

Haxby Playgroups



New July 09

Prospectus



Registered Charity No 1024464



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At time this went to press we are updating our policies. Please watch notice board for new information.

HELLO AND WELCOME TO HAXBY PLAYGROUPS – Ralph Butterfield site (Rising Fives)

Ralph Butterfield Primary School Station School Haxby

Tel no: venue: 07842109583, Manager 01904 764358 or 07989193758

Email: haxbyplay@talktalk.net or amandanicholson@talktalk.net

Affiliated with: Under 5's birth to 5 yrs parents/carers stay (scout hut) & Memorial hall 2 to 5 yrs (playgroup)

Following is a brief outline of our routines. For our full policies, procedures and inspection report please refer to our notice boards (if you would like a copy to take home please ask a member of staff). Ofsted reports can be downloaded from www.ofsted.gov.uk (registration no: EY259108)

Haxby Playgroups aims to:

- Provide high quality care and education for children below statutory school age.
- Work in partnership with parents to help children to learn and develop
- Add to the life and well-being of the local community, and
- Offer children and their parents a service that promotes equality and values diversity.

Parents:

Parents are regarded as members of our setting who have full participatory rights.

These include a right to be:

- valued and respected
- kept informed
- consulted
- involved, and
- included at all levels

As a community based, voluntary managed setting we also depend on the good will of parents and their involvement to keep going. Membership of the setting carries expectations on parents for their support and commitment.

We aim to ensure that each child:

- is in a safe and stimulating environment,
- is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer helpers.
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do.
- has a personal key person who makes sure each child makes satisfying progress.
- is in a setting that sees parents as partners in keeping each child to learn and develop, and
- is in a setting in which parents help to shape the service it offers.

Starting at our setting

The first days: we want your child to feel happy and safe with us. To make sure that this is the case, the keyperson will work with you to decide on how to help your child to settle into the setting. The setting has a policy about helping children to settle in a copy is in this prospectus or is available from the manager on request.

Opening times: Rising Fives

We are open for 38 weeks of the year. We are closed in line with the local schools (were

possible).

The times we are open are 9am – 3pm. Session times are 9-12noon, 12noon -3pm. We are registered for day care so children may attend full days if requested.

We provide care and education for young children between the ages of 3 and 5 years.

Please note from February 2010 our Playgroup site will be moving to Headlands Primary school where children from 2 to 5 yrs will attend. This means that those who wish to attend Headlands school will stay at that site till starting school. Those that wish to attend Ralph Butterfield School will attend Headlands site, stay at Under 5's or on our waiting list till your child turns 3 yrs then they will transfer to Ralph Butterfields site (Rising Fives). For those children that will be attending other schools our admissions will take into account distance and parental choice. (This will depend on space available) Please note you must still go through the admissions procedure for that school. For further details please contact our Manager.

Clothes – SAFETY: Please NO jewellery

We provide protective clothing for the children when they play with messy activities. We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off and putting on outdoor clothes. Clothing that is easy for them to manage will help them to do this. Children have free access to the outside area at most times throughout the day/session so please could you ensure you bring the following each day. (**Refer to our dress code leaflet in prospectus**).

You will need a full change of clothes, change of footwear i.e. wellingtons in winter and indoor shoes for other times, rain coat and sun hat.

Sun lotion is to be applied before the session by parents, unless children stay for full days where children must bring sun lotion (named) and given to a staff member. Staff will apply this after lunch before children access outside area.

Jewellery: no jewellery should be worn at nursery. If children attend nursery with jewellery on they will be encouraged to put in their trays till home time. Children with ears pierced: only 1 pair of studs should be worn. Please discuss with key person for items relating to your religion and faith. Haxby playgroups cannot be held responsible for any lost items of jewellery.

The Setting's timetable and routines

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

- Help each child to feel that she/he is a valued member of the setting,
- Ensure the safety of each child.
- Help children to gain from the social experience of being part of a group, and
- Provide children with opportunities to learn and help them to value learning.

The day / session:

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

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

Please remember to let the staff know if your emergency contact details have changed or if they will be different for that session.

We understand some children may take longer to settle in than others, and all have different needs. If you have any concerns please talk to your child's key person. We are here to help.

Arriving:

Please leave coats and change of clothes on pegs which are situated near the toilets. (Please name all items) **Please do not leave any medication or sun lotion in bags.** Staff will advise you on our procedures on child medication.

