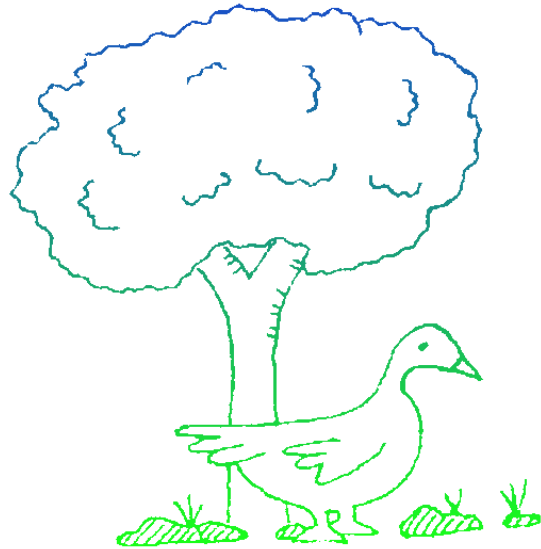


Goostrey Pre-school



Policies and Procedures

Updated: 5 September 2010

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HEALTH AND SAFETY

Health and Safety Co-ordinators: Wendy Cox and Maureen Bayley

HEALTH

- Parents are asked to keep their child at home if he/she has any infection, and to inform Pre-School as to the nature of the infection so that other parents can be informed if necessary.
- Parents are asked not to bring into Pre-School any child who has been vomiting or had diarrhoea until at least 24 hours has elapsed since the last attack.
- There will always be at least one member of staff on the premises during Pre-School sessions who is trained to administer first aid to children and will follow the guidance as advised by the trainer, set out by the training company SENATE.
- Prescribed medication may be administered if absolutely necessary: permission must be given in writing by the parent (see registration form), along with written instructions on dosage and administration, for a member of staff to follow.
- The Pre-School will ensure that the first aid equipment is kept clean and replaced as necessary. Sterile items will be kept sealed in their packages until needed.

HYGIENE

- Hands are always washed after using the toilet, and paper towels are used and disposed of appropriately.
- Children with pierced ears are not allowed to try on each other's earrings.
- Tissues are available for wiping noses and are disposed of hygienically.
- Children are encouraged to shield their mouths when coughing.
- Hygiene rules relating to bodily fluids are followed with particular care, and all staff are aware of how infections, including HIV, can be transmitted.
- Spare laundered clothing is available in case of accidents and polythene bags available to wrap soiled garments.
- Adults will always wash hands before handling food and after using the toilet. Adults will never cough or sneeze over food. Adults will use different cleaning cloths for kitchen and toilet areas.
- Rubbish is disposed of properly out of reach of children.

PERSONAL CARE – CHANGING NAPPY/PAD/CLOTHES FOR A CHILD

- The child will be changed as soon as possible once the need for the change has been noticed. (If an area of the hall needs cleaning, this will be cleaned or secured by a member of staff and there will be adequate remaining staff to care for the other children at the session).
- The child will be changed by a member of staff who has had a full CRB check carried out on behalf of the Pre-School. This staff member will notify another member of staff before leaving the room to change the child. In the event of soiled pants/nappy, a second member of staff shall be called to be present whilst the child is cleaned and changed.
- The child will be changed in a private, screened area outside the main hall.
- The screened area will be made comfortable and attractive and the staff member will be reassuring to help put the child at ease (chat with child/ talk about choice of clothes to change into/ use child's own change of clothes, if these have been supplied/ child may wish to remove clothes for themselves).
- Should a child become extremely distressed, the member of staff will talk to the child to reassure and calm child before changing the child. A child will not be changed against his/her will. If the child is excessively distressed the parent/ carer will be contacted.
- Either a disposable changing mat will be used or the changing mat will be cleaned with antibacterial cleaner after each use. A large PVC cloth will be used on the floor, so that all soiled items are placed on this during the changing process. This cloth will be cleaned with antibacterial cleaner after each use.
- The member of staff will wear protective gloves, which will not contain latex. These will be disposed off in a double wrapped bag after changing is complete and soiled items have been hygienically disposed of.
- Non-fragranced baby wipes will be used to clean and freshen the child.
- No creams/lotions will be used unless supplied by the parent together with a written request/authorisation that the cream/lotion can be used.
- Soiled dressings, baby wipes and surface wipes will be placed in a nappy sack and double sealed in a plastic bag. This bag will be disposed of in the outside dustbin as soon as the child has returned to the care of the remaining staff.
- Soiled clothes will be double wrapped and the child's name written on the bag. This will be stored out of reach of the children until handed to the parent/carer at the end of the session.
- The staff member will wash their hands with liquid soap under hot running water once the soiled dressing and/or clothes have been dealt with and the changing mat cleaned.
- Parents/carers will be informed of any personal care carried out for their child during a pre-school session. Should the staff notice any rashes/soreness, this will be mentioned to the parent/carer.
- The personal care undertaken will be recorded in the **Personal Care (changing) Log** which is kept in the changing bag.
- Should a staff member notice any marks/injuries on the child, or have any other cause for concern (e.g. Possible verbal/ non-verbal disclosure) this will be reported to the Pre-School child protection officer, who will follow the Pre-School's **Child Protection Procedure**.

