission must be obtained before using any images of any child who attends Playmates Pre-school.
All materials must be designed to ensure the contents are in line with the Equal Opportunities Policy and do not discriminate unfairly against anyone. The advertising volunteers will be expected to work closely with the fundraisers to ensure events are well supported and clearly marketed.

Health and Safety Officer

The Health and Safety Officer is responsible for ensuring that the Committee adheres to current and existing health and safety legislation. They support and advise the Pre-school on relevant health and safety issues, undertake necessary risk assessments and document and review these as necessary.
The Health and Safety Officer will attend relevant training opportunities where possible and disseminate information to both the Committee and the Setting as appropriate.

Induction
Each year an Annual General Meeting (AGM) is held. This is open to all and clearly advertised as such in line with the Equal Opportunities Policy. It is expected at this meeting for new or existing committee members to either volunteer or be nominated to undertake a role within the Management Committee. It is also an opportunity for existing members to step down from a post.
If a person expresses an interest in joining the Management Committee outside the parameters of the AGM, the Chairperson should be notified immediately and issue an induction pack as soon as possible. An induction pack is given to all new and prospective members and it is expected that all committee members will:

- Complete a DBS check
- Complete the EY2 form.
- Where possible, volunteer to work a session at Playmates Pre-school.
- Complete a skills audit form.
- Attend as many of the regular committee meetings as possible.
- Maintain confidentiality of all issues discussed within the meetings and any information they may become privy to through fulfilling their committee member role.
- Strive to achieve positive working relationships with fellow committee members, the Settings staff, and their clients: the children, parents and carers.

- Become familiar with all the policies and procedures pertaining to the running of Playmates Pre-school and the constitution.
- Support the long-term strategic aims of the Management Committee, senior staff and the Chairperson.

In order to form an effective Management Committee, it is vital that the process encourages members to join who have a diverse skills base and relevant prior experience.
If the Chairperson feels that a membership application should be declined, a full written record of this should be made and discussed with existing committee members and the Playmates Pre-school Manager. The person who is being declined access to the committee also needs to be informed as soon as possible.
Reasons for declining an application could include where it is felt there would be a serious conflict of interest or where it is felt that the person poses a potential child protection risk.

Safeguarding Issues
Extremely sensitive child protection issues will only ever be discussed between the Chairperson and Playmates Pre-school's Designated Safeguarding Lead. It may be that their respective deputies could be involved if one or both are not available to deal with an issue.
Under no circumstances will the names of any children be discussed at a committee meeting or documented in the minutes.
If an allegation of a leak in confidentiality is made against a committee member then their involvement with the Committee will be suspended whilst the matter is thoroughly investigated. If the allegations are proven to be unfounded, a written apology will be made to the committee member and full reinstatement of their role will be granted.
If any committee member is found to be discussing the Settings confidential issues outside the confines of the meetings, then that committee member will be asked to leave the Committee with immediate effect.

Safety
In line with Settings Health and Safety Policy and Procedures, it is important that when committee members are on site or working with any of the children and staff, their actions promote a safe working environment.

Equal Opportunities
In line with the Equal Opportunities Policy, it is important that Committee Members do not intentionally or thoughtlessly discriminate against any person within our society. This includes considering how written materials are prepared and distributed, whether provision can be made to extend the accessibility of information to fellow committee members, staff and parents/carers, and ensuring that the long-term vision and strategy of the Committee does not exclude children within the prescribed age range from accessing facilities and resources.

Reimbursement of Costs
It is feasible that through fulfilling your role within the Committee you will incur expenses. Charity law says that a Management Committee member can only be paid fair reimbursement for out of pocket expenses.
Reimbursement of costs will be granted provided the Chairperson has sanctioned the expense and there is sufficient evidence to support the expense claim in the form of receipts. If it is the Chairperson seeking reimbursement then the Vice Chairperson should second the application.

Meetings

Regular committee meetings are held. It is important that 50% of the Committee are present in person or virtually for the meeting to be deemed viable. The meeting should be openly advertised so that all Committee Members are aware of the meeting and those interested in joining the Committee are welcome to attend.

Playmates Pre-school's Manager and Leader are also expected to attend where possible to share information and update the Committee of relevant issues that need to be voted on. In order that the voting process remains confidential and democratic, staff members are not present when issues are being voted upon. Staff members are informed of the decision reached by the Committee by the Chairperson as soon as practical.

The Secretary records and distributes the minutes of each meeting. Apologies should be given by Committee Members if they are unable to attend a meeting.

Review & Monitoring

This policy will be reviewed annually or earlier if required to remain compliant with statutory guidance. Parent feedback will be welcomed to ensure transparency and fairness in all practices.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Manual Handling of Children Policy

Policy Statement: At Playmates Pre-school we are committed to providing a safe and healthy environment for all children and staff members. This Manual Handling Policy outlines our approach to minimising the risk of injury associated with manual handling activities, including situations where children need to be handled safely for their well-being, and others, within the Setting.

Definition of Manual Handling
Manual handling refers to any activity that involves the lifting, carrying, pushing or pulling of objects or children by hand or bodily force.

Assessing Risks
Staff members are trained to assess situations promptly before engaging in any manual handling activity. When involving children, Staff will consider the child's age, size, physical capabilities and any special needs. Manually handling a child will be the last option and strictly for safety reasons.

Alternatives to Manual Handling
If possible, alternatives to manual handling will be utilised to minimise injury risks to children, staff and property. We apply strategies such as distraction by using equipment, encouraging independent movement or seeking assistance from another staff member to interrupt the behaviour causing the need for probable manual handling.

Training and Education
Staff members receive appropriate training in manual handling including safe handling techniques, proper lifting postures and methods to prevent strain or injury.

Safe Handling Techniques for Children
Staff members will:

- be educated on how to safely lift and carry children, considering each child's age and physical development.
- use techniques such as bending the knees, using legs to lift, and maintaining close contact with the child's body will be emphasised.

Communication
Staff will communicate openly with colleagues about any existing injuries, health conditions or limitations affecting their ability to handle children safely.

Children's Safety
Manual handling of children will only be carried out when necessary for their safety and well-being. Staff members will be trained to recognise situations where manual handling is required to prevent harm or injury to the child.

Support for Staff
To ensure staff members facing challenges in manual handling due to pregnancy, health conditions or other factors can continue their role, we will offer additional support and/or make reasonable adjustments as necessary.

Reporting and Review
Staff members will report any incidents or near-misses related to manual handling of children with regular reviews of manual handling procedures being conducted to identify areas for improvement.

Alignment with EYFS 2025 Changes
This policy aligns with the EYFS 2025 framework, emphasising individual child safety, promoting the physical well-being of children and ensuring staff training and competence in manual handling techniques.

Review and Monitoring

- This policy will be reviewed annually or more frequently if required to ensure effectiveness and compliance with any legislative changes or local guidelines.
- Feedback from staff and childminders will be welcomed to continuously improve our manual handling practices.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Medication Policy

Policy Statement: At Playmates Pre-school we prioritise the health and safety of all children in our care. This policy outlines our procedures for administering medication to children when necessary, ensuring medication is managed safely, responsibly, and in alignment with EYFS 2025 guidance.

Administering Medication
Staff members administering medication will be educated in medication administration and will adhere to dosage and timing instructions provided by parents or legal guardians.
Prescribed medication will only be administered to children:

1) if it is in the original packaging
2) with a label stipulating it is for the child and the dosage information.

Non-prescription medication (e.g., over-the-counter medicines) will be administered only with written consent from the child's parent or legal guardian.

Medication Authorisation
Parents or legal guardians must provide written consent and complete a medication authorisation form for each medication that requires administration which includes the child's name, medication name, dosage, administration instructions and parental signature.
Medication Authorisation Forms must be updated whenever there are changes to the child's medication or dosage.

Medication Storage
All medication will be securely stored in a locked cupboard and out of reach of children.
Medications requiring refrigeration will be stored in a clearly labelled and separate container in the kitchen fridge.

Medication Administration Record (MAR)
A Medication Administration Record (MAR) will be maintained for each child receiving medication, including the date and time medication is administered, dosage given, and initials of the administering staff member and witnessed.
The parent/guardian will be notified that medication has been administered by the end of session.

Medication Expiry and Disposal
Expired, damaged or unnecessary medication will not be administered, then returned to the parent or legal guardian for proper disposal.

Emergency Medications
Staff members will receive training to administer emergency medication (e.g., EpiPen for severe allergies).
Parents or legal guardians must provide written authorisation for staff to administer emergency medication at any time and ensure they inform the Setting efficiently when the medication is no longer needed.
Emergency medications will be stored in an easily accessible, labelled container in a secure location.

Alignment with EYFS 2025 Changes
This policy aligns with EYFS 2025 by emphasising clear communication with parents, rigorous medication management and ensuring ongoing staff training to uphold high standards in health and safety practices.

Review and Monitoring
This policy will be reviewed annually or more frequently if required, ensuring effectiveness and compliance with changes in legislation or local guidelines. Staff members will receive ongoing training in medication administration and safety procedures.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Meta Recording Glasses and Other Smar Recording Devices Policy

Policy statement

This policy sets out Playmates' approach to Meta recording glasses, Ray-Ban Meta glasses, smart glasses, camera glasses, audio-recording glasses, and any other wearable device capable of taking photographs, recording video, recording audio, livestreaming, or sharing images or sound. The policy is in place to protect children, staff, parents, carers, and visitors, and to support safeguarding, privacy, confidentiality, and data protection responsibilities.

Recording glasses and similar wearable recording devices are not permitted to be worn or used on the Pre-school premises, grounds, entrance areas, or during Pre-school outings unless prior written approval has been given by the Manager for a specific, legitimate purpose. This applies to staff, parents, carers, visitors, contractors, volunteers, students, and any other person attending the setting.

Reasons for this policy

- Recording glasses may look like ordinary eyewear and can record images, video, audio, or livestream without others being fully aware.
- Informed consent cannot be given for recording, image sharing, facial recognition, livestreaming, or AI processing.
- Unauthorised recording may breach safeguarding procedures, confidentiality expectations, UK GDPR, and the Data Protection Act 2018.
- Images, videos, or audio of children, families, staff, or visitors could be shared, stored, processed, or uploaded without permission.
- Recording devices may capture sensitive information, including children's identities, routines, conversations, medical needs, safeguarding information, or the layout and security of the setting.
- The Pre-school must provide a safe environment where children and adults are protected from unauthorised filming, photography, audio recording, and online sharing.

Scope

This policy applies to all recording-capable eyewear and wearable technology, including but not limited to Meta recording glasses, Ray-Ban Meta glasses, camera glasses, smart glasses, audio-recording glasses, AI-enabled glasses, livestreaming glasses, and similar devices. It applies at all times when children are present, during drop-off and collection, on Pre-school grounds, at Pre-school events, during trips and outings, and when representing the Pre-school off site.

Staff, volunteers and students

- Staff, volunteers and students must not wear or use recording glasses or similar wearable recording devices while working in the Pre-school, on the premises, or during outings.
- Personal devices capable of discreet recording must be removed or stored securely before entering areas used by children.
- Staff must follow the Pre-school's mobile phone, camera, safeguarding, confidentiality, and data protection policies at all times.
- Any approved photography or recording must only take place on Pre-school authorised devices and for agreed preschool purposes.

Parents, carers, visitors and contractors

- Parents, carers, visitors and contractors must not wear or use recording glasses or wearable recording devices on Pre-school premises or grounds.

- If a person arrives wearing such a device, they will be asked politely to remove it, switch it off, and store it away before entering the setting.
- If the person refuses to comply, entry may be refused or the person may be asked to leave the premises.
- Visitors and contractors must follow the preschool's safeguarding and confidentiality expectations while on site.

Procedure if recording glasses are identified

- Staff should remain calm and discreetly inform the Manager, Pre-school leader or deputy member of staff immediately.
- The person wearing the device should be asked to remove it, switch it off, and store it away securely.
- If there is any concern that children, staff, or confidential information may have been recorded, senior staff must ask the person to confirm whether any recording, photograph, audio, livestream, or image sharing has taken place.
- Where appropriate, the person will be asked to delete any unauthorised images, video, audio, or livestreamed content in the presence of a senior staff member.
- The incident must be recorded in writing, including the date, time, person involved, action taken, and whether any children or staff may have been recorded.
- If there is a safeguarding concern, the Designated Safeguarding Lead must be informed immediately and safeguarding procedures must be followed.
- If there is a data protection concern, the Manager will follow the Pre-school's data protection breach procedure and seek advice where required.

Events, performances and celebrations

- Parents and carers must follow the preschool's photography and video guidance for events.

Exceptions

- An exception may only be considered where there is a clear, lawful, and necessary reason, such as an accessibility need or agreed professional use.
- Any exception must be approved in writing by the Manager before the device is brought onto the premises or used during a preschool activity.
- A risk assessment must be completed and must consider safeguarding, privacy, confidentiality, data protection, parental permissions, and whether any safer alternative is available.

Safeguarding and data protection

The Pre-school recognises that unauthorised recording may create safeguarding and data protection risks. The Manager and Designated Safeguarding Lead will consider whether any incident should be reported to parents, carers, the local authority, Ofsted, the Information Commissioner's Office, or another relevant agency, in line with preschool procedures and legal duties.

Communication with families and visitors

- Parents, carers, staff, volunteers, students, contractors, and visitors will be made aware of this policy.
- Clear reminders may be shared through newsletters, induction information, visitor signing-in procedures, event guidance, and notices at the preschool entrance.
- Staff will challenge the use of recording glasses or other wearable recording devices in a professional and respectful manner.

Monitoring and review
This policy will be reviewed annually, or sooner if there are changes in technology, safeguarding guidance, data protection requirements, or preschool procedures.

Signed:  Date: 01/09/2026

D Randall – Chairperson

Mobile Phone, Camera, Smart Watch, Recordable Glasses and Photographs Policy

Policy Statement: At Playmates Pre-school we are committed to maintaining the privacy, safety and well-being of all children in our care, in line with the EYFS guidelines. This policy outlines our approach to the use of mobile phones, cameras, recordable glasses and taking photographs within the Setting to ensure the protection of children and their families.