Registration: (self registration)

as you enter the main room there will be table with your child's name/picture on, if you can encourage your child to find their name/picture and place on snack poster (smiley face) (A registration book will still be kept. Out of these times you will need to sign in or out.)

Named trays: This is for their toys and work they may do in the session (please do not expect work home at every session). If your child likes to bring toys into nursery for comfort please try to make it one small toy (named if possible).

Toilets: are situated just outside the room and the children need to ask a member of staff to take them or to ensure staff are aware were the children area.

Behavioural rules: these encourage children to be happy and safe, respect each other, the books and equipment they use and to tidy up after they have finished playing. There is a copy enclosed in prospectus to go through with your child.

Snacks / Lunches:

The setting makes snacks and meals a social time at which children and adults eat together. We plan the menus for snacks so that they provide the children with healthy and nutritious food.

Drinks: milk and water are offered. Water is available throughout the session. **Packed lunches:** please do not bring in any sweets, chocolate or fizzy drinks. Ideas to include: wholegrain bread, tortilla wraps or various bread, meat, fish or alternative, fruit, veg, portion of milk or other diary food, a drink. Please remember to place a cooling pack inside lunch box and avoid food groups that need to be stored in fridge as we may not be able to. For more ideas please visit www.nutrition.org.uk. Remember any food allergies or dietary needs must be stated on the admissions form. **Reminder: we are a nut free provider so please ensure all food brought in has no nuts. Thank you.**

Safety Procedure: the main gate into our outside play will be closed 15 minutes after session starts. A staff member will be on the main gate at dropping off and picking up time to ensure safety of all. If you need access after or before these times please use fire exit at front leading into main room (next to gate entrance). Thank you for your co-operation on this matter. To ensure safety of the children when dropping off in the afternoon please use the ramp entrance at the rear of the building (go through our main gate pass the door you pick up and then go round the side of the building where there is a ramp that is the entrance for afternoon drop off)

If you are going on holiday or any other absences in term time please let us know ASAP in advance. Fees are still payable as it is the place you are paying for not the amount of time attend.

Picking up time:

Please remember to look in your child's tray for any work they may have done or any letters, or slips about up and coming events. If your child is to be picked up by anyone other than the designated adults (which must be put on the admissions form along with a photo) or anyone the staff have not met even if they are a close relative, we **MUST** be informed beforehand (put in the collection book) with a description of that person and the password system must be used. This is extremely important and avoids confusion and delay, as we cannot release your child without confirmation from the parent/carer. We also cannot release your child to anyone under 16 years of age (unless they are the parent). We would like all children and their parents/carers to feel happy and secure.

Children's development and learning

The provision for children's development and learning is guided by The Early Years Foundation Stage (DCFS 2007). From September 2008 the Early Years Foundation Stage became law. This brings together Birth to Three Matters and the Curriculum Guidance for the Foundation Stage. Our provision reflects the four key themes and 16 commitments of the Early Years Foundation Stage.

A Unique Child

Child Development: Skilful communicator, competent learner.

Inclusive Practice: Equality and diversity, children's entitlements, early support.

Keeping Safe: Being safe and protected, discovering boundaries, making choices.

Health and Well-being: Growth and developing, physical and emotional wellbeing.

Positive Relationships

Respecting Each Other: Understanding feelings, friendship, professional relationships.

Parents as Partners: Respecting diversity, communication, learning together.

Supporting Learning: Positive interactions, listening to children, effective teaching.

Key Person: Secure attachment, shared care, independence.

Enabling Environments

Observation, Assessment and Planning: Starting with the child, planning, assessment.

Supporting Every Child: Children's needs, the learning journey, working together.

The Learning Environment: The emotional environment, the outdoor environment, the indoor environment.

The Wider Context: Transitions and continuity, multi-agency working, the community.

Learning and Development

Play and Exploration: Learning through experience, adult involvement, contexts for learning.

Active Learning: Mental and physical involvement, decision making, personalised learning.

Creativity and Physical Thinking: Making connections, transforming and understanding, sustained shared thinking.

Areas of Development and Learning.

How we provide for development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Development and Learning comprise:

- personal, social and emotional development;
- communication, language and literacy development;
- problem solving, reasoning and numeracy;
- knowledge and understanding of the world;
- physical development; and
- Creative development.

For each area, the practice guidance sets out the Early Learning Goals. These goals state what it is expected that children will know and be able to do by the end of the reception year of their education.