HIV/AIDS

Every child will be accepted. Confidentiality is of **prime** importance and must be observed. Health and safety precautions must always be taken.

SAFETY & SECURITY

In order to ensure the safety of children and adults, Goostrey Pre-School will ensure that:

- A risk assessment is performed annually and updated when necessary;
- All children are supervised by adults at all times;
- An accident book and incident reporting book are always available;
- Regular safety monitoring will include checking the accident/incident records;
- All adults are aware of the routine for children's arrival and departure and an adult will be at the door during these periods;
- Children will leave the group only with authorised adults, or with those authorised by the parent in writing (white board inside entrance of hall);
- All low level glass is safety glass;
- Equipment is regularly checked and any dangerous items are repaired or discarded;
- The layout of the room allows children and adults to move safely between activities;
- Fire doors are never obstructed;
- Heaters, electrical points and wires are safely guarded;
- All dangerous materials, including cleaning chemicals, are kept out of reach of children;
- Children do not have unsupervised access to kitchens, cookers or any cupboards storing dangerous materials;
- There is no smoking at Pre-School;
- Fire drills are held at least once a term;
- A register of children is completed at the beginning of each session so that a complete register of all present is available in an emergency;
- A first-aid box is always available;
- Whenever children are on the premises at least 2 adults are present;
- Activities such as cooking or energetic play receive close and constant supervision;
- If a small group goes off the premises, there will be sufficient adults remaining to maintain appropriate adult: child ratios;
- The premises are checked before locking up at the end of each session;
- All staff are aware of the routine to follow should a child go missing from Pre-School;
- Security steps are taken to ensure that we have control over who comes into the Pre-School, ensuring that no unauthorised person has unsupervised access to the children;
- The layout of the room allows for constant supervision and monitoring of the children at all times.

FIRE ALARM/ EMERGENCY EVACUATION

A record is kept on permanent display of numbers of adults and children on Pre-School premises at any time for reference in event of an emergency.

- On discovering fire/emergency – sound alarm with whistle (on hook in left-hand side of the tall cupboard).
- 2 members of staff gather children together, collect register and leave the building via the most appropriate exit, closing the door behind them.
- At meeting point outside the building a member of staff undertakes the roll call.
- Supervisor checks all the rooms and areas to ensure that no children are left in the building.
- Supervisor to call fire brigade/emergency services.

MISSING CHILD

If a child appears to be missing during a session, the following procedure will take place:

- Two members of staff gather the rest of the children together in the hall and take the register to double check if the child is missing.
- A third member of staff quickly searches the buildings and immediate area outside.
- If the child is definitely missing one member of staff phones the police immediately and then the parental contact number.
- The staff then stay with the rest of the children while the police search for the child.

UNCOLLECTED CHILD

If a child has not been collected 15 minutes after the normal end time of the session, and the parent/carer has not contacted Pre-School, then the supervisor will ring the following people to try and find someone to collect the child whilst another member of staff looks after the child:

- The parent/carer (number(s) given on the registration form);
- The emergency contact number (number(s) given on the registration form).

The supervisor will continue to try these numbers in turn until contact is made or someone arrives to collect the child.

If one hour elapses after the normal session end time and no-one can be contacted to collect the child, then the supervisor reserves the right to contact social services.

CHILD PROTECTION – SAFEGUARDING CHILDREN

Safeguarding of Children Co-ordinator: Maureen Bayley

We have a designated person responsible for child protection who is also our SOCCO (Safeguarding of Children Co-ordinator) in Pre-School who will lead any action necessary where abuse is suspected.

Goostrey Pre-School is committed to creating and maintaining the safest possible environment for children and young people to be cared and educated in.

We believe that it is always unacceptable for a child or young person to experience abuse of any kind and we recognise our responsibility to safeguard the welfare of all children and young people, by a commitment to practice which protects them.

The purpose of this policy is to:

- Provide protection for all the children and young people who are in our care;
- Provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk of, harm.

This policy applies to all staff, including senior managers, paid staff, volunteers, sessional workers, agency staff, students or anyone working on behalf of Goostrey Pre-School.

We recognise that:

- The welfare of the child/young person is paramount;
- All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity have the right to equal protection from all types of harm or abuse and have the right to freedom from abuse;
- Working in partnership with children, young people, their parents, carers and other agencies (including children's services, the police and OFSTED) is essential in promoting young people's welfare;
- All our staff and volunteers need to be carefully selected and accept responsibility for helping to prevent the abuse of children in their care.