Mobile Phone Usage
Personal mobile phones must not be used by staff members during working hours and switched to 'Silent mode', except with senior staffs' permission.
Any personal emergency calls must be managed responsibly, ensuring children remain adequately supervised.

Camera, Recordable Glasses and Photography Guidelines
Personal image recording devices are prohibited from capturing images or videos of children within the Setting. For further information see the Meta Recording Glasses and Other Smart Recording Devices Policy.
Only devices authorised by the Setting will be used for photographing or recording children.

Taking Photographs
Photographs of children will be taken only with explicit written permission from parents or legal guardians in accordance with providing evidence for learning development. All photographs must be respectful, appropriate, and relevant to the Setting's activities.

Parental Consent
Written consent will clearly outline permissible uses of photographs, such as developmental records or internal updates. Parents retain the right to withdraw their consent at any time.

Use of Photographs
Photographs are used strictly for developmental related purposes, such as documenting learning progress or sharing activity updates with parents.
Images will not be shared publicly or on social media without separate and explicit consent from parents. Children will not be named in any sharing of photographs outside of the Famly App.

Storage and Privacy
Photographs will be securely stored and accessible only to authorised personnel being appropriately archived or deleted when no longer required.

Sharing with Parents
Regular photographic updates will be shared with parents to keep them informed of their child's activities, achievements, and experiences.

Staff Training
Staff will undergo training emphasising privacy, responsible device usage, and safeguarding practices concerning photography.

Lost or Stolen Devices:
Measures will be in place to protect devices containing photographs or sensitive information from loss or theft with all devices being stored in lockable cupboards when not in use. Immediate action will be

taken in the event of a lost or stolen device, including notification to relevant parties and authorities if necessary.

Reporting Concerns
Any unauthorised or inappropriate use of mobile phones, cameras, meta glasses or photographs must be reported immediately to the designated safeguarding lead.

Alignment with EYFS 2025 Changes
This policy incorporates EYFS 2025 guidelines, emphasising enhanced safeguarding measures, explicit parental consent, responsible digital practices, and heightened staff training to ensure compliance and promote children's well-being.

Review and Monitoring:
This policy will be reviewed annually or more frequently if required, ensuring compliance with legislation, EYFS updates, and local guidelines with feedback from staff, parents and external agencies identifying continuous improvement of our mobile phone, camera, meta glasses and photographs policy.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Multiple Contact Policy

Policy Statement: At Playmates Pre-school we are committed to ensuring the safety and well-being of the children in our care. This Multiple Contact Policy outlines our procedures for situations where multiple individuals may be authorised to collect a child from our setting, in line with the EYFS requirements.

Authorised Contacts
Parents or legal guardians will provide at least two individuals authorised to collect their child from the Setting. Unless these persons collect on a regular basis (in agreement with parents of legal guardians), the parents or legal guardians will must to notify the Setting that an individual listed will be permitted to collect the child.

Identification Verification
Staff members will verify the identity of all individuals collecting children by asking for a pre-determined password notified on the child's information record.

Written Consent
Parents or legal guardians must provide written consent for each authorised contact, specifying their name, relationship to the child, and contact details. Consent forms will be securely kept on file and regularly updated.

Communication
Parents or legal guardians will inform the Setting in advance about any changes to the authorised contacts list.
If an unauthorised individual attempts to collect the child, senior staff will not allow contact with the child and immediately contact the parent or legal guardian for verification.

Emergency Contacts
Parents or legal guardians must provide up-to-date contact information for emergency contacts who can be reached if parents or legal guardians cannot be contacted in an emergency.

Temporary Changes
Temporary changes to the authorised contacts list must be communicated clearly to the Setting in advance. The Setting will verify these changes before releasing the child to anyone not listed on the standard authorised contacts list.

Conflict Resolution
In the event of any disputes or concerns regarding authorised contacts, the Setting will work collaboratively with parents or legal guardians to find an appropriate resolution.

Child Safety
The Setting will prioritise the child's safety by strictly adhering to the authorised contacts list and following identification verification procedures.

Alignment with EYFS 2025 Changes:
Our policy reflects EYFS 2025 updates emphasising rigorous safeguarding measures, clear communication with families and ongoing monitoring to ensure children's safety and security.

Review and Monitoring:
This policy will be reviewed annually or more frequently if necessary, to ensure compliance with EYFS 2025 requirements and any legislative or local guideline changes.

Feedback from parents, legal guardians, and staff members will be encouraged to continuously improve our multiple contact policy.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Nappy and Toilet Training Policy

Policy Statement: At Playmates Pre-school we are committed to promoting the comfort, hygiene and development of all children in our care. This policy outlines our procedures for nappy changing and toilet training, ensuring children's needs are consistently met in line with EYFS guidelines.

Nappy Changes
Nappy changes will be provided regularly and promptly to ensure children's comfort and hygiene. Changes will take place in a designated area to ensure dignity and privacy.

Hygiene Practices
Staff will follow strict hygiene routines during nappy changes, including thorough handwashing and the use of disposable gloves and aprons.

Individual Supplies
Parents or legal guardians must supply nappies, wipes, creams and other necessary items contained within a named bag. Staff will notify parents via the Famly App when supplies need replenishing. Any nappies provided by the Setting may incur an additional charge of £2 per nappy.

Communication with Parents
Regular communication with parents will occur regarding their child's nappy-changing routines and any notable changes or concerns.

Toilet Training Support
Toilet training will be supported according to each child's individual readiness and developmental stage with close collaboration with parents to ensure consistency between home and the Setting environment. Toilet training approaches are consistent with methods used by parents at home to provide continuity and reinforce learning.

Potty Training Supplies
Parents are required to provide spare clothing and any additional resources necessary for effective toilet training. Staff will maintain the cleanliness and sanitation of all toilet training equipment.

Privacy and Dignity
Staff will ensure that children have appropriate privacy during nappy changes and toilet training to respect their dignity.

Positive Reinforcement
Positive reinforcement techniques, including praise and encouragement, will be consistently used to create a supportive toilet training experience.

Handling Toilet Accidents
Staff will handle any toileting accident sensitively, providing clean clothing and emotional support to the child. Parents will be informed by the end of their session/day, any accidents and actions taken.

Alignment with EYFS 2025 Changes
Our nappy and toilet training practices have been updated to fully align with EYFS 2025 requirements, emphasising individualised care, child development milestones, effective parent collaboration and enhanced hygiene standards.

Review and Monitoring

This policy will be reviewed annually or sooner if necessary to ensure compliance with EYFS 2025 and local guidelines with feedback from parents and staff actively sought to continuously enhance our practices.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Non-Collection of Children Policy

Policy Statement: At Playmates Pre-school the safety and well-being of the children in our care is our top priority. This policy outlines our procedures for handling situations where a child is not collected at the agreed-upon time, ensuring the child's safety, security, and appropriate care in line with EYFS requirements.

Parental Responsibility
Parents or legal guardians are responsible for ensuring the timely collection of their child at the agreed-upon pick-up time. They must inform the Setting in advance of any changes to regular pick-up arrangements or if someone else will be collecting the child on their behalf.

Collection Procedures
If a child is not collected at the agreed-upon time, senior staff will:

1) attempt to contact the responsible person collecting the child if not parents or legal guardians
2) attempt to contact the parents or legal guardians using the provided contact information.
3) contact the emergency contacts listed on the child's registration form

In the event of having to contact outside agencies a record, including times, methods, and responses received, will be documented clearly.

Extending Care
If reasonable attempts to contact parents, responsible persons, legal guardians and emergency contacts fail, the Setting will continue to care for the child until suitable arrangements are made.
The Setting will ensure the child's comfort, safety and emotional well-being during this extended care period and will not use language that may cause the child concern or a feeling of blame.
Documentation will include the duration of extended care and any relevant observations concerning the child's welfare.

Emergency Services:
If all attempts to reach the parents, legal guardians and emergency contacts are unsuccessful and extended care is no longer possible, the Setting will promptly notify the MASH (Multi Agency Safeguarding Team) and emergency services.
The Setting will adhere to the guidance and instructions given by the authorities to ensure the child's ongoing safety and protection.

Records and Documentation:
Accurate records of non-collection incidents, including attempts to contact parents or emergency contacts, duration of extended care and communications with authorities, will be maintained.
These records will be kept confidential, securely stored, and comply with data protection guidelines.

Communication with Parents
After resolution, senior staff will discuss the non-collection incident with parents or legal guardians, addressing any concerns and identifying measures to prevent future occurrences.
Emergency contact information will be reviewed and updated as necessary.
Parents or legal guardians will be advised of any late charges due.

Alignment with EYFS 2025 Changes

Our procedures emphasise clear communication, comprehensive documentation, and prompt safeguarding responses, ensuring compliance with EYFS 2025 standards. We focus on maintaining children's emotional and physical well-being throughout any incidents.

Review and Monitoring

This policy will be reviewed annually or more frequently if required, to ensure effectiveness and compliance with legislative changes and local guidelines.

Feedback from parents, staff, and external agencies will be welcomed to continuously enhance our non-collection procedures.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Non-Mobile Child Policy

Policy Statement: At Playmates Pre-school we are committed to providing a safe and developmentally appropriate environment for all children in our care. This Non-Mobile Child Policy outlines our approach to caring for young children who are not yet mobile and require specialised attention and care.

Definition of Non-Mobile Children
Non-mobile children refer to young children who have not yet developed the ability to independently move, crawl or walk.

Individualised Care
The Setting will provide specific care to non-mobile children based on their developmental needs.

Supervision and Interaction
Staff will ensure appropriate supervision and engagement with non-mobile children to promote their cognitive, emotional, and physical development.

Positioning
Staff will be attentive to the proper positioning of non-mobile children, including avoiding extended periods in one position to prevent discomfort.

Feeding
Staff will follow parents' instructions and schedules for feeding non-mobile children and document any dietary requirements or allergies to be strictly adhered to.

Communication with Parents
Staff will maintain open communication with parents or guardians about their child's daily routine, feeding habits and any concerns.

Nappy Changing and Hygiene
Staff will change nappies as needed to ensure the child's comfort and hygiene.
Proper handwashing and hygiene practices will be followed before and after nappy changes.
Nappy-changing areas will be cleaned and sanitised after each use.

Interaction and Stimulation
Staff will engage non-mobile children in age-appropriate sensory activities, songs and gentle play to stimulate their development with activities tailored to support the child's physical and cognitive milestones.

Sleep
Staff will create a safe sleep environment for non-mobile children and follow recommended safe sleep practices, including sleep positioning and bedding complying with the latest EYFS 2025 sleep safety guidelines.

Documentation
Staff will maintain accurate records of feeding, nappy changes, sleep patterns and developmental milestones for each non-mobile child.

Transition to Mobility
Staff will closely monitor each non-mobile child's developmental progress and communicate with parents when the child begins to show signs of mobility, providing guidance on supporting mobility

development at home from www.teachearlyyears.com/a-unique-child/view/mobility-providing-extra-support.

Alignment with EYFS 2025 Changes
This policy aligns with the updated EYFS 2025 framework, which emphasises individualised developmental support for non-mobile children, ensuring their care routines promote healthy growth. The policy reflects the latest safeguarding measures, including enhanced hygiene practices and sleep safety guidelines.
New EYFS requirements on **parental communication** and **tracking early movement milestones** are incorporated to ensure a smooth transition to mobility.

Review and Monitoring
This policy will be reviewed annually or more frequently if required to ensure its effectiveness and compliance with any changes in legislation or local guidelines.
Feedback from parents, legal guardians, and staff members will be welcomed to continuously improve our non-mobile child policy.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Nutrition (Healthy Eating) Policy

Policy Statement: At Playmates Pre-school we are dedicated to providing a safe, nourishing, and developmentally appropriate food environment for all children.

This policy aligns with the Early Years Foundation Stage (EYFS) Nutrition Guidance (April 2025) and the EYFS reforms from September 2025. We aim to promote healthy dietary habits, prevent food-related incidents, and collaborate closely with families to support the nutritional needs of every child.

Age-Appropriate Nutrition and Feeding Practices for Toddlers and Young Children (12 months–5 years):

- Snacks are healthy and low in sugar/salt. Water is always available.
- Foods that pose a choking risk (whole grapes etc.) are cut appropriately or avoided.
- Mealtimes are calm, social experiences with adult's role-modelling positive eating behaviours.

Allergen Management and Choking Prevention

- Before a child starts, we collect comprehensive dietary information, including allergies, intolerances and preferences.
- Allergy awareness is shared across the Setting and updated regularly.
- Children are never permitted to share food and are closely observed during meals.
- Choking incidents are documented and reviewed as safeguarding "near misses".
- At least one Paediatric First Aid (PFA) trained person is always present during meal and snack times.

Communication with Parents

- Snack items tailored where possible to cultural, ethical, and dietary needs.
- Ongoing communication with parents is encouraged around food introduction, concerns and being involved in planning for dietary needs and allergy action plans.
- We share resources to support healthy eating at home, including government guidance on portion sizes, weaning and food safety.
- Feedback is welcomed to inform continuous improvement.

Mealtime Environment

- Children are encouraged to serve themselves when developmentally ready to foster independence.
- Mealtimes are screen-free, calm and offer positive interactions.
- Children are encouraged but not forced to try new foods.
- Practitioners sit at the same level or facing the children to monitor for allergic reactions or choking.

Food Safety and Hygiene

- All food handlers have Level 2 Food Hygiene (Early Years) certification.
- Food is stored, prepared and served following Food Standards Agency (FSA) guidance.
- Kitchen and preparation areas are cleaned daily and equipment is sanitised.

Sustainability and Food Waste

- Snack food includes seasonal and local ingredients where possible.
- Children are taught about sustainable eating and food origins through discussion and activities.
- Food waste is minimised as part of our sustainability commitment.

Alignment with EYFS 2025 Changes:

- This policy aligns with new EYFS 2025 requirements by embedding nutrition, food safety, and safer eating principles into daily practice.
- It includes mandatory staff supervision while children are eating, attention to allergy management, and specific seating and feeding practices to reduce choking.
- It ensures that allergy action plans, parental collaboration, and PFA-trained supervision are embedded in the setting's operations.
- We reflect the EYFS 2025 emphasis on supporting individual health, development, and safeguarding during food routines.