The practice guidance also sets out in 'Development Matters' the likely stages of progress a child makes along their learning journey towards the early learning goals. Our setting has regard to these matters when we assess children and plan for their learning.

Personal, social and emotional development

Our programme supports children to develop:

- positive approaches to learning and finding out about the world around them;
- confidence in themselves and their ability to do things, and valuing their own achievements;

- their ability to get on, work and make friendships with other people, both children and adults;
- their awareness of, and being able to keep to, the rules which we all need to help us to look after ourselves, other people and our environment;
- their ability to dress and undress themselves, and look after their personal hygiene needs; and
- Their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things.

Communication, language and literacy

Our programme supports children to develop:

- conversational skills with one other person, in small groups and in large groups to talk with and listen to others;
- their vocabulary by learning the meaning of - and being able to use - new words;
- their ability to use words to describe their experiences;
- their knowledge of the sounds and letters that make up the words we use;
- their ability to listen to, and talk about, stories;
- knowledge of how to handle books and that they can be a source of stories and information;
- knowledge of the purposes for which we use writing; and
- Making their own attempts at writing.

Problem solving, reasoning and numeracy

Our programme supports children to develop:

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

Knowledge and understanding of the world

Our programme supports children to develop:

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

Physical development

Our programme supports children to develop:

- increasing control over the large movements that they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;
- increasing control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials; and
- Their understanding about the importance of, and how to look after, their bodies.

Creative development

Our programme supports children to develop:

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

Our approach to learning and development and assessment

Learning through play

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

Assessment

We assess how young children are learning and developing by observing them frequently, we use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them, we believe that parents know their children best and we ask them to contribute to assessment sharing information about what their children like to do at home and how they as parents are supporting development.

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

Planning

Our planning is based around each child's interests and experiences. We will provide well-planned experiences and activities based on children's spontaneous play, supporting the children to learn with enjoyment and challenge but achievable goals. Ensuring adult support is there when needed. Staff will observe children throughout the week and all staff working in the setting will decide on the theme for the coming week/s. Our planning will be flexible so that we can change with the children's interests, what is happening at home, and the world around them. Please look at notice board to see this week's theme.

Learning Journeys

The setting keeps a record of each child's achievements. The key person and parents work in partnership on their children's Learning Journey's folder. This helps us to celebrate together her/his achievements and to work together to ensure your child's well-being and development needs are met.

Your child's key person will work with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress and plan for their future learning.

Working together for your children

In our settings we try to have higher adult to child ratio's, through extra staffing, volunteer helpers and students, but we always maintain the ratios set though the Early Years Foundation stage document.

This helps us to:

- give time and attention to each child;
- talk with the children about their interests and activities;
- help children to experience and benefit from the activities we provide; and
- allow the children to explore and be adventurous in safety.

The staff who works at our Rising Fives setting are:

Name	Job Title	Main Qualifications and Experience
Amanda Nicholson	Manager (visits/works at all settings at various times/days)	Started work in 2003 before that was chairperson on the committee for 3 years. Holds NVQ level 3 in Early Years Care and Education. Certificate in Health and Safety Compliance, law and practice level 2. Level 3 introductory certificate in Management. Working towards Honors degree in Child Development and professional status. Including various courses on child development and in line with her designated roles within the group.
Denise Phillips	Supervisor	Has 17 years of experience in Child Care for Haxby Playgroups at supervisory level. Holds NVQ Level 3 Early Years Care and Education. Behavior management in Early Years. Various course in child development and Special needs training including Makaton trained (sign language)
Alison Neep	Supervisor	Has 19 years of experience in Child Care for Haxby Playgroups at supervisory level. Holds NVQ Level 3 Early Years Care and Education. Trained in Working with looked after and venerable children. Accreditation training in Portage. Professional Practice (Special Education Needs) in Early years including various other training courses on Special needs and venerable children and their families. Makaton trained (sign language).
Mary Lister	Playgroup Assistant	Has worked within Haxby Playgroups as a volunteer for many years before been employed in January 2001. Mary also works for the out of school clubs at Ralph Butterfields Primary school. Holds Level 3 in Playwork and has completed various courses in early year's child development.
Sue Smith	Playgroup Assistant	Started with us in September 1995 has worked at various levels within Haxby Playgroups over that time. Teaching Assistant (98), Sue has attended various child development courses.
Helen McCall	Playgroup Assistant	Started with us September 07. Helen has completed a NVQ Level 3 in Early Years Care and Education in January 2009. Helen has also attended a 7 week course in child development and various child development courses.
Andy Mulholland	Playgroup Assistant	Started 08/06/04 Andy also works at the local school as Teaching Assistant. Andy completed his NVQ Level 3 in Early Years Care and Education in January 2009. Andy has also attended courses in various child developments.
Alison Perrin	Playgroup Assistant	Started in September 07. Alison completed a NVQ level 3 in Early Years Care and Education. Alison works both at Playgroup and Rising Fives venues
Sally Dawson	Playgroup Assistant (bank staff)	Started with us December 08. Has started just started an NVQ Level 2 in Early Years Care and Education. Sally covers at both playgroup and Rising Fives and is just starting to be key person to a small group of children.
Helen	Playgroup	Started with us in October 08. Helen is just starting an NVQ level