Review and Monitoring:
This policy will be reviewed annually or more frequently if changes occur in legislation, guidance, or local authority requirements. Input from families, staff, and health professionals is welcomed to maintain a high standard of practice.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Outdoor Play Policy

Policy Statement: At Playmates Pre-school we recognise the importance of outdoor play in promoting children's physical, cognitive, and social development. This policy outlines our approach to providing safe, enriching, and engaging outdoor play experiences that align with EYFS guidance.

Importance of Outdoor Play:

- Outdoor play provides children with opportunities for exploration, physical activity, creativity and connection with nature.
- Engaging in active play outdoors supports gross motor skills, problem-solving abilities and social interactions.
- We ensure that outdoor play is inclusive, accessible and developmentally appropriate for all children.

Outdoor Play Environments:

- Our outdoor play areas are designed to be safe, stimulating and age-appropriate.
- Outdoor equipment and materials are regularly inspected, cleaned and maintained to ensure safety and hygiene.
- Natural elements such as plants, sand, water and logs are included to support sensory exploration and imaginative play.

Weather Considerations:

- Outdoor play will be accessible in all seasons, except in cases of extreme weather conditions that pose a safety risk.
- Children will be dressed appropriately for the weather, including weatherproof clothing and/or warm layers as needed or sun hats, covered shoulders and will not attend in open-toe shoes.
- Sunscreen will be applied as necessary before the child arrives. Staff will re-apply sunscreen as needed, following parents' preferences and health guidelines.

Supervision:

- Active supervision will be provided by staff members to ensure children's safety and engagement with activities and resources.
- Staff-to-child ratios will be maintained in accordance with EYFS regulations to ensure appropriate support.
- Supervision will encourage independent exploration while ensuring risk management and safeguarding.

Risk and Challenge:

- We provide opportunities for manageable risk and challenge to foster resilience, confidence and problem-solving skills.
- Children are encouraged to assess and navigate risk safely, with staff guiding them in decision-making.
- Risk assessments are conducted regularly to balance safety and developmentally appropriate challenges.

Sun Safety:

Sun safety is a priority, and we will:

- Encourage parents/guardians to apply sunscreen prior to their arrival at Pre-school
- Apply parent-approved sunscreen after lunch time.
- Check the UV index regularly, taking the appropriate action for its level.
- Encourage children to wear hats and appropriate clothing.
- Provide shaded areas for rest and cooling down.
- Parents will be informed about our sun protection policy and are encouraged to ensure their child's clothing provides protection from the sun.

Outdoor Play Curriculum:

- Outdoor play is integrated into the curriculum, providing structured and free-play opportunities.
- Activities include:
    - Nature exploration (bug hunts, gardening, water play).
    - Physical development (climbing, balancing, running).
    - Creative play (role-playing, storytelling, music).
    - STEM-based learning (exploring weather, building with natural materials).

Outdoor Play Schedule:

- Children will have regular, scheduled outdoor play sessions to promote physical activity and well-being.
- Outdoor time will be adapted to suit children's ages, preferences, and developmental needs.

Nature Connection:

We will incorporate nature-based learning into outdoor play, helping children:

- Understand the environment and sustainability.
- Develop an appreciation for wildlife and plants.
- Engage in gardening and outdoor creative activities.

Outdoor Safety:

- Regular safety assessments of the outdoor play area will be conducted, with hazards promptly addressed.
- Emergency procedures, including first aid, incident reporting and evacuation plans, will be in place for outdoor activities.
- Children will be taught outdoor safety rules, such as safe climbing, road awareness, and respecting boundaries.

Communication with Parents:

- Parents are informed about our outdoor play policy.
- Any concerns, allergies or medical conditions affecting outdoor play will be discussed with parents.
- Parents are encouraged to provide weather-appropriate clothing and footwear for outdoor activities.

Alignment with EYFS 2025 Changes:

- This policy aligns with EYFS 2025, which places an increased emphasis on outdoor learning and nature-based activities.
- The policy supports EYFS objectives for physical development, problem-solving and emotional well-being through outdoor experiences.
- Our approach reflects the EYFS focus on child-led exploration, allowing children to develop independence, risk awareness and resilience in a safe outdoor setting.
- The inclusion of sustainability, environmental awareness and outdoor STEM activities aligns with EYFS 2025's educational goals.

Review and Monitoring:

- This policy will be reviewed annually or more frequently if required, ensuring compliance with EYFS updates and local authority guidelines.
- We welcome feedback from parents, staff, and external agencies to continuously improve our outdoor play provision.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Outings Policy

Policy Statement: At Playmates Pre-school we recognise the value of outings in enriching children's learning experiences and connecting them with their community and natural environment. This policy ensures that all outings are safe, well-planned and developmentally appropriate, aligning with EYFS guidance.

Purpose of Outings:

- Outings provide children with opportunities for new experiences, hands-on learning and social development.
- Activities will support children's physical, emotional and cognitive development in line with the EYFS and our curriculum.
- We encourage exploration, independence and curiosity by introducing children to different environments, people and cultural settings.

Planning and Preparation:

- Outings are planned appropriately, considering children's ages, needs and interests.
- A risk assessment will be sought before each outing to identify potential hazards and implement safety measures.
- Outings will be designed to be inclusive and accessible for all children, including those with special educational needs or disabilities (SEND).

Parental Consent:

- Written parental consent is included on the child's information record for walks and outings within the local vicinity.
- For outings further afield individual written consent will be needed for the child to be included, parents or legal guardians will receive detailed information about each outing, including:
    - The destination
    - The mode of transportation
    - Expected timings
    - Any special requirements (clothing, packed lunch, etc.)

Ratios and Supervision:

- We follow the EYFS staff-to-child ratios during outings to ensure safety and appropriate supervision.
- Extra precautions will be taken in busy locations.
- Children will use the buddy system for added safety.

Safety Measures:

- Children will be given clear safety instructions before and during the outing.
- Staff will ensure that children:
    - Stay together as a group
    - Are aware of boundaries
    - Understand road safety and stranger awareness

Emergency Preparedness:

- A fully stocked first aid kit will be carried on all outings.
- Emergency contact details for all children will be available through contacting the office.
- Necessary medications (e.g., EpiPens, inhalers) will be readily accessible.
- In the event of an emergency:
    - Staff will follow the designated emergency procedures.
    - Parents will be contacted immediately if needed.

Communication:

- Children will be engaged in discussions before outings about the destination, expectations, and safety rules.

Cultural and Religious Considerations:

- Outings will be inclusive, ensuring all children feel comfortable and valued.
- Any dietary or religious considerations will be respected when choosing destinations and planning meals/snacks.

Additional Staff:

- For larger groups or outings with heightened risk factors, additional staff or parent volunteers may be included to enhance supervision.
- All supervising adults will be briefed on safety procedures before the outing.

Record Keeping:

- Records of each outing outside of the vicinity will be maintained, including:
    - Register
    - Parental consent forms
    - Risk assessments
    - Incident reports, if applicable
    - Emergency contact lists

Alternate Plans:

- Weather conditions and unexpected disruptions will be assessed on an individual basis for suitability.
- If an outing is cancelled, children will engage in alternative activities.

Alignment with EYFS Changes:

- The EYFS 2025 framework emphasises the importance of outdoor and real-world learning experiences.
- Outings are designed to support holistic development, integrating physical activity, problem-solving, and sensory exploration.
- Our outings policy aligns with EYFS learning and development goals, focusing on:
    - Personal, Social, and Emotional Development (PSED) through interaction in new settings.
    - Communication and Language by encouraging discussions about outings.
    - Understanding the World by introducing children to nature, history, and culture.

- The inclusion of risk-taking opportunities in controlled environments supports self-confidence and resilience, as highlighted in EYFS 2025.

Review and Monitoring:

- This policy will be reviewed annually or more frequently to ensure it aligns with EYFS updates and best practices.
- Feedback from parents, staff, and children will be encouraged to continuously improve our outings policy and procedures.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Packed Lunch Policy

Policy Statement: At Playmates Pre-school we are committed to supporting children's health and well-being through nutritious, balanced meals and snacks. This policy outlines our approach to managing packed lunches brought from home, ensuring they align with the latest EYFS Nutrition Guidance, and promote healthy eating habits from an early age.

Guiding Principles (EYFS 2025 Alignment):
This policy reflects the updated April 2025 guidance set out in the *Nutrition Guidance for Early Years Providers*, which emphasises the importance of:

- Age-appropriate portion sizes
- A balanced and varied diet including all food groups
- Avoiding foods high in salt, sugar or saturated fat
- Safe and hygienic storage and handling of all food
- Promoting hydration, oral health and positive food experiences

We work in partnership with parents to ensure children's packed lunches reflect these principles and meet their individual dietary needs.

What a Healthy Packed Lunch Should Include (Guidance-based):

Parents are encouraged to provide lunches that include a balance of the following:

1. Starchy foods (e.g. bread, pasta, rice, potatoes, chapati)
2. Protein-rich foods (e.g. beans, lentils, eggs, meat, fish, hummus)
3. Dairy or dairy alternatives (e.g. yoghurt, cheese, milk-based desserts)
4. At least one portion of vegetables (e.g. cucumber, cherry tomatoes, carrots)
5. At least one portion of fruit (e.g. apple slices, bananas, grapes - sliced for safety)

Water will be provided throughout the day.

Foods to Avoid (as per 2025 Guidance):

To support the EYFS 2025 nutrition focus, we encourage the parents to follow the guidance and ask that parents do not include:

- Sugary snacks (e.g. sweets, chocolate bars, fizzy drinks)
- Large or round fruits like whole grapes or cherry tomatoes – these must be sliced lengthways
- Unhealthy processed foods high in salt or saturated fat

We will contact parents if unsuitable food is provided and offer support in making healthy swaps.

Children of Different Ages:

- 2–4 Years: Small, manageable portion sizes that encourage independence, with foods cut appropriately to reduce choking risk.
- All age groups: Food items should be easy to open. We follow safe storage guidelines, including refrigeration for all packed lunches.

Communication with Parents:
We will:

- Share examples of healthy lunchbox ideas
- Discuss children's eating habits regularly, including portion sizes and preferences
- Offer support and guidance on allergens, portion sizes, and food safety

- Work with families to adapt lunchboxes for cultural, ethical, or medical dietary needs
- Inform parents immediately of any food-related concerns or safety issues

Food Storage and Safety:
- All packed lunches are stored safely in a designated refrigerator.
- All food is served with clean hands and in a hygienic environment.
- We follow strict protocols for allergy management and choking prevention.

Alignment with EYFS 2025 Changes:
This policy fully aligns with the EYFS 2025 reforms, specifically the *Nutrition Guidance for Early Years Providers*, April 2025. Key compliance areas include:
- Supporting balanced, age-appropriate packed lunches
- Working with parents to meet children's dietary needs
- Applying safe food handling and allergy protocols
- Promoting hydration and oral health
- Encouraging food education and positive mealtime environments

Review and Monitoring:
This policy will be reviewed annually or more frequently if there are updates to EYFS or public health guidance. Parent feedback is welcomed to ensure the continued success of our healthy eating initiatives.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Paediatric First Aid (PFA) Policy

Policy Statement: At Playmates Pre-school the health and safety of all children in our care is a top priority. We are committed to ensuring that all staff, including students, and apprentices, are confident and competent in responding to accidents, injuries, and emergencies. This policy sets out our approach to ensuring that all relevant individuals included in staff-to-child ratios hold up-to-date, appropriate Paediatric First Aid (PFA) certification.

Paediatric First Aid Certification Requirements

- All staff counted in the staff-to-child ratio must hold a full and valid PFA certificate.
- In line with EYFS 2025 requirements, the following must hold valid PFA certification if they are included in ratios:
    - Students on long-term placements
    - Volunteers aged 17 or over
    - Apprentices aged 16 or over

PFA Training Standards

- All PFA training must meet the criteria set out by the Department for Education (DfE).
- Training must be:
    - Of at least 12 hours' duration
    - Renewed every three years
    - Delivered by approved and accredited providers
    - Include both practical and theoretical elements, including CPR, treating choking, wounds, burns, anaphylaxis and other paediatric emergencies

Certification and Evidence

- All staff, students, apprentices and volunteers must provide proof of certification before being included in ratios.
- Validity dates will be recorded on the staffs' training plan to ensure certificates are renewed in advance of expiry.
- A copy of each individual's certificate will be held on file and available for inspection.

Deployment of PFA-Trained Staff

- At least 2 PFA-trained individuals will always be present on-site whilst children are being cared for, including during:
    - Regular hours of operation
    - Outings and off-site visits
    - Mealtimes, in line with EYFS 2025 safer eating expectations
- Emergency contact information, first aid kits, and action plans for allergies or medical conditions are also available and maintained.

Induction and New Starters

- Staff who do not yet hold a valid PFA certificate **will not be included in ratios** until certification is obtained.
- PFA training will form part of the induction process for all eligible new staff, including apprentices, or long-term students.

Monitoring and Review

- The setting will maintain a **central register of PFA certificates**, which will be monitored.
- The policy will be reviewed **annually** or sooner if updates to the EYFS or training requirements are published.

Alignment with EYFS 2025 Changes

This policy supports and reflects the EYFS 2025 reforms by:

- Ensuring **only qualified individuals are included in ratio-based care**, including older apprentices, students, and volunteers
- Reinforcing the need for **first aid trained staff to be present during all parts of the day**, including high-risk times such as mealtimes
- Aligning with the increased emphasis on **health, safety, and emergency preparedness** under the revised framework

These measures enhance children's safety and ensure that emergency situations can be managed effectively and confidently.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Partnership with Parents Policy

Policy Statement: At Playmates Pre-school we believe that strong partnerships with parents are essential for high-quality childcare and positive child development. Parents are the primary educators of their children, and we value their knowledge, insights, and contributions. This policy outlines our commitment to open communication, collaborative decision-making, and shared learning experiences to support children's development in line with EYFS guidance.

Open Communication:

- We promote open, honest, and regular communication with parents to ensure they are well-informed about their child's progress, experiences, and any concerns.
- We offer multiple communication channels, including:
    - Face-to-face discussions
    - Phone calls or messages
    - Emails
    - Secure digital platforms.
- Parents will be encouraged to share important information regarding their child's routines, behaviours, trips, visits, and development.

Information Sharing:

- We respect parents as partners in their child's learning and well-being and value the information they provide.
- We will share updates on children's:
    - Developmental milestones
    - Achievements and progress
    - Social and emotional well-being
- Information will be shared with appropriate consent, ensuring confidentiality and compliance with GDPR regulations.

Parental Involvement in Decision-Making:

- We actively involve parents in planning and decision-making regarding their child's care and learning journey.
- Parents will have opportunities to collaborate on developmental goals, ensuring a consistent approach between home and the childcare setting.
- We recognise that each child is unique, and we adapt our practices to reflect parental input, home routines, and cultural preferences.

Parent Meetings:

- Meetings can be requested to discuss a child's progress, learning, and development.
- Meetings can be scheduled at agreed intervals or arranged upon request.
- Individualised Learning Plans (ILPs) will be discussed with parents, ensuring that any additional needs are addressed.

Confidentiality and Privacy:

- We treat all information shared by parents with strict confidentiality and store records securely.
- Only authorised staff will have access to personal information in accordance with data protection laws.

Encouraging Parental Involvement in Activities:

- Parents are invited to participate in activities, events, and cultural celebrations.
- Parents can contribute skills, knowledge, or experiences to enrich the learning environment.

Feedback and Suggestions:

- Parent feedback is highly valued, and we provide multiple ways for parents to share suggestions, including surveys
- Direct discussions
- Parent feedback will be used to improve policies and daily practices.

Collaboration with External Professionals:

- When necessary, we will work in partnership with external professionals, such as:
    - Health practitioners
    - Speech and language therapists
    - Educational psychologists
    - SEN support services
- We will liaise with parents to ensure that external support services are aligned with the child's needs and that any interventions are coordinated effectively.

Alignment with EYFS 2025 Changes:

- The EYFS 2025 framework reinforces the role of parental involvement in early years settings, recognising that strong parent-practitioner relationships lead to better child outcomes.
- This policy aligns with EYFS 2025 focus areas, including:
    - Personal, Social, and Emotional Development (PSED): Working with parents to promote children's emotional security and confidence.
    - Communication and Language: Encouraging language-rich interactions between parents and children.
    - Equal Partnerships: Recognising parents as equal partners in decision-making about their child's early education.
- EYFS 2025 emphasises the importance of two-way communication, ensuring childcare settings actively engage with parents in a meaningful way.

Review and Monitoring:

- This policy will be reviewed annually or sooner if required to align with EYFS updates and best practices.
- Feedback from parents, staff, and external professionals will be considered to improve our partnership with families.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Pet Policy

Policy Statement: At Playmates Pre-school we recognise the valuable role pets can play in children's emotional, social, and cognitive development. Interactions with animals can enhance empathy, responsibility, and curiosity, as well as provide opportunities for learning about nature and care routines. This policy outlines our approach to ensuring safe, clean, and respectful interactions between children and pets in our setting, in alignment with EYFS guidelines.

Types of Pets Allowed:

- We may introduce children to age-appropriate pets, such as:
    - Small mammals (e.g., guinea pigs, rabbits, hamsters)
    - Fish
    - Birds
    - Reptiles (where appropriate)
- Larger or high-maintenance pets will be introduced following thorough risk assessments confirming they are safe for children.

Health and Vaccinations:

- All pets will be in good health, and vaccinations and regular health checks will be up to date.
- Pet vaccination and vet records will be documented and accessible for reference.

Child-Friendly Pets:

- We will only introduce pets that:
    - Are calm, well-socialised, and accustomed to children
    - Have a non-aggressive temperament
    - Do not pose a significant allergy risk to children

Hygiene and Cleanliness:

- Pet habitats will be cleaned and disinfected regularly to minimise germs and odours.
- Proper handwashing routines will be followed after handling pets or touching pet enclosures.
- Children will be taught about safe and hygienic interactions with animals.

Allergies and Sensitivities:

- Parents will be informed in advance about the presence of any pets in the setting.
- Parents will be asked to disclose any known allergies or sensitivities before their child interacts with pets.
- Where necessary, pet-free areas will be designated to accommodate children with allergies.

Supervised Interactions:

- Children will only interact with pets under direct supervision to ensure the safety of both the child and the animal.
- Practitioners will teach children gentle and respectful handling techniques.
- Pets will not be handled when they show signs of stress or distress.

Health and Safety Measures:

- Children will be instructed not to disturb pets while they are:
    - Eating
    - Sleeping
    - Resting
- Any pet that exhibits aggressive or unpredictable behaviour will be removed from the Setting.
- First-aid procedures will be in place in case of accidental scratches, bites, or allergic reactions.

Educating Children About Pets:

- We will use pet interactions to teach children about:
    - Animal care and responsibility
    - Pet behaviour and needs
    - Respect for living creatures
    - The importance of hygiene after handling animals

Pet-Free Zones:

- Certain areas, such as designated nap areas and food preparation zones, will remain pet-free to ensure hygiene and prevent allergies.

Reporting and Communication with Parents:

- Any incidents, concerns, or unusual pet behaviour will be promptly reported to parents.
- Parents will be informed about their child's interactions with pets, including any questions or observations from the child about animals.

Alignment with EYFS 2025 Changes:

- EYFS 2025 places greater emphasis on outdoor learning and hands-on experiences, including interactions with animals as part of Understanding the World.
- This policy aligns with EYFS 2025 by:
    - Encouraging responsibility, curiosity, and respect for animals.
    - Providing safe, supervised pet interactions that support social and emotional development.
    - Teaching children about hygiene, safety, and kindness toward living creatures.
- The EYFS 2025 framework recognises the benefits of real-world learning experiences, including caring for animals, learning about nature, and fostering empathy.

Review and Monitoring:

- This policy will be reviewed annually or more frequently if needed to ensure ongoing compliance with EYFS 2025 and best practices.
- We will gather feedback from parents, guardians, and staff to continually improve our pet policy.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Physical Contact Policy

Policy Statement: At Playmates Pre-school we recognise the importance of positive and appropriate physical contact in nurturing children's emotional well-being and supporting secure attachments. Physical contact can provide comfort, reassurance, and encouragement when used in a respectful and supportive manner. This policy outlines our approach to ensuring all physical interactions are appropriate, child-led, and aligned with EYFS 2025 guidance.

Purpose of Physical Contact:

- Physical contact is used to offer comfort, reassurance, and security to children in our care.
- It aims to foster emotional connections, self-confidence, and trust while respecting individual boundaries.
- We promote a safe and supportive environment where children feel valued and respected.

Types of Physical Contact:

Appropriate and positive physical contact includes:

- Hugs (when initiated or welcomed by the child)
- Handholding (for reassurance or safety reasons)
- High-fives, pats on the back, or encouraging gestures
- Cuddles or lap sitting (only if initiated by the child and deemed appropriate)
- Physical contact is always child-led, ensuring that children feel safe and in control of their personal space.

Consent and Comfort Level:

- Children's preferences regarding physical contact will be respected at all times.
- Children have the right to decline any form of physical contact without judgment or pressure.
- Practitioners will recognise and respect verbal and non-verbal cues indicating a child's comfort level.

Cultural Sensitivity:

- Staff will be culturally aware and sensitive to variations in physical contact practices across different families, communities, and religious backgrounds.
- We will discuss cultural expectations with parents to ensure alignment with family values.

Personal Boundaries and Safeguarding:

- Children will be taught about personal boundaries and respecting others' personal space.
- Staff will model respectful behaviour by seeking consent before initiating physical contact.
- Any inappropriate physical contact will be addressed, recorded, and reported to the DSL (designated safeguarding lead) and appropriate safeguarding authority.

Staff Training and Awareness:

- Staff will receive training on appropriate physical contact and recognising signs of discomfort in children.
- Training will include:
    - Appropriate and inappropriate touch
    - Recognising and responding to children's boundaries
    - Dealing with disclosures or concerns sensitively

Gentle Discipline Approach:

- Physical contact will never be used as a form of punishment, restraint, or control.
- We use positive behaviour management strategies that encourage self-regulation and respect.

Communication with Parents:

- Parents will be informed about our approach to physical contact and given opportunities to share their preferences or concerns.
- We will document any specific preferences, restrictions, or cultural considerations expressed by parents.

Reporting and Documentation:

- Any concerns, disclosures, or uncomfortable physical interactions will be recorded and reported to parents or DSL where necessary.
- Practitioners will document instances where physical contact is refused or appears to cause distress, raises safeguarding concerns ensuring we adapt our approach accordingly.

Alignment with EYFS 2025 Changes:

The EYFS 2025 framework emphasises the importance of secure attachments and emotional well-being, particularly in building confidence and resilience. This policy aligns with EYFS 2025 by:

- Prioritising child-led interactions, ensuring physical contact is respectful, supportive, and appropriate.
- emotional security and self-regulation, in line with the Personal, Social, and Emotional Development (PSED) framework.
- Teaching children about boundaries and consent, reinforcing the principles of respect and autonomy.
- The updated EYFS guidance highlights the importance of positive relationships between caregivers and children, supporting secure emotional development through appropriate contact.

Review and Monitoring:

This policy will be reviewed annually or more frequently if required, ensuring it remains compliant with EYFS 2025 and other safeguarding regulations.

Feedback from parents, staff, and external agencies will be welcomed to continuously improve our physical contact policy.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Play with Risk Policy

Policy Statement: At Playmates Pre-school we believe that carefully managed risk is an essential part of children's learning and development. Opportunities to engage in challenging play activities such as climbing, balancing, using loose parts, and exploring the outdoor environment allow children to develop resilience, confidence, and problem-solving skills. This policy outlines how we enable children to experience safe, supervised risk-taking in play, in line with the Early Years Foundation Stage (EYFS) framework.

Legal Framework
This policy is guided by national legislation and statutory guidance, including but not limited to:

- EYFS Statutory Framework 2025
- Health and Safety at Work Act 1974
- The Management of Health and Safety at Work Regulations 1999
- Children Act 1989 and 2004
- Department for Education (2021) *Development Matters* (non-statutory curriculum guidance)
- Health and Safety Executive (HSE) guidance on "Children's Play and Leisure – Promoting a Balanced Approach"

Designated Safeguarding Lead (DSL)
The DSL ensures that safeguarding principles underpin our approach to play with risk. While risk in play is not a safeguarding concern, it must be managed so that children remain safe and supported.

Implementation of the EYFS 2025 Play and Risk Principles

1. The Value of Risk in Play
We recognise that:
- Risk-taking in play supports children's physical development, coordination, and strength.
- Challenging play builds self-esteem, resilience, and independence.
- Risky play provides opportunities for children to learn about their own limits and develop risk assessment skills.

2. Creating Safe, Risk-Managed Environments
We provide environments that encourage challenge but minimise unnecessary hazards by:
- Conducting regular risk-benefit assessments of indoor and outdoor play areas.
- Ensuring play equipment is age-appropriate, well-maintained, and used under supervision.
- Encouraging children to explore, climb, balance, and build with loose parts in safe, structured contexts.

3. Staff Supervision and Role Modelling
Staff are responsible for:
- Supervising children closely while allowing them space to explore.
- Supporting children in assessing risks themselves (e.g., "Do you feel safe climbing higher?").
- Intervening only when necessary to prevent serious harm.
- Modelling safe behaviours and language around risk.

4. Outdoor Play and Natural Challenges
Our outdoor provision includes opportunities for:
- Climbing, balancing, jumping, and running on uneven ground.
- Exploring natural materials such as sticks, logs, stones, and water.
- Using weather conditions (rain, wind, snow) as learning opportunities, with appropriate clothing and safety measures in place.

5. Loose Parts Play
We provide a range of loose parts (e.g., crates, tyres, planks, ropes) to encourage creativity, problem-solving, and teamwork. These are:

- Risk assessed regularly to ensure suitability.
- Used under staff supervision to prevent unsafe practices.
- Introduced to children with clear expectations of safe use.

6. Partnership with Parents and Carers
We work with parents to:

- Communicate the benefits of supervised risk in play.
- Involve them in discussions about outdoor play and learning.

7. Children's Involvement in Risk Assessment
We involve children in thinking about safety by:

- Encouraging them to identify potential hazards.
- Discussing how to manage risks (e.g., taking turns, holding on, wearing wellies in wet conditions).
- Supporting children to make informed choices and develop responsibility.

Record Keeping and Information Sharing

- Accident and incident records are maintained and used to inform future risk management.
- Parents are informed of any significant incidents and how risks are managed.

Monitoring and Review
This policy will be reviewed annually, or sooner if statutory guidance or HSE recommendations change. Staff, parents, and children's views will inform adjustments to ensure play opportunities remain both safe and challenging.

References

- Department for Education (2025). *Statutory Framework for the Early Years Foundation Stage: Setting the standards for learning, development and care for children from birth to five.* London: DfE.
- Department for Education (2021). *Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage.* London: DfE.
- Health and Safety Executive (2012). *Children's Play and Leisure – Promoting a Balanced Approach.* HSE.
- Health and Safety at Work Act 1974. London: HMSO.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Prevent Duty Policy

Policy Statement: At Playmates Pre-school we are committed to protecting children from harm, including the risk of radicalisation and exposure to extremist ideologies. This Prevent Duty Policy sets out how we comply with our statutory duty under the Counterterrorism and Security Act 2015 and aligns with the Early Years Foundation Stage (EYFS) framework. We aim to create a safe, supportive, and inclusive environment where children can develop resilience against extremist influences.

Legal Framework
This policy is guided by national legislation and statutory guidance, including but not limited to:

- The Counter Terrorism and Security Act 2015 (Section 26: The Prevent Duty)
- The Children Act 1989 and 2004
- Keeping Children Safe in Education (KCSIE) 2025
- The Prevent Duty Guidance: for England and Wales (Home Office, 2023 update)
- EYFS 2025 statutory framework
- Local authority safeguarding and Prevent procedures

Designated Safeguarding Lead (DSL)
our DSL Marrilynn Hazeldine is responsible for ensuring compliance with the Prevent Duty. The DSL provides advice, guidance, and training to staff, liaises with local Prevent coordinators, and ensures that concerns are referred promptly to relevant agencies.