Gaukroger	Assistant	2 Early Years Care and Education. Helen works at both playgroup and Rising fives groups.
Michelle Musgrave	Playgroup Assistant (bank staff)	Started April 09 to cover staff absences. Michelle is just starting a NVQ level 2 in early years care and education. Michelle works in all 3 venues.
Nicky Copley	Playgroup Assistant (bank staff)	Started April 09 to cover staff absences. Nicky is just starting a NVQ level 2 in early years care and education. Nicky works in all 3 venues.

Learning opportunities for adults

As well as gaining qualifications in early years care and education, all staff attend courses in 1st Aid and Child Protection. Staff also take part in further training to help them to keep up-to-date with thinking about early years care and education.

Haxby Playgroups also keeps itself up-to-date with best practice in early years care and education through the Pre-School Learning Alliance's magazine, Under Five and publications produced by the Pre-School Learning Alliance.

Key persons and your child

Haxby Playgroups has a key person approach. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that what Haxby Playgroups provides is right for your child's particular needs and interests. When your child first starts at Haxby Playgroups, she/he will help your child to settle and throughout your child's time at the setting, she/he will help your child to benefit from Haxby Playgroups experiences. Due to different staff working at Playgroup and Rising Fives you may be allocated a different key person at each venue. The staff will work together to ensure continuity of care and your child's development needs are met.

(If your child's key person is not available, please make an appointment, or if it is important speak to your 2nd keyperson, deputy or ring the manager.)

Fees:

None funded children: £9.00 per 3hr session payable half termly.

A bill will be issued on the first week of every half term. Fees must still be paid if children are absent for a short period of time. If your child has to be absent over a long period of time, talk to Amanda Nicholson who is the manager. We would prefer all payments to be made by cheque, these need to be placed in fees box as you go into the main room. Cash payments must be given to a member of staff.

Funded children: you will be required to sign a declaration form stating how many hours your child attends and where. Funding is for 15 hours a week up to 38 weeks of the year. Where funding is not received, or entitlement is above the 15 hrs then fees apply.

If the full 15 hrs funding has not been used in a week you can use put it towards lunch club)

Snack: we do ask for a voluntary contribution towards this every term. (A letter is given out at start of term)

Cheques payable to; Haxby Playgroups.

For your child to keep her/his place at Haxby Playgroups you must pay the fees or we must receive nursery education funding for your child.

If for any reason you have to cancel your child's place at Haxby Playgroups we require 4 weeks notice in writing to the Manager. Fees must be paid up until the end of the 4 weeks notice.

Please be aware we do run a fining system for those parents who are constantly late (without prior notice). This does not include parents with children at different venues.

Snack: we do ask for a voluntary contribution towards this every term. (A letter is given out at start of term)

How parents take part in Haxby Playgroups

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

- Exchanging knowledge about their children's needs activities, interests and progress with the staff.
- Helping at sessions of the setting
- Sharing their own special interests with the children
- Helping to provide, make and look after the equipment and materials used in the children's play activities.
- Being part of the management of the setting. The day to day responsibility of the settings is with the Manager (*Please speak to a committee member if you are interested in joining, up to date contact numbers on notice boards*).
- Taking part in events and informal discussions about the activities and curriculum provided by the setting.
- Joining in community activities in which the setting takes part, and
- Building friendships with the other parents in the setting.

Parent helpers

If you would like to help out at a particular session please let a member of staff know. Helping at the session enables parents to see what the day-to-day life of the setting is like and to join in helping the children to get the best out of their activities.