Implementation of the Prevent Duty

1. Risk Assessment
We assess the risks of children being drawn into terrorism or extremist ideologies. These risks will vary according to the local context. We remain vigilant to factors that may make children vulnerable and balance this with our duty to promote healthy discussion, freedom of expression, and critical thinking.

2. Working in Partnership
We work closely with the local safeguarding partners, local authority Prevent teams, and Channel panels where appropriate. Concerns about radicalisation are shared following safeguarding procedures, and referrals may be made to the Channel programme if necessary.

3. Staff Training
All staff receive Prevent awareness training to:

- Understand what radicalisation means and why children may be vulnerable.
- Recognise indicators of concern.
- Respond appropriately and report concerns using our safeguarding procedures.
  Training is refreshed regularly to ensure ongoing awareness.

4. Online Safety
We recognise the role of the internet and social media in radicalisation. Our online safety measures include:

- Age-appropriate education for children on safe internet use.
- Clear rules for staff and children regarding online access.
- Working in partnership with parents to promote online safety at home.

5. Promoting British Values
We actively promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs through our curriculum and daily practice. These values are embedded in our approach to personal, social, and emotional development.

6. Recognising and Responding to Concerns
Staff are trained to recognise signs of radicalisation, which may include:

- Changes in behaviour, dress, or friendship groups.
- Expressing extremist views or sympathies.
- Accessing extremist materials online.

Any concerns are reported to the DSL, who will assess the risk and decide on the appropriate course of action, including referral to the local Prevent team or Channel programme.

7. Information Sharing
Information is shared responsibly and in line with GDPR and safeguarding requirements. Confidentiality is respected unless withholding information would put a child at risk.

Monitoring and Review
This policy will be reviewed annually, or sooner if national guidance changes. Feedback from staff, parents, and external safeguarding partners will inform updates.

References

- Department for Education (2025). *Keeping Children Safe in Education: Statutory guidance for schools and colleges.* London: DfE.
- Home Office (2023). *Prevent Duty Guidance: for England and Wales.* London: HM Government.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Privacy and Dignity Policy

Policy Statement: At Playmates Pre-school are committed to maintaining a safe, respectful, and hygienic environment that supports the privacy and dignity of all children during toileting and nappy changing. This policy outlines the measures we take to ensure these routines are carried out in a way that meets children's physical and emotional needs, while also complying with safeguarding and hygiene requirements under the EYFS framework.

Creating a Respectful and Safe Environment

- All toileting and nappy changing will be conducted in a calm, respectful, and supportive manner.
- Staff will engage with children using positive language to encourage independence, build trust, and maintain comfort.
- Children's personal needs and preferences will be acknowledged and respected throughout these routines.

Supervision and Safeguarding

- All toileting and nappy changing areas will be appropriately supervised while maintaining children's privacy.
- Staff will follow strict safeguarding protocols, ensuring that children are never left unattended during these routines.
- All staff involved in personal care are suitably vetted and trained in safeguarding and hygiene practices.

Balancing Privacy with Safety

- Toileting and changing will take place in areas that:
    - Offer privacy from other children and adults
    - Allow visual or auditory supervision for safeguarding purposes
    - Are secure, clean, and fit for purpose
- Curtains, partitions, or doors will be used where possible to promote privacy without compromising supervision.

Consent and Communication

- Children will be encouraged to express their preferences and given as much autonomy as is developmentally appropriate during nappy changing and toileting.
- Parents or legal guardians will be informed of the toileting routines and hygiene practices in place and are encouraged to share their child's toileting habits and preferences.
- Changes in routines or any toileting concerns will be communicated with parents promptly.

Hygiene and Infection Control

- Hands will be washed and dried before and after each nappy change or toileting routine.
- Disposable gloves and aprons will be worn during all personal care tasks and disposed of safely.
- Changing mats and toilet areas will be cleaned and sanitised after every use.
- Soiled nappies will be disposed of hygienically and in accordance with waste regulations.

Encouraging Independence

- As children develop, they will be supported to:

    - Understand their bodily functions
    - Use the toilet independently
    - Wash and dry their hands correctly
- Staff will use age-appropriate encouragement to foster confidence and independence in toileting routines.

Record Keeping

- A record of nappy changes will be kept for each child, noting:
    - Time of change.
    - Any issues or concerns (e.g. signs of infection, constipation, rash)
    - Support provided and any parent communications

Staff Training

- All staff involved in personal care tasks will receive:
    - Safeguarding training
    - Hygiene and infection control training
    - Training on promoting privacy, dignity, and emotional wellbeing

Alignment with EYFS 2025 Changes

This policy supports the 2025 EYFS safeguarding reforms, which require early years settings to:

- Balance children's need for privacy with safeguarding requirements
- Ensure that toileting and changing areas are safe, hygienic, and supervised
- Promote practices that respect children's dignity while maintaining staff vigilance and transparency
- Train staff to deliver developmentally appropriate and sensitive personal care.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Privacy Notice

Policy Statement: At Playmates Pre-school we are committed to protecting your privacy and the personal data of the children in our care. This Privacy Notice explains how we collect, use, and store personal information in accordance with applicable data protection laws and regulations, including the General Data Protection Regulation (GDPR) and EYFS guidelines.

Data Controller
Gail Gilbert is the data controller responsible for the processing of personal data collected through our childcare services.

Information We Collect
We may collect and process the following categories of personal data:

Child Information:
- Name, date of birth, gender, and contact details.
- Medical information, allergies, dietary requirements, and other health-related details.
- Emergency contact details.

Parent/Guardian Information:
- Names, contact details, and relationship to the child, date of birth, national insurance numbers.
- Consent forms, authorisations, and permissions.

Staff Information:
- Names, contact details, relevant qualifications, emergency contacts, medical information.

Purpose of Processing
We collect and process personal data for the following purposes:
- Providing childcare services and meeting children's individual needs.
- Ensuring children's safety, health, and well-being.
- Effective communication with parents and guardians.
- Compliance with legal and regulatory requirements.
- Maintaining records for accounting purposes (if applicable).

Legal Basis
Our processing of personal data is based on:
- The necessity of fulfilling our childcare service contract with parents.
- Compliance with legal obligations under EYFS and GDPR.
- Our legitimate interest in ensuring the safety and well-being of children.

Data Retention
We will retain personal data for as long as necessary to provide childcare services and meet legal requirements. After this period, data will be securely disposed of in compliance with data protection laws.

Data Sharing
We may share personal data with:
- Regulatory authorities, such as Ofsted, where legally required.
- Outside agencies to support the child's development.
- Emergency services or healthcare professionals in case of urgent medical needs.
- Tax or legal authorities, if necessary for compliance.

Data Security
We implement appropriate technical and organisational measures to protect personal data from unauthorised access, accidental loss, or destruction.

Your Rights
Parents, guardians, and staff have the right to:

- Access, rectify, or erase personal data.
- Restrict or object to processing where applicable.
- Request data portability (transfer of data to another provider).

To exercise these rights, please contact Gail on 01933 460111.

Changes to this Privacy Notice
We may update this Privacy Notice to reflect changes in our practices, legal obligations, or EYFS requirements. Updates will be communicated via our website or direct notification to parents.

Alignment with EYFS 2025 Changes

- EYFS 2025 emphasises greater data transparency, ensuring parents fully understand how their child's information is processed.
- This Privacy Notice aligns with the updated EYFS safeguarding requirements, ensuring secure and lawful processing of children's data.
- The framework reinforces the importance of parental rights regarding their child's data, which is reflected in our approach to consent, access, and security.

Contact Information
For any questions or concerns regarding personal data or this Privacy Notice, please contact:
Gail on 01933 460111.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Promoting British Values Policy

Policy Statement: **At Playmates Pre-school we are committed to promoting British values within our Setting. We believe that embedding these values fosters a positive, inclusive, and respectful environment that helps children develop a strong sense of citizenship, diversity, and mutual respect**.

Democracy

- Children will have opportunities to express their opinions, make choices, and participate in decision-making processes.
- They will be encouraged to share their views, listen to others, and respect differing perspectives.
- Activities such as voting on group decisions or expressing preferences in play and learning will be incorporated into daily routines.

Rule of Law

- Children will learn about the importance of rules and laws in maintaining a safe and fair environment.
- Simple, age-appropriate rules will be established, helping children understand boundaries and consequences in a positive and supportive way.
- Staff will model fairness, consistency, and positive reinforcement when teaching children about rules.

Individual Liberty

- Children will be supported to develop their independence, confidence, and decision-making skills**.**
- They will be encouraged to express their ideas, opinions, and interests**,** while understanding their personal rights and responsibilities.
- We will create an environment where children feel safe to make choices and explore their own abilities.

Mutual Respect and Tolerance

- We will celebrate diversity and teach children to value and respect people of different backgrounds, cultures, religions, and beliefs.
- Books, resources, and activities will reflect a variety of cultures, traditions, and perspectives to foster understanding and challenge stereotypes.
- Children will learn about kindness, empathy, and cooperation in their daily interactions.

British Cultural Heritage

- We will introduce children to aspects of British culture, history, and traditions in a respectful and age-appropriate manner.
- Events such as Remembrance Day, St. George's Day, and traditional British festivals will be included in activities to support cultural awareness.
- Children will engage in local community events and learn about their environment and heritage**.**

Discussion and Reflection

- Open discussions about values, fairness, and respect will be encouraged.
  Reflection and critical thinking will be promoted through stories, role play, and group discussions.
- Children will be encouraged to ask questions, share experiences, and develop their understanding of the world around them.

Parent and Community Involvement

- We will work collaboratively with parents and guardians to promote British values at home and in the Setting.
- Families will be invited to share their cultural backgrounds and traditions, fostering an inclusive and diverse learning environment.
- Links with local community groups and services will be encouraged to help children feel a sense of belonging.

Age-Appropriate Approach

- Activities and discussions about British values will be adapted based on the ages, backgrounds, and developmental stages of the children in our care.
- Play-based learning, storytelling, and hands-on activities will be used to engage children in a meaningful way.

Review and Monitoring

- This policy will be reviewed annually or more frequently if required, ensuring compliance with EYFS 2025 and any new legislation or guidance.
- Feedback from parents, legal guardians, and staff will be welcomed to continuously improve our approach to promoting British values.

Alignment with EYFS 2025 Changes

- The EYFS 2025 framework continues to emphasise the importance of promoting British values as part of children's personal, social, and emotional development.
- We align our approach with the updated guidance by ensuring British values are integrated into daily routines, play, and discussions, rather than being taught as separate topics.
- Our policy reflects the EYFS 2025 focus on community engagement, supporting children's understanding of their roles and responsibilities in society.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Record Keeping Policy

Policy Statement: All records required for the protection of families and staff, and for the effective and efficient running of the organisation, will be maintained accurately and kept up to date. Families and staff will have access to their own records and information upon request, and all individual and organisational records will be kept confidential and secure.

Practice and Procedure

- The Setting adheres fully to the Data Protection Act 2018.
- All records concerning staff and children are signed and dated.
- Records are kept in a locked cupboard or filing cabinet when the Setting is closed. During the day they can only be accessed only by staff who need and have a right to access them.
- Staff ensure that all files or written information of a confidential nature are not left out where they can be read by unauthorised staff or others.
- Staff check regularly on the accuracy of data being entered into computers.
- Staff always use the passwords provided to access the computer system and do not abuse them by passing them on to people who should not have them.
- Staff will not leave computers unattended when personal data is on the screen.

Records That May Be Kept

- All essential records and data relating to families and staff.
- Interview and recruitment records, including records of interviews of applicants for posts who are subsequently employed for three years and one year for applicants for posts who are not subsequently employed.
- All paperwork and computer records relating to complaints.
- All paperwork and computer records relating to accounts and financial transactions.

All records are only kept for the duration listed in the GDPR guidance.

Related Policies

This policy works in conjunction with our Data Protection Policy (GDPR) and Retention of Information & Destruction Policy.

Review & Monitoring

This policy will be reviewed annually or earlier if required to remain compliant with statutory guidance. Parent feedback will be welcomed to ensure transparency and fairness in all practices.

Signed: _____ **Date:** 01/09/2026

D Randall - Chairperson

Retention Policy

Policy Statement: **At Playmates Pre-school we are committed to managing and retaining records in a responsible and compliant manner. This policy outlines our approach to retaining and securely disposing of records related to children, parents, staff, and the operations of our childminding setting in accordance with data protection regulations and EYFS 2025 requirements.**

Purpose and Scope

- This policy applies to all records and information held in both physical and electronic formats.
- It covers records related to children, parents, families, staff, financial transactions, health and safety, and general operations.

Record Categories

- Children's records: Personal information, medical details, consent forms, developmental assessments.
- Parent and guardian information: Contact details, consent forms, and communication records.
- Staff records: Qualifications, training, contracts, medical and emergency contact details.
- Financial records: Invoices, receipts, PAYE records, accounts and payment details.
- Health and safety records: Risk assessments, incident reports, accident logs, and emergency procedures.

Data Retention Periods

- Children's records: Retained for the duration of their enrolment and for a set period after they leave (as required by legislation).
- Parent and guardian records: Retained for as long as necessary to fulfil contractual and legal obligations.
- Staff records: Retained for the duration of employment and for a specified period after, as required by employment law.
- Financial records: Retained for the statutory period required for tax and accounting compliance.
- Health and safety records: Retained in accordance with local regulations and legal requirements.

Secure Storage

- Records will be stored securely to prevent unauthorised access, damage, or loss.
- Electronic records will be password-protected to ensure data security.
- Physical records will be kept in locked storage units with restricted access.

Disposal of Records

- Records that have reached their retention period will be shredded, following best practices for data protection.
- Physical documents will be shredded.
- Electronic records will be securely deleted using permanent data erasure methods.

Parental Access

- Parents or legal guardians have the right to access their child's records upon request.
- Requests for access will be processed in accordance with GDPR and other data protection laws.