Joining in

Been a parent helper is not the only means of taking part in the life of the setting. Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the setting to play the piano for the children, show pictures of the local carnival held in their neighborhood, and show the children their collection of shells. We welcome parents to drop into the setting to see it at work or to speak with their keyperson.

Things we need to know

Please remember to inform staff of any changes in contact numbers especially emergency numbers, who can collect your child, any changes in medical conditions (if your child has hearing problems etc.), if your child has started toilet training or if your child has started writing their own name. We want your child to be happy at Haxby Playgroups. If your child has any fears/phobias please let your key person know. Additionally please inform us of any circumstances which may affect your child's feelings or behaviour e.g. death (including pets), family break-up, house move or anything else which may cause upset (all information given is confidential) even if it is something we cannot change it is helpful for us to be aware of it.

The management of Haxby Playgroups

A parent management committee – whose members are elected by the parents of the children who attend the setting – oversees the management of Haxby Playgroups. The elections take place at our Annual General Meeting in February.

The committee is responsible for:

- Managing the setting's finances
- Employing staff

- Committee have overall responsibility for Haxby Playgroups

The committee employ a manager that has day to day responsibility which includes:

- Making sure our policies help to provide a high quality service
- Manages budgets set by committee.
- Line manager to staff
- Making sure that the setting works in partnership with the children's parents.
- Ensure the staffing ratios, training requirements are met.

Illness & absences

If your child is unwell please keep him/her at home. Although they may say they want to come, children who are ill can feel very unhappy quite suddenly. For children with infectious or contagious diseases they will be excluded for the periods laid down in our exclusion times notice (*within your prospectus or on the notice boards.*) For children who become ill within the session please refer to "Procedure regarding children who are ill". Please inform the session or manager of any absences or contagious illnesses asap on the day with a return date if known:

Rising Fives: 07842 109583

Manager Amanda Nicholson: 01904 764358 or 07989193758 (new mobile October 08)

ANY CHILD WHO HAS DIARRHOEA OR HAS BEEN VOMITING MUST NOT ATTEND SESSIONS UNTIL AT LEAST 48 HOURS HAVE ELAPSED SINCE THE LAST ATTACK.

Infection control: **If younger or older siblings are unwell please could you help us by asking the member of staff on the main door/gate to watch your child.**

Holidays: Please fill out a holiday slip before hand.

The above points are in the interest of your child's well being and safety and prevent problems for you and the staff.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'.

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

Our way of working with children and their parents ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

Special needs:

As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have.

The setting works to the requirements of the 1993 Education Act and The Special Education Needs Code of Practice (2001).

Our Special Needs Co-ordinator (at Rising Fives) is Alison Neep.

Policies

A brief outline of our policies and procedures are enclosed with this prospectus or are available to view at each setting. If you would like full copies please speak to the manager. (Printed on request)

Haxby Playgroups policies help us to make sure that the service provided by the setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

The staff and parents of the setting work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. This review helps us to make sure that

the policies are enabling the setting to provide a quality service for its members and the local community.

We hope that you and your child enjoy being members of Haxby Playgroups and that you both find taking part in our activities interesting and stimulating. The staff are always ready and willing to talk with you about your ideas, views or questions.

**Thank you for your support
Haxby Playgroups**

Dress Code:

We provide protective clothing for the children when they play with messy activities. We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off and putting on outdoor clothes. Clothing that is easy for them to manage will help them to do this.

Clothes:

T-Shirt

Trousers/leggings

Cardigan/Jumper – please bring even in summer as it may be cooler inside.

Coat/ light jacket (rain or shower proof) – Playgroup and Rising Fives access outside on a daily basis no matter what the weather.

Gloves/hat – sunhat in summer

SHOES:

Primsoles/trainers or flat boots

NO FLIP FLOPS OR MULE TYPE SHOES. (This also include Crocs or sandals which can get caught while assessing climbing equipment)

Wet weather please bring wellingtons and change of foot ware as we go out in all weather.

Safety:

No jewellery (one set of stub earrings only).

WARMER WEATHER:

Please ensure that even in warm weather flip flops, mules or crocs* are not worn this is to ensure your child can access all the equipment and activities safely. *this is due to a number of children tripping or slipping on balancing/climbing equipment due to foot wear.

Hats will be worn at all times while accessing outside areas. **(Please remember to bring one)**

Sun lotion: (Please ensure this is nut free)

Sessional care: please apply before attending at home.

Full days: please give named lotion to staff (do not leave in bags) Sun lotion will be applied after lunch by staff or children if they can do this safely (if you do not agree with staff applying this must be given in writing to manager). Haxby Playgroups does not hold any sun lotion on site.

Children will not use other children's lotion.

Due to us assessing various activities thorough out the day (including water) a change of cloths is required. Please ensure all items are named and in a named bag. (This can be left on their hooks for that session/day).

EMERGENCY CONTACT NUMBERS:

PLAYGROUP

07842 109582

Or Manager

RISING FIVES

07842 109583

Or Manager

UNDER 5'S

07851 430712

Or Manager

MANAGER AMANDA NICHOLSON

764358 or 07989193758

EMAIL

haxbyplay@talktalk.net or
amandanicholson@talktalk.net

MEMBERSHIP SECRETARY

Rachel Cummings 07789 991942 or
rachelcummings2@yahoo.co.uk

COMMITTEE CONTACT DETAILS:

Please look on notice boards at venues for up to date lists.

05/07

Designated Staffing Roles within Haxby Playgroups

Your first contact would be your key person on all the following matters

SUBJECT	CONTACT PERSON/S	Where & How
SPECIAL NEEDS (SENCO)	Helen Marquis Alison Neep	Playgroup 07842 109582 Rising Fives 07842 109583
Designated staff for looked after children	Helen McCall	Rising Fives 07842 109583
Safeguarding Children (ALL STAFF ARE TRAINED IN CHILD PROTECTION ISSUES)	Amanda Nicholson Manager Safeguarding children Co- ordinator	To speak to Amanda please call 764358 OR 07989193758 CAN ALSO BE CONTACTED ON THIS NUMBER OUT OF SESSION TIMES (if an emergency)
CHILD BEHAVIOUR & DEVELOPMENT	Linda Powell Denise Phillips	Playgroup Rising Fives
COMMUNICATION, LANGUAGE & LITERACY CO-ORDINATORS	Jo Harker	Playgroup & Rising Fives
FIRST AID ALL STAFF HAVE EMERGENCY 1 ST AID TRAINING WHICH INCLUDES CHILDREN & BABIES	Amanda Nicholson Linda Powell & Helen Marquis Denise Phillips, Alison Neep, & Helen McCall Supervisors	Playgroup Rising Fives
HEALTH & SAFETY OVER ALL RESPONSIBILITY LIES WITH THE COMMITTEE	Amanda Nicholson Manager All staff within sessions ensure Health & Safety procedures are followed.	To contact Amanda see above
EQUAL OPPORTUNITIES OVER ALL RESPONSIBILITY LIES WITH THE COMMITTEE	Amanda Nicholson Manager	To contact Amanda see above

**PLEASE NOTE; AMANDA NICHOLSON MANAGER WORKS
FROM HOME & VISITS SESSIONS ON A REGULAR BASIS. BUT SHE IS ALWAYS CONTACTABLE IF YOU
NEED TO SPEAK TO HER.**

**Equality of opportunity
1.13 Achieving positive behaviour**

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.3 Keeping safe	2.2 Parents as partners 2.3 Supporting learning	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

Policy statement

Haxby Playgroups believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

Procedures

We have two staff members who have overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

Our named members of staff (one each registered venue) are Linda Powell & Denise Phillips.

- We require the named persons to:
- keep her/himself up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
- access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development ; and
- Check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.

- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves, nor do we use a 'naughty chair' or strategy that excludes children from the group.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our Manager and are recorded in the child's personal file. The child's parent is informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Children under three years

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage

hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry."
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - they do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the setting;
 - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
 - the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
 - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;

- the child has a developmental condition that affects how they behave.
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

Bullying

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another.

Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';
- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Behavioural Rules

Please discuss with
your child.



Be happy
Be friends

Tidy up when you finish
Look after the books
Don't run indoors
Don't throw things



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17. ALLEGATION OF ABUSE MADE AGAINST A STAFF, OR COMMITTEE MEMBER, VOLUNTEER OR STUDENT.
18. SAFEGUARDING CHILDREN

The above is a rundown of the main procedures that Haxby Playgroups work by. Some are included within your prospectus. There is a full file of all procedures at each setting. If you would like any copies to take home please ask a member of staff (copied on request).

All working documents are reviewed in October. Haxby Playgroups values all comments and suggestions no matter how small.