Review and Monitoring
This policy will be reviewed annually or more frequently if required to ensure compliance with EYFS 2025 and legal guidelines**.**
Feedback from parents, legal guardians, and staff members will be welcomed to continuously improve our retention policy**.**

Alignment with EYFS 2025 Changes
The EYFS 2025 framework places a strong emphasis on data security, confidentiality, and responsible record-keeping**.**
Our policy aligns with these updates by ensuring secure storage, defined retention periods, and compliant disposal practices**.**
We support data protection principles by maintaining transparency, offering parental access**,** and upholding **r**ecord-keeping best practices**.**

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Safeguarding and Child Protection Policy

Policy Statement: Safeguarding and promoting the welfare of children, for the sake of this policy, is defined as protecting children from maltreatment, preventing the impairment of children's health and development, and ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.

Our Setting will work with children, parents, external agencies and the community to ensure the welfare and safety of children and to give them the very best start in life. Children have the right to be treated with respect and to be safe from any abuse in any form.

We:

- Create an environment to encourage children to develop a positive self-image.
- Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development.
- Provide a safe and secure environment for all children.
- Always listen to children.
- Train our staff to look for additional barriers for children with SEND.
- Once we are informed of any outside agencies involvement we will attempt to contact them prior to a child joining our Setting for any safeguarding advice and/or support.

Legal Framework

Working Together to Safeguard Children 2018.

Practitioners have a duty to protect and promote the welfare of children. Staff at the Setting may be the first people in whom children confide about abuse. The Setting has a duty to be aware that abuse does occur in our society.
This policy lays out the procedures that will be followed if we have any reason to believe that a child in our care is subject to welfare issues including physical, sexual, emotional abuse or neglect. Our prime responsibility is the welfare and well-being of all children in our care. All staff will work as part of a multi-agency team, where needed, in the best interests of the child.

The Pre-school

- Ensures that children are never placed at risk whilst under the care of Pre-school staff.
- Ensures that confidentiality is always maintained.
- Ensures that all staff are alert to the signs of abuse, understand what is meant by child protection and are aware of the different ways in which children can be harmed. This includes abuse by other children, for example; bullying or discriminatory behaviour.
- Ensures that all staff are familiar and updated regularly with child protection issues and procedures.
- Ensures parents are fully aware of child protection policies and procedures when they register with the Pre-school and are kept informed of all updates when they occur.
- Keep the child at the centre of all we do.
- Regularly review and update this policy with staff and parents where appropriate.

Children will be supported by offering reassurance, comfort and sensitive interactions. Activities will be devised according to individual circumstances to enable children to develop confidence within their peer group.

Contact Details

- OFSTED: 0300 123 1231.
- North Northamptonshire Safeguarding Children's Board (NSCP) and Multi Agency Safeguarding Hub (MASH) Referral and Assessment Team: 0300 126 7000.
- NSPCC Helpline: 0808 800 5000.

Types of Abuse

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by harming them or by failing to prevent harm. Children may be abused within a family, institution or community setting by those known to them or by a stranger. This could be an adult or adults, another child or children.

The signs and indicators listed below may not necessarily indicate that a child has been abused but will help us to recognise that something may be wrong, especially if a child shows a number of symptoms or a marked degree of any of them.

Possible Areas of Abuse

- Physical abuse
- Emotional abuse
- Neglect
- Sexual abuse, including exploitation
- Female genital mutilation

Physical Abuse

Action needs to be taken if staff have reason to believe that there has been a physical injury to a child where there is definite knowledge, or reasonable suspicion, that the injury was inflicted or knowingly not prevented. Symptoms may include bruising or injuries in an area that is not usual for a child, for example fleshy parts of the arms and legs, back, wrists, ankles and face.

Many children will have cuts and grazes from normal childhood injuries. These should also be logged and discussed with the Designated Safeguarding Lead (DSL), Marrilynn Hazeldine.

Children and babies may be abused physically through shaking or throwing, other injuries may include burns or scalds. These are not usual childhood injuries and should always be logged in the Safeguarding folder and discussed with the DSL.

Procedure

- All signs of marks or injuries to a child, when they come into the Setting or occur during session time, will be recorded as soon as noticed by a member of staff and brought to the DSL's attention.
- The DSL will discuss the incident with the parent at the earliest opportunity.
- These discussions will be recorded, and the parent will have access to such records.
- If there appears to be any discrepancies regarding the injury, the LSCB (Local Safeguarding Board)/MASH will be notified.

Emotional Abuse

Action should be taken if a staff member has reason to believe that there is a severe, adverse effect on the behaviour and emotional development of a child, caused by persistent or severe ill treatment or rejection.

This may include extremes of discipline where a child is shouted at or put down on a consistent basis, lack of emotional attachment by a parent, or parents or carers placing inappropriate age or developmental expectations upon them.
Emotional abuse may also be imposed through the child witnessing domestic abuse and alcohol and/or drug misuse by adults caring for them.
The child is likely to show extremes of emotion with this type of abuse. This may include shying away from an adult who is abusing them, becoming withdrawn, aggressive or clingy in order to receive their love and attention. This type of abuse is harder to identify as the child is not likely to show any physical signs.

Procedure

- The concern should be discussed with the DSL.
- The DSL will discuss the concern with the parent.
- Such discussions will be recorded and the parent will have access to such records.
- An Early Help Assessment (EHA) may be offered.
- If there appears to be any concerns regarding the circumstances, the matter will be referred to the MASH Team.

Neglect

Action should be taken if a staff member has reason to believe that there has been persistent or severe neglect of a child, such as; being exposed to any kind of danger, including cold, starvation and failure to seek medical treatment when required on behalf of the child, which results in serious impairment of the child's health or development, including failure to thrive.
Signs may include a child persistently arriving at the Setting unwashed or unkempt, wearing clothes that are too small, arriving in the same nappy they went home in, or having an illness that is not being addressed by the parent. A child may also be persistently hungry if a parent is withholding food or not providing enough for a child's needs.
Neglect may also be shown through emotional signs, for example; a child may not be receiving the attention they need at home and may crave love and support at the Setting. They may be clingy and emotional.

Procedure

- The DSL will discuss any concerns with the parent.
- The parent will have access to such records.
- An Early Help Assessment (EHA) may need to be completed.
- If there appears to be any queries regarding the circumstances, the LSCB in the local authority will be notified through the MASH Team.

Indicators of Child Abuse

- Failure to thrive and meet developmental milestones.
- Fearful or withdrawn tendencies.
- Aggressive behaviour.
- Unexplained injuries to a child or conflicting reports from parents, carers or staff.
- Repeated injuries.
- Unaddressed illness or injuries.

Sexual Abuse

Action needs to be taken if a staff member has witnessed an occasion where a child indicated sexual activity through words, play or drawing, had an excessive preoccupation with sexual matters, or had inappropriate knowledge of adult behaviour or language.

This may include acting out sexual activity on dolls or toys or in the role-play area with their peers, drawing pictures that are inappropriate for a child, talking about sexual activities or using sexual language. The child may become worried when their clothes are removed, for example; for nappy changes.
The symptoms may also include a distinct change in a child's behaviour. They may be withdrawn or overly extroverted and outgoing. They may withdraw away from a particular adult and become distressed if they reach out for them, but they may also be particularly clingy to a potential abuser. All symptoms and signs should be looked at together and assessed as a whole.
If a child starts to talk openly to an adult about abuse they may be experiencing, the procedure stated later in this policy under 'Recording Abuse Suspicions and Disclosures' will be followed.

Procedure

- The adult should reassure the child and listen without interrupting if the child wishes to talk.
- The observed instances will be detailed in a confidential report.
- The observed instances will be reported to the DSL.
- The matter will be referred to MASH in the local authority.

Recording Suspicions of Abuse and Disclosures

Staff will make an accurate record of the child disclosure, which will immediately be shared with the DSL.
In their follow up report the DSL must include the:

- Child's name.
- Child's address.
- Age of the child and date of birth.
- Date and time of the observation or disclosure.
- Exact words spoken by the child.
- Exact position and types of injuries or marks seen.
- Exact observation of an incident, including any other witnesses.
- Name of the person to whom the concern was reported, with date and time, as well as the names of any other person present at the time.
- Any discussion held with parent, where deemed appropriate.

These records should be signed by the person reporting this and the DSL/Lead practitioner and kept in a separate locked confidential file.
If a child starts to talk about potential abuse, it is important not to promise the child complete confidentiality, this promise cannot be kept. It is vital that the child is allowed to talk openly and that disclosure is not forced or words put into the child's mouth. As soon as possible after the disclosure, details must be logged accurately.
It may be thought that through discussion with all concerned the matter needs to be raised with MASH and Ofsted, and/or an Early Help Assessment needs to be initiated. Staff involved may be asked to supply details of any information or concerns they have regarding the child. All staff must co-operate with MASH and OFSTED in any way necessary to ensure the safety of the child.

Sexual Exploitation
Action needs to be taken if any staff member has reason to believe that Child Sexual Exploitation (CSE) is currently taking place, is evident from the past or if they are concerned that a child is in immediate danger of CSE. Staff have been trained to recognise signs of CSE abuse and the circumstances that could lead up to CSE abuse.
Any staff member with concerns will speak to the DSL, Marrilynn Hazeldine or Kellie Mayes. If the child is in immediate danger, they will call 999 and the CSE helpline: 0300 126 7000, MASH Team.

Female Genital Mutilation
Action needs to be taken if any staff member has reason to believe that Female Genital Mutilation (FGM) is currently taking place, is evident from the past or if they are concerned that a child is in immediate danger of FGM. Staff have been trained to recognise signs of FGM abuse and the circumstances that could lead up to FGM abuse.
Any staff member with concerns will speak to the DSL, Marrilynn Hazeldine or deputy DSLKellie Mayes. If the child is in immediate danger, they will call 999 and the NSPCC FGM helpline: 0800 028 3550.

Staff and Volunteering
It is the policy of Playmates to provide a secure and safe environment for all children. We will therefore not allow an adult to be left alone with a child who has not received their enhanced DBS disclosure clearance.
All staff will attend child protection training as soon as this becomes available and receive basic training during their induction period. This will include the procedures for spotting signs and behaviours of abuse and abusers, recording and reporting concerns and creating a safe and secure environment for the children in the Pre-school.
We have a named person within the Pre-school that co-ordinates child protection and welfare issues. The Pre-school DSL undertakes specific training and accesses regular updates and development about this area.
The settings Designated Safeguarding Lead (DSL) is our Lead Practitioner, Marrilynn Hazeldine, who is supported by Kellie Mayes who has also attended DSL training.

- We provide adequate and appropriate staffing to meet the needs of the children.
- Applicants for posts within the Pre-school are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks before posts can be confirmed.
- All enhanced DBS disclosure checks will be updated on a regular basis to ensure the suitability of the adults caring for the children.
- We abide by Ofsted requirements in obtaining references and police checks for staff and volunteers.
- We seek two references before a new member of staff commences employment with us.
- All staff and volunteers must have a valid DBS before they can commence employment or volunteer.
- Visitors, who do not hold a DBS disclosure or references are never left unsupervised with the children.
- All visitors and contractors will be accompanied whilst on the premises, especially in the areas the children use.
- All staff are encouraged to whistle blow when necessary.
- All staff will receive supervision meetings where opportunities will be made available to discuss child protection training and any needs for further support.
- The deployment of staff within the Pre-school allows for constant supervision and support.

Informing Parents
Parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where guidance from MASH does not allow this. This will usually be the case where the parent or family member is the likely abuser, or where a child may be endangered by this disclosure. In these cases, the investigating officer will inform parents.

Confidentiality
All suspicions, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of MASH.

Support to Families

- The Pre-school takes every step in its power to build trusting and supportive relationships with all families, staff and volunteers.
- The Pre-school continues to welcome the child and the family whilst enquiries are being made in relation to abuse in the home situation.
- Parents and families will be treated with respect in a non-judgemental manner whilst any external investigations are carried out in the best interests of the child.
- Confidential records kept on a child are shared with the child's parents, or those who have parental responsibility for the child, only if appropriate under the guidance of MASH. The care and safety of the child is paramount.

Employees of the Pre-school
If an allegation is made against a member of staff, we will follow the HM Government guidance in 'Working Together to Safeguard Children'. The allegation should be reported to the DSL duty. If this person is the subject of the allegation, then this should be reported to the Deputy DSL and/or Chairperson.

The Designated Officer (DO) of MASH will then be informed immediately in order for this to be investigated by the appropriate bodies promptly.

- The DO will be informed immediately for advice and guidance.
- A full investigation will be carried out by the appropriate professionals.
- The Pre-school will follow instructions from the appropriate bodies and ask all staff members to co-operate where required.
- The Pre-school reserves the right to suspend any member of staff on full pay during an investigation.
- All enquiries, external investigations and interviews will be documented and kept in a locked file.
- Unfounded allegations will result in all rights being re-instated.
- Founded allegations will be passed on to the relevant organisation and may result in the termination of employment. Ofsted will be notified immediately of this decision.
- All records will be kept until the person reaches normal retirement age or for 10 years if that is longer.
- Counselling will be available for any member of the Pre-school who is affected by an allegation.

Non-Contact Safeguarding Procedure
Playmates Pre-school strives to make all our families feel safe and secure during their time with us. Under Court Order cases only, which will be copied and kept as part of the child's safeguarding record, we will take the following action under completed declaration.

At the present time, the child is only to be collected by the authorised person or any person currently authorised by the parent. The parent/guardian must provide a new password which will be needed before the child will be permitted to leave with the person.
If the non-contact person arrives to collect the child, we will take the following actions, we will:

1. Not open the door.
2. Immediately inform the session leader and deputy leader.
3. Talk to them through the closed door; and not open it.
4. Urgently, collect all the children from the back garden into the Setting/Cabin and lock the back door, even if the named child is not present.
5. Telephone the parent/guardian as soon as possible.
6. Telephone the Police immediately after.

During the morning session, the person operating the Cabin door is to be vigilant. If the person for non-contact is seen:

1. Close and lock the door immediately.
2. Alert the session leader, Marrilynn Hazeldine, and Kellie Mayes via the telephone intercom.