New & updated policies and procedures will be available at settings at the beginning of each year.
Thank you.

Safeguarding Children

1.4 Confidentiality and client access to records

Statement EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
Keeping safe	Respecting each other Parents as partners	The wider context	

Welfare Requirements: Safeguarding and Promoting Children's Welfare

Policy statement

Definition: 'Confidential information is information of some sensitivity, which is not already lawfully in the public domain or readily available from another public source, and which has been shared in a relationship where the person giving the information understood it would not be shared with others.' (Information Sharing: Practitioners' Guide)

Haxby Playgroups, committee, manager and staff can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act and the Human Rights Act.

Confidentiality procedures

- We always check whether parents regard the information they share with us to be regarded as confidential or not.
- Some parents sometimes share information about themselves with other parents as well as staff; the setting cannot be held responsible if information is shared beyond those parents whom the person has 'confided' in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our record keeping procedures) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
- We keep all records securely (see our record keeping procedures).

Client access to records procedures

Parents may request access to any confidential records held on their child and family following the procedure below:

- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the setting manager.
- The setting manager informs the chairperson of the management committee and sends a written acknowledgement.
- The setting commits to providing access within 14 days, although this may be extended.
- The setting's manager and chairperson of the management committee prepare the file for viewing.
- All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. Copies of these letters are retained on file.
- 'Third parties' include all family members who may be referred to in the records.

- It also includes workers from any other agency, including social services, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
- When all the consents/refusals to disclose have been received these are attached to the copy of the request letter.
- A photocopy of the complete file is taken.
- The setting manager and chairperson of the management committee go through the file and remove any information which a third party has refused consent to disclose. This is best done with a thick black marker, to score through every reference to the third party and information they have added to the file.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- The 'clean copy' is photocopied for the parents who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by the Manager, so that it can be explained.
- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another (third party) agency.

All the undertakings above are subject to the paramount commitment of the setting, which is to the safety and well-being of the child. Please see also our policy on child protection.

Legal framework

Legal Framework

- Data Protection Act 1998
- Human Rights Act 1998

Further guidance

- Information Sharing: Practitioners' Guide (HMG 2006)

www.everychildmatters.gov.uk/files/ACB1BA35C20D4C42A1FE6F9133A7C614.pdf

- | |
|--|
| <ul style="list-style-type: none"> ▪ This policy was adopted at a meeting of Haxby Playgroups Committee, held on _____ ▪ Signed on behalf of the management committee: _____ ▪ Name of signatory: _____ Role of signatory: _____ ▪ Date to be reviewed _____ |
|--|

Complaints procedure

Statement of intent

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

Aim

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

Methods

To achieve this, we operate the following complaints procedure. Haxby Playgroups is required to keep a 'summary log' of all complaints made in writing (stage 2 or beyond). This is available to parents and Ofsted on request from Haxby Playgroups Manager.

Making a complaint

Stage 1

- any parent who has a concern about an aspect of the setting's provision talks over first of all, his/her worries and anxieties with the supervisor or manager.
- Most complaints should be resolved amicably and informally at this stage.

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to Stage 2 of the procedure by putting the concerns or complaint in writing to Haxby Playgroups manager and the chair of the management committee.
- For parents who are not comfortable with making written complaints, there is a form for recording complaints. The form may be completed with the supervisor or manager's help and signed by the parent.
- Haxby Playgroups settings store written complaints or filled out forms from parents within our 'complaints log' all information relating to the investigation is filed in a separate file.
- When the investigation into the complaint is completed, the manager meets with the parent to discuss the outcome.
- When the complaint is resolved the points are logged in the complaints report form. A copy of this is given to the parent.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the manager and the chair of the management committee. the parent should have a friend or partner present if required and the manager should have the support of the chairperson of the management committee,
- An agreed written record of the discussion is made as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the complaints report form.

Stage 4

- If at the Stage 3 meeting the parent and Haxby Playgroups cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.
- Staff or volunteers within the Pre-school Learning Alliance are appropriate persons to be invited to act as mediators.
- The mediator keeps all discussion confidential. S/he can hold separate meetings with Haxby Playgroups personnel (Manager and chair of the management committee) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent, manager and the chair of the management committee is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
- A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded. The record of this meeting is also included in the complaints log. The conclusion/investigation of any complaint will take no longer than 28 days unless the complaint is dealt with by Ofsted or the Area Safeguarding Children Committee.