Review & Monitoring
This policy will be reviewed annually or earlier if required to remain compliant with statutory guidance. Parent feedback will be welcomed to ensure transparency and fairness in all practices.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Safe Sleeping Policy

Policy Statement: At Playmates Pre-school we recognise the importance of safe, calm and carefully supervised rest for children's development, safety and emotional well-being. This Safe Sleeping Policy outlines how staff support children aged 2 and above to rest comfortably in a secure environment that meets their individual needs.

Principles of Safe Sleep for Children Aged 2+

- Children's sleep needs vary; some may require a nap, while others benefit from quiet rest.
- Sleep and rest routines must be flexible, child led, and responsive.
- Staff will work in partnership with parents/carers to understand each child's typical sleep patterns, preferences, and any relevant health considerations.
- Children will never be forced to sleep; equally, they will never be prevented from sleeping if tired.

Sleep Environment

- A designated rest area will be prepared daily, using clean mats, soft lighting, and calm surroundings.
- The environment will be kept at a comfortable temperature (ideally 18–20°C) and well ventilated.
- Noise levels will be reduced to support relaxation. Lullaby's can be used.
- Children will be encouraged to remove shoes for comfort.
- Each child will have access to their own clean bedding, which is washed regularly (at least once a week) and stored hygienically.

Positioning and Safety

- Children aged 2+ will be supported to lie in a **safe, comfortable position of their choosing**, such as on their back or side.
- Staff will ensure:
    - No child sleeps with their face covered.
    - Bedding is kept away from the face.
    - Children do not sleep in pushchairs, buggies, or car seats while indoors.
    - Sleep mats are spaced to allow safe movement and supervision.

Supervision and Monitoring

- Sleeping children will be **visually checked at least every 10 minutes**.
- Staff will ensure:
    - The child is breathing comfortably.
    - The child's position remains safe.
    - The sleep area remains calm and hazard-free.

- Checks will be recorded on the Famly app.
- A member of staff will remain within the sight and hearing, of sleeping children at all times.

Comfort Items

- Comforters such as soft toys, dummies or blankets may be used if agreed with parents/carers. They will be removed/lowered once the child is asleep.
- Items must be safe, clean, and appropriate for the child's age.
- Staff will ensure comfort items do not obstruct breathing or cover the face.

Individual Needs and Health Considerations

- Staff will follow any sleep related guidance from parents, health professionals, or care plans.
- For children with medical conditions affecting sleep (e.g., asthma, epilepsy), staff will follow the child's Individual Health Care Plan.
- If a child appears unusually drowsy, difficult to rouse, or shows signs of illness, staff will follow Playmates' Illness and First Aid Procedures and contact parents/carers promptly.

Communication with Parents/Carers

- Parents/carers will be informed of their child's sleep or rest during the session when relevant.
- Staff will share:
    - Length of sleep
    - Any difficulties settling
    - Any unusual behaviour or concerns
- Parents are encouraged to update staff on changes to home sleep routines.

Staff Responsibilities

All staff are responsible for:

- Maintaining a safe sleep environment.
- Following supervision and monitoring procedures.
- Respecting children's individual sleep needs.
- Recording sleep information required.
- Communicating openly with parents/carers.

Review & Monitoring

This policy will be reviewed annually or earlier if required to remain compliant with statutory guidance. Parent feedback will be welcomed to ensure transparency and fairness in all practices.

Signed:  Date: 01/09/2026

D Randall – Chairperson

Safety Policy

Policy Statement: The safety of young children is of paramount importance. To ensure the safety of both children and adults, the Pre-school will ensure safe practice across the environment, supervision, adult safety, management procedures and special considerations.

Environment

- Safety checks on premises, both outdoors and indoors, will be made before the start of each day.
- The main entrance will be kept locked and there will always be two keys, only accessible by adults, close by.
- Low-level glass will be covered or replaced by safety glass.
- Outdoor space will be securely fenced.
- Room temperatures must be 16°c and above and below 30°C. If this cannot be maintained the whole of the setting will close to the children for their own safety.
- Electrical equipment will be visually checked for faults before use. Any dangerous items will be immediately removed then repaired or discarded.
- The layout and space ratios will allow children and adults to move safely and freely between activities.
- There will be adequate systems and equipment for the detection and control of fire.
- Fire exits are easily identifiable.
- Electric points, wires and leads will be adequately guarded.
- A record will be kept of any checks by the Fire Safety Officer and also of the fire drills and servicing of fire safety equipment. Any recommendations by the Fire Safety Officer will be carried out.
- All dangerous materials, including medicines and cleaning materials, will be stored out of reach of children in the kitchen or office or in a locked cupboard.
- Large equipment will be erected with care and checked regularly.
- Equipment offered to children will be developmentally appropriate, recognising that materials suitable for an older child may pose a risk to younger or less mature children.
- Internal safety gates or barriers will be used as necessary.
- Play equipment is checked regularly. Large outdoor equipment is monitored daily during use.

Supervision

- At least two qualified paediatric first aiders will always be on site during session time.
- All children will be adequality supervised by adults and can always be heard by an adult.
- Children will not have unsupervised access to kitchens or any cupboards storing hazardous materials, including matches.
- On outings, the adult to child ratio will be well within normal ratios, offering one-to-one support for any children with special needs when necessary. At least two first aiders will be present during outings with a fully stocked and up-to-date first aid kit.
- If a small group leaves the Setting, there will be sufficient adults to maintain appropriate ratios for staff and children remaining on the premises.
- Whenever children are on the premises, there will be at least 3 adults will be present.
- Volunteers must hold a valid DBS.
- Children who are sleeping will be checked regularly.

Collection of Children
Children will leave the Pre-school only with authorised adults under the following criteria:

- The child's parents, excluding any parent where we have seen original proof that they are currently under a court order not to have contact with their child.
- A family member or friend who has brought the child to the Setting on that day.
- A family member or friend who has been notified to us that day by a parent and who has the password.
- An emergency contact on the Child Information Sheet, if we have been informed directly by a parent and they have the password.
- A person clearly identified by a parent via a telephone call after giving their designated password. The person collecting will also have to give the password.
- Children in our care will only be collected by responsible person.
- The Setting reserves the right to refuse to let a child go into the care of any person they suspect will be detrimental to the child.

Adult Safety

- All adults in the Setting, both staff and visitors, will be aware of and respect the Setting's safety and evacuation procedures located on the walls in each room.
- Adults in the Setting will have completed manual handling training.
- If adults need to reach up for stored equipment, they will be provided with something safe to stand on.
- Heavy materials will not be stored above head height.
- The Health and Safety Officer for the staff is Donna Randall

Management

- Books will be available each session for the reporting of any accidents or incidents.
- Regular safety monitoring will include checking of accident records as a basis of risk assessment via the accident hotspot form.
- All adults, including parents and other carers, will be aware of the systems in operation for children's arrivals and departures, a staff member will be at the door during these periods.
- Hot drinks will remain in the kitchen or office during sessions when the children are in attendance.
- All drinks on the floor need to be in a sealed vessel.
- Fire drills will be held at least once every half term, recorded in the Fire safety folder.
- A register of both adults and children will be completed as people arrive and leave so that a complete record of all those present is available in any emergency.
- There is strictly no smoking/vaping on the premises or within the school grounds.
- A correctly stocked first aid box is always available.
- Fire extinguishers are checked annually, and staff are trained on how to use them.

Special Considerations
Some areas and activities pose particular hazards. All staff will be aware of these:

- Children playing with or near water will be continuously supervised.
- Any animals on the premises are safe to be in the proximity of children.
- There will be safe surfaces beneath and around all climbing equipment and such activities will be appropriately supervised.
- Open toe sandals are not to be worn by children.

- Sun cream and protection from the sun will be closely monitored and advised, and a shaded area will always be provided.
- The Setting will provide a communal bottle of sunscreen, which will be applied at lunch time to all full day children.
- Alternatively, parents/carers can provide a named bottle of sunscreen for full day children.
- All children must have sun screen applied at home before attending the session.
- All cooking activities involving the use of heat will be continuously supervised.
- Access to dangerous areas such as the kitchen will be physically restricted.
- Cupboards containing chemicals and other hazardous materials will be kept locked/have a child lock on.
- Systems will be in place to ensure that no child can leave the premises unattended.
- Permission will be sought via the Child Information Sheet for photographs to be used internally for display or record keeping purposes.
- Additional and written permission will be sought prior to using photographs and names for any other purpose.

Review & Monitoring
This policy will be reviewed annually or earlier if required to remain compliant with statutory guidance. Parent feedback will be welcomed to ensure transparency and fairness in all practices.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Selecting Play Equipment and Toys Policy

Policy Statement: The toys and equipment in the Pre-school provide opportunities for children to develop new skills and concepts in the course of their play and exploration.

Equipment and Resources
The equipment we provide:

- Is appropriate for the ages and stages of the children.
- Offers challenges to developing physical, social, personal and intellectual skills.
- Features positive images of people, both male and female, from a range of ethnic and cultural groups, with and without disabilities.
- Includes a range of raw materials which can be used in a variety of ways and encourages an open-ended approach to creativity and problem solving.
- Will enable children, with and without adult support, to develop individual potential and move towards required learning goals.
- Conforms to all relevant safety regulations and is sound and well-made.

Donated Items
Any items donated to the Pre-school will be inspected by the Pre-school Leader or Deputy, checked for safety issues and cleaned before use.

Review & Monitoring
This policy will be reviewed annually or earlier if required to remain compliant with statutory guidance. Parent feedback will be welcomed to ensure transparency and fairness in all practices.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Social Media Policy

Policy Statement: The aim of this policy is to ensure all staff, parents and carers are aware of why we use social media platforms and to ensure everyone is fully protected. The term social media includes all current applications and our website.

Procedures
To achieve this, we will:

- Refer to our GDPR Policy, if necessary.
- We will not post the children's faces in pictures.
- Make parents aware that any photographs taken during session time, that may include other children or staff, are not to be posted on any social media platform.
- Equipment used to take photos or videos will be password protected, securely stored and locked away at the end of every day.
- Media will be deleted at the earliest opportunity from all equipment. Unless it is required to be shared with other professionals. Once this has been achieved, the media will then be deleted.
- Adopted children's parents will inform us if the terms and conditions of adoption include no photographs or identifiable material being published.
- Consult the Information Commissioners Office (ICO) website for further information or advice.

Why We Use Social Media

- We recognise social media is a valuable tool that can help us to promote our services and offer transparency of how our practice improves children's care and education.
- All parents will be made aware that we use social media to promote and connect to the local community, in an effort to give a transparent view of how our Setting educates the children in our care.
- We also celebrate achievements, announce news and general information to give local families an idea of how our Setting runs on a day-to-day basis.

Liability
Any negative feedback on social media will be dealt with, in the earliest instance, by a senior staff member/Chairperson asking those with issues to contact the Setting directly to discuss the matter further. Staff will not engage in any communication outside of this.

Review & Monitoring
°°This policy will be reviewed annually or earlier if required to remain compliant with statutory guidance. Parent feedback will be welcomed to ensure transparency and fairness in all practices.

Signed:  **Date:** 01/09/2026

D Randall – Chairperson

Supporting Children with Special Educational Needs and Disabilities (SEND) Policy

Policy Statement: We provide an environment in which all children, including those with special educational needs and disabilities (SEND), are supported to reach their full potential. We have regard for the Special Educational Needs and Disabilities Code of Practice (2015), particularly Chapter 5 'Early Years Providers', and ensure our provision is as inclusive as possible to all children with special educational needs and disabilities.
We actively support parents and children with special educational needs and disabilities, identifying the specific support for individual children and meeting those needs through a range of SEND strategies. Our aim is to work in partnership with parents and other agencies in meeting individual children's needs.

Procedures
Our Special Educational Needs and Disabilities Co-ordinator (SEND-CO) is Kellie Mayes. We ensure our families are aware of our SEND-CO and the many ways in which they can be supported. The SEND-CO does continual relevant training to support their SEND-CO role.

Ways we may provide support include, but are not limited to:

- Ensuring that the provision for children with special educational needs is the responsibility of all members of the setting.
- Ensuring that our Admissions Policy and practice offers equality of access and opportunity.
- Use the graduated response system for identifying, assessing and responding to children's special educational needs.
- Work closely with the parents of SEND children to create and maintain a positive partnership.
- Ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- Provide parents with information on sources of independent advice and support.
- Liaise with other professionals involved with our SEND children and their families, including transfer arrangements to other settings and schools, such as SSS, health visitors, SALT and EPs.
- Provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- Use a system of planning, implementing, monitoring, evaluating and reviewing Individual Education Plans (IEPs) for children with special educational needs.
- Ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- Have systems in place for supporting children during the Early Years Action process, stage 2 on the Continuum of Needs.
- Use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- Provide resources to implement our Supporting Children with Special Educational Needs and Disabilities Policy.
- Provide in-service training for parents, practitioners and volunteers.
- Raise awareness of any specialism the setting has to offer, for example Makaton trained staff.
- Ensure the effectiveness of our special educational needs provision by collecting information from a range of sources, for example Individual Education Plan reviews, staff and management

meetings, parental and external agency views, inspections and complaints, parent /staff questionnaires. This information is collated, evaluated and reviewed annually.

- Ensure parents are aware of support and services available through 'The Local Offer'.
- Where it is deemed necessary, work closely with parents and professionals to complete a request for Statutory Assessment and EHCPs to ensure the correct support is in place in setting and once the child attends school.

Review & Monitoring

This policy will be reviewed annually or earlier if required to remain compliant with statutory guidance. Parent feedback will be welcomed to ensure transparency and fairness in all practices.

Signed:  **Date:** 01/09/2026

D Randall – Chairperson

Transient Families Policy

Policy Statement: At Playmates Pre-school we recognise that some families may experience frequent moves or changes of setting. This policy outlines how we support transient families and children who join or leave the setting outside of usual transition points, ensuring continuity of care, safeguarding, emotional well-being and effective communication with families and other settings.

Definition of Transient Families
A variety of terminology may be used to describe transient families, including transience, turbulence, turnover, casual admissions and mid-phase entrants. This refers to children joining or leaving a school or early years setting at a point other than the usual age or stage at which children start or finish their education, whether this involves a move of home or not.
Transience may become a concern when it is linked with other indicators of deprivation, safeguarding concern or educational risk. Examples may include children from armed services families, families moving into areas with high levels of immigration or asylum seeking, Traveller families, families moving within inner-city areas, or families linked to seasonal work and short-term accommodation.

Possible Impact of Transience
Children and families experiencing transience may face additional challenges, such as English as an additional language, poverty, unemployment, unsettled family circumstances, itinerant lifestyles, regular reassignment to different locations, or disrupted access to education and support services.

Admission and Information Sharing
To minimise delay and provide continuity, we will ensure our admission process is clear, quick and efficient. Where possible, we will actively contact previous settings to request relevant information about the child's development, safeguarding, additional needs, routines and support already in place. If a child leaves the Setting, if the new setting's information has been provided, we will share appropriate information with the receiving setting to support a smooth transition, in line with confidentiality, safeguarding and data protection procedures.

Attendance and Communication
We recognise that inconsistent attendance can affect children's learning, relationships and sense of belonging. If a child misses a session without explanation, we will contact the family to confirm the child's whereabouts and offer support where needed. Parents will be encouraged to bring children in for their agreed sessions wherever possible. Absences will be recorded.

Supporting Emotional Well-being
Moving setting can be unsettling and may affect children emotionally. Children may experience anxiety, uncertainty, changes in behaviour or difficulty expressing their feelings. Staff will provide reassurance, consistent routines, positive relationships and opportunities for children to talk about their experiences. Emotion boxes, worry monsters and other age-appropriate resources may be used to help children express and manage their feelings.

Supporting Social Development
Children who are new to the setting may find it difficult to understand routines, expectations or how to join in socially. Staff will provide clear and consistent boundaries, positive role modelling and gentle support to help children build relationships, develop confidence and feel included within the group.

Supporting Learning and Development
Children who move between settings may experience gaps in learning or delays while staff identify their needs. We will observe the child carefully, work with parents and previous settings, and provide additional support, next steps and targets where needed. Support will be adapted to the child's individual stage of development and personal circumstances.

Working with Families and Other Agencies
We will work closely with parents, carers, previous settings, receiving settings and relevant professionals to understand the child's needs and ensure appropriate support is in place. Where safeguarding, attendance, additional needs or welfare concerns are identified, these will be followed up in line with our safeguarding and inclusion procedures.

Alignment with EYFS 2025 Changes
This policy reflects EYFS 2025 expectations by prioritising children's safeguarding, emotional well-being, continuity of care, effective communication with families and inclusive support for children with changing circumstances.

Review and Monitoring
This policy will be reviewed annually or sooner if required to ensure it remains effective and compliant with statutory guidance. Feedback from staff, parents and external agencies will be welcomed to continuously improve transition support for transient families.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Transitions Policy

Policy Statement: At Playmates Pre-school we recognise that transitions are significant milestones in every child's life. Moving between rooms, into a new early years setting, or starting school can be exciting but also challenging. Our aim is to ensure that transitions are planned, supported, and managed sensitively so that every child feels safe, secure, and valued. This policy outlines our approach to supporting children and families during times of change, in line with the Early Years Foundation Stage (EYFS) framework.

Legal Framework
This policy is guided by national legislation and statutory guidance, including but not limited to:

- EYFS Statutory Framework 2025
- Development Matters (2021, non-statutory curriculum guidance)
- Working Together to Safeguard Children (2018, updated)
- Children Act 1989 and 2004
- Local authority transition guidance and partnership protocols

Designated Safeguarding Lead (DSL)
Although transitions are a responsibility of the whole staff team, the DSL oversees the welfare of children during transitions, ensuring safeguarding practices remain central to the process.

Implementation of the EYFS 2025 Transition Requirements
1. Understanding Transitions
Transitions may include:

- Moving between home and the setting.
- Moving between areas or age groups within the setting.
- Moving to another early years setting.
- Transitioning from early years into school.

We recognise that each child's experience is unique, and our approach is tailored to individual needs, developmental stage, and family circumstances.

2. Partnership with Parents and Carers
We work in close partnership with parents to ensure they are actively involved in their child's transition. This includes:

- Sharing information on routines, interests, and needs.
- Providing opportunities to discuss concerns and expectations.
- Encouraging settling-in sessions.

3. Moving Between Areas (Internal Transitions)
When children move between areas within the setting:

- Key persons share developmental records, care routines, and individual learning plans.
- Familiarisation visits are arranged so children can explore the new environment gradually.
- Staff introduce children to their new key person and peers to build trust and familiarity.

4. Moving to Another Setting (External Transitions)
If a child moves to a different early years' provider, with parents' consent:

- We liaise with the new setting to share developmental progress and safeguarding information.
- We provide transition reports summarising the child's interests, achievements, and next steps.
- Parents are supported in preparing their child emotionally and practically for the change.

5. Moving into School
To support school readiness and successful transition into Reception:

- We liaise with local schools to share progress summaries and safeguarding information in line with EYFS 2025 requirements.
- We invite Reception teachers to visit the child in our setting where possible.
- We support children through role play, stories, and discussions about school.
- We encourage the development of independence skills (e.g., self-care, dressing, toileting, communication) in preparation for school.

6. Key Person Role

The key person has a central role in transitions by:

- Providing emotional support and reassurance.
- Acting as a consistent point of contact for the child and family.
- Sharing knowledge of the child's development with colleagues, schools, or new providers.

7. Supporting Children's Emotional Well-being

Transitions can be unsettling for children. To minimise stress and anxiety:

- We provide consistency in routines where possible.
- We listen to children's thoughts and feelings about changes.
- We use visual aids, books, and activities to help children understand transitions.

Record Keeping and Information Sharing

- Developmental records and progress summaries are shared with new settings and schools, with parental consent.
- Information is transferred securely and in line with GDPR requirements.
- Parents are informed of what information will be shared and why.

Monitoring and Review

This policy will be reviewed annually, or sooner if statutory guidance changes. Staff, parents, and partner settings are invited to contribute feedback to ensure continuous improvement of transition practices.

References

- Department for Education (2025). *Statutory Framework for the Early Years Foundation Stage: Setting the standards for learning, development and care for children from birth to five.* London: DfE.
- Department for Education (2021). *Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage.* London: DfE.
- HM Government (2018, updated). *Working Together to Safeguard Children.* London: HMSO.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

Unaccompanied Children Leaving Setting Policy

Policy Statement:
We maintain secure access controls to prevent children from leaving the premises unaccompanied. The front door is kept locked and fitted with an alarm positioned out of children's reach. A door chain provides an additional safeguard and remains secured when the door is not in use. The rear of the premises is fully enclosed, and both gates are secured with bolts that children cannot reach.

Preventative Measures

- All staff receive training on how to operate the system correctly.
- Our garden gates are secured from the inside via a padlock which cannot be reached by a child.
- All exits are constantly monitored and checked daily. Staff are all trained to be able to release doors quickly in an emergency.
- Accurate and up-to-date registration information, including visitors who should be signed in and out whenever they enter and leave the premises, are kept.
- All children regularly rehearse emergency procedures, so they understand what is going to happen and the reasons. It is important that they do not become fearful and add to the incident.
- Staff are trained and responsible for closing/locking all necessary doors.
- Daily checks are made, and all adults are informed of any potential dangers and work together to eradicate or avoid them.
- Parents and staff will work together for the safety of all the children and are encouraged to alert a member of staff if they notice a child whose behaviour suggests that they might be thinking of trying to leave.

Procedure if a Child is Thought to be Missing

Despite the measures we have in place, the following procedures will be followed if a child is thought to be missing.

1. Find Out Quickly

The chances of finding a missing child safe are greatest if the child's absence is soon discovered. Regular head counts should become routine for staff throughout the day.

2. Search Automatically

The high adult to child ratio will permit some adults to respond to the situation without neglecting the needs of the other children.

1. Gather all the remaining children into one large group – having a story, perhaps, with two adults – while the rest search.
2. Without alarming them, ask the children themselves whether they have seen the child who is missing. They can sometimes be a useful source of information.
3. Check that all the adults are present and that all know what the problem is. It is useful to establish, if you can, who last saw the child, when and doing what.
4. Check every room in the building and any accessible outside area.
5. Inform Windmill School and seek their co-operation.

3. Parents/Guardians

Alarming them as little as possible, call the child's parents to warn them that the child may be attempting to get home. If the parents are out or at work, Playmates should have an alternative number

to call in emergencies. If the child lives within walking distance, one adult should make the journey on foot in order to catch up with or intercept the child if possible.
Remember that as soon as parents/guardians are informed, they will need advice and support.

4. The Police
If the above steps do not locate the child, the police must be called. They have the resources to conduct a search and speed is important.

5. Informing Other People
Make regular checks to ensure that if an incident of this sort does happen, you have all the necessary phone numbers at hand – correct, up-to-date and kept all together.
If you have to call the police, MASH and OFSTED. If the relevant social worker is not in the building, leave a message with the duty officer.
The Social Services Department will need to know:

- What systems you operate for preventing such occurrences
- What happened
- What you did, at what time and in what order
- Whom you informed and when.

They will want to conduct their own investigation.
If the Chairperson is not on the premises, he/she must be informed as soon as possible.
Playmates is insured through the Early Years Alliance. We will call the insurance manager at the National Centre on 0207 697 2500, who will advise and contact the insurers on your behalf.

6. The Accident and Incident Book
Start to build up a record of the event as soon as an adult has time to do so. This is important, even if, as is likely, the child is found safe within a few minutes. Your Accident and Incident Book provides an invaluable ongoing record of potential hazards as well as actual accidents. Include in the record the last definite sighting of the child and anything unusual that day about the behaviour of the child or of any other children.

7. Dealing With Peoples' Reactions
We understand that the child's parents will be distressed and probably angry. As powerful emotions are involved, people's behaviour can be unpredictable and people who seem quite calm about the incident at the time can later become very angry, threatening legal action or recourse to the local press.
It is important to be very careful what words you use to talk to people about the incident. Do not say anything which might invalidate your insurance by implying that you accept liability. Be sympathetic and apologise, tell them a full investigation is being made and that you have informed MASH and OFSTED.

8. Dealing With The Media
Distressed parents may contact the local press, or reporters might hear about the incident if the police are involved. The manager (Gail Gilbert) will to act as the Speaker for the Setting. All staff will direct any media attention to the speaker and will not engage in discussion.
In handling the situation, you will have support from the Early Years Alliance. If you speak to the Insurance Manager at the National Centre, he/she will alert your regional centre, who will in turn inform local staff and volunteers as appropriate.

9. Informing Other Parents
Parents of other children will be given brief and accurate information as soon as possible to prevent gossip.

We will not hide what happened and will be open and honest to our families. We will ask for everyone's advice to ensure the incident cannot happen again.
Be sure in advance of such an event that the Setting is aware of any procedures required by OFSTED.

10. When the Child is Found

While the child is missing, however briefly, parents and staff will feel guilt and distress which may not be easy to control, especially when the child is found.
Staff will remain calm and remember:

- The child might have been afraid and distressed and in need of comfort.
- The child may be completely unaware of what has caused distress.
- The incident provides a good opportunity to talk to all the children to ensure that they understand that they must not leave the premises, and why.
- Ofsted will be informed of the incident as soon as possible.

Further Advice

Further advice may be sought from:

- Early Years Alliance National Centre
- Inform Ofsted on 0300 123 1231

Review & Monitoring

This policy will be reviewed annually or earlier if required to remain compliant with statutory guidance. Parent feedback will be welcomed to ensure transparency and fairness in all practices.

Signed:  Date: 01/09/2026

D Randall - Chairperson

Wellbeing Policy

Policy Statement: At Playmates Pre-school, we recognise well-being as a positive state in which children feel safe, secure, valued and content. It is reflected through their enjoyment, engagement and sense of satisfaction, and is supported by meeting their physical, emotional and social needs.

Basic Needs

- Physical needs, such as the need to eat, drink, move and sleep.
- The need for affection, warmth and tenderness, such as being hugged, receiving and giving love and affection.
- The need for safety, clarity and continuity, such as knowing the rules, being able to predict what comes next and counting on others.
- The need for recognition and affirmation, such as feeling accepted and appreciated by others, being part of a group and having a sense of belonging.
- The need to feel capable, such as feeling that you are good at something and experience success.

Promoting Children's Well-being

Intellectual development and social and emotional development are strongly influenced by a child's experiences during their pre-school years. This includes being happy and confident and not anxious or depressed. Social well-being allows children to make good relationships.

As part of our ongoing observations your child's key person will be monitoring their well-being and involvement, as well as planning activities to support the children in this area. This will be shared with you as part of our parent consultation process via Famly, reports or during parents' meetings. We always value parent/carer input and notification of any circumstances that may affect a child's well-being.

Procedures for Identifying a Possible Well-being Concern for Children

Staff are trained in identifying signs of low self-esteem via physical interaction and behaviour evaluation, which could include:

- A child being withdrawn.
- A child being unresponsive.
- Children showing signs of a behavioural issue.
- Delayed speech or poor communication and language skills.
- Attachment disorders, including extremely abnormal patterns of attachment to parents or main care givers.

Staff are trained to understand children's emotional health needs. They will use their skills/training to develop nurturing relationships. If a child shows signs of any or all of the above points staff will react accordingly.

If their concerns are raised:

- They will communicate with the parents to discuss the problem or ask why their child might be exhibiting unusual behaviour.
- If the behaviour continues staff will inform the Designated Safeguarding Lead (DSL)
- Ask parents to come into the Setting for a meeting and discuss their concerns directly.
- Following this, if there is no apparent cause, and the DSL and practitioner(s) are still worried they will implement a "Concerns Sheet" and will keep a diary of the child's well-being on a session by session or week by week basis.

- This will be reviewed with the Designated Safeguarding Lead and the practitioner(s) concerned.
- If a safeguarding issue is apparent at any point, we will adhere to our Safeguarding and Child Protection Policy.

Review & Monitoring
This policy will be reviewed annually or earlier if required to remain compliant with statutory guidance. Parent feedback will be welcomed to ensure transparency and fairness in all practices.

Signed:  **Date:** 01/09/2026

D Randall - Chairperson

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