The role of the Office for Standards in Education, Early Years Directorate (Ofsted) and the Area Safeguarding Children Committee

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of our registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the National Standards for Day Care are adhered to.

The address and telephone number of our Ofsted regional centre are:

North Regional Centre
Royal Exchange Building
St Ann's Square
MANCHESTER
M2 7LA
0845 640 40 40
Ofsted Reg No: Playgroup 321531
Rising Fives EY259108

- These details are displayed on the settings notice board.
- If a child appears to be at risk, Haxby Playgroups settings follows the procedures of the Area Safeguarding Children Committee in our local authority.
- In these cases, both the parent and Haxby Playgroups are informed and the Manager works with Ofsted and/or the Area Safeguarding Children Committee to ensure a proper investigation of the complaint followed by appropriate action.

Records

- A record of complaints against Haxby Playgroups settings and/or the children and/or the adults working in Haxby Playgroups is kept, including the date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all complaints is recorded in the complaints log which is available for parents and Ofsted inspectors on request to our manager.

PLEASE NOTE THIS DOCUMENT IS BEEN UPDATED

Dear Parents

FAIR PROCESSING NOTICE – EARLY YEARS SETTINGS IMPORTANT INFORMATION ON THE DATA PROTECTION ACT 1998

Organizations that hold information about children and their families must comply with Data Protection act 1998. This means that the information they hold must only be used for specific purposes that are allowed by law.

The details below cover the different types of information that organizations might hold, why that information is held, and to whom it may be passed on to.

Haxby Playgroups (Under 5's, Playgroup & Rising Fives) holds information on children to:

- **Support their development**
- **Monitor their progress**
- **Provide appropriate care**
- **Assess how well the setting itself is doing.**

This information includes: contact details, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information. (Parent/carer data supplied will also be kept on record by the setting).

Early years settings are sometimes required to pass on some of this information to other groups such as:

- Local Authorities (LA's)
- Department of Children, Schools and Families (DCSF)
- The Qualifications and Curriculum Authority (QCA)
- Her Majesty's Chief Inspector for Schools
- Ofsted
- The National Assessment Agency (NAA)
- The secretary of state for children, schools and families

The **Local Authority (LA)** uses information about children to help it plan and deliver services for the local community. For example, the Local Authority will make an assessment of any special educational needs a child may have. It also uses the information to produce statistics to help make various decisions. The statistics are used in such a way that individual children cannot be identified from them.

The **Qualifications and Curriculum Authority (QCA)** uses information about children to administer national assessments such as the foundation stage profile. Any results passed to the DCSF are used to produce statistics on trends and patterns in levels of development. The QCA can use the information to determine how effective the national curriculum and assessments are, and to ensure that these are continually improved.

Her Majesty's Chief Inspector for Schools and **Ofsted** use information about the progress and performance of children to help inspectors evaluate the work of early year's settings, to help them in their self-evaluation, and as part of Ofsted's assessment of the success of new initiatives and policies in education.

The **National Assessment Agency (NAA)** uses information for those settings undertaking the foundation stage profile. The data that these settings produces is passed on to the NAA who then use the information when working with schools, the QCA, and Awarding Bodies, to help ensure that there is an efficient and effective assessment system for all ages of school children across the country.

The **Secretary of State for Children, Schools and Families** and the **Department of Children, Schools and Families (DCSF)** uses information about children for research, to produce statistics, to allocate funds, to develop new policies on education and to monitor the performance of the education and children's service.

Children have rights under the Data Protection Act 1998, including a general right to be given access to personal data held about them. If you would like a copy of the information that our setting, or any other group, keeps about your child, please write to the organisation at the address given below.

Haxby Playgroups

Amanda Nicholson, Manager, Haxby Playgroups, 14 the village Haxby York YO32 3HT

Local Authority (LA)

Policy and Planning Manager, Early Years & Extended Schools Service, City of York Council, Mill House, North Street, York YO1 6JD

Qualifications and Curriculum Authority (QCA)

Data protection officer, QCA, 83 Piccadilly, London, W1J 8QA

Ofsted

Data Protection Officer, Alexandra House, 33 Kingsway, London, WC2B 6SE

National Assessment Agency (NAA)

Data Protection Officer, NAA 29 Bolton Street, London W1J 8BT

Department of Children, Schools and Families (DCSF)

Data Protection Officer, DCSF, Caxton House, Tothill Street, London, SW1H 9NA.