We will endeavour to safeguard children and young people by:

- Valuing them, listening to and respecting them;
- Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers;
- Responding quickly and appropriately to all suspicions or allegations of abuse or issues relating to child welfare;
- Providing parents/carers and children with the opportunities to voice any concerns they may have;
- Ensuring that access to confidential information is stored and managed in accordance with National Guidance;
- Recruiting staff and volunteers safely and ensuring that all necessary checks are made;
- Improving knowledge of children, parents/carers, staff and volunteers by sharing information about child protection and encouraging good practice;
- Sharing information about concerns with agencies who need to know (such as Children's Services, Social Care Access Team, the Police and OFSTED) , and involving parents and children appropriately;
- Acting within the local Safeguarding Children Board's safeguarding children and child protection guidance;

- Providing effective management for all staff and volunteers through supervision, support and appropriate safeguarding training;
- Informing OFSTED, with 14 days, of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations;
- Notifying the department of Health Administrators of any member of staff or volunteer who is dismissed from the setting or internally disciplined because of misconduct relating to a child, so that the name may be included on the list for the protection of children and vulnerable adults.

Aims and responsibilities as a Pre-School

Should abuse be suspected:

- The Pre-School is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with procedures that are set down in *What to do if you are worried a child is being abused* [DfES 2006];
- We follow the guidance of the local Safeguarding Children Board;
- The group will not have to cope alone. Support and advice should be sought from the Local Authority children's social care;
- The prime responsibility of the group is to protect the child. Children whose condition or behaviour has given cause for concern will be listened to, reassured and helped to understand that they themselves are valued and respected and have not been at fault.

Action to be taken should abuse be suspected

When a child makes a disclosure to a member of staff, that member of staff will:

- Offer reassurance to the child;
- Listen to the child;
- Allow the child to continue at his/her own pace;
- Ask questions for clarification only;
- Reassure that child that they have done the right thing in talking to them;
- Give reassurance that he/she will take action;
- Discuss with SOCCO;
- Record in writing.

Recording suspicions of abuse and disclosures

Staff will make a record of:

- The child's name;
- The child's address;
- The age of the child (Date of birth);
- The gender of the child;
- The name of person(s) with parental responsibility and primary carer if different;
- The date and time of the observation or disclosure;

- An objective record of the observation or disclosure;
- The exact words spoken by the child;
- The name of the person to whom the concern was reported, with date and time;
- The names of any other people present at the time;

These records are signed and dated and kept in a separate confidential file.

Template forms

Gathering Information, Child Protection Referral Information and Getting in Touch with the Social Access Team are available in the Pre-School's Staying Safe Safeguarding Children Pack.

All members of staff know the procedures for recording and reporting.

The SOCCO will inform the committee Chair of the concerns and actions taken, whilst preserving the anonymity of the child/family concerned. The information should then remain a confidence between the SOCCO and the Chair.

If concerns remain, the SOCCO refers to the Social Care Access Team, following up in writing within 48 hours.

Pre-School have procedures for contacting the local authority on child protection issues, including maintaining a list of names and addresses and telephone numbers of the relevant children's services departments and local agencies to ensure that it is easy, in any emergency, for the Pre-School and Children's Services to work together.

Informing Parents

- Parents are normally the first point of contact.
- If a suspicion of abuse is recorded, the SOCCO will inform parents at the same time the report is made, except where the guidance of the Local Safeguarding Children Board (LSCB) does not allow this.
- Where the parent is the likely abuser, the investigating officers will inform parents.

Confidentiality

- Confidentiality will be ensured at all times.
- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the LSCB.

Support to families

- The Pre-School believes in building trust and supportive relationships with families, staff and volunteers in the group.
- The Pre-School will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the LSCB guidance in relation to the setting's designated roles and tasks in supporting the child and the family, subsequent to any investigation.

If a volunteer or a member of staff is accused of any form of child abuse, s/he will be interviewed immediately by the person in charge of the group. The person accused may wish to seek advice from a union representative. The interview will usually be with the SOCCO. If a serious complaint is made which may require police involvement, then the person against whom the allegation has been made will be informed that a complaint has been made against them which will need to be investigated. They will not be told any details of the complaint and will be immediately suspended on full pay while an investigation is carried out. OFSTED will be informed within 14 days.

We are also committed to ensuring that our child protection policy is a living document which is reviewed and updated at least annually.

Legal framework – primary legislation

- The Children Act 1989 s47
- The Protection of Children Act 1999
- Data Protection Act 1998
- The Children Act 2004 (Every Child Matters)
- The Children (NI) Order
- The Children (Scotland) Order
- Working Together to Safeguard Children 2006

DRINK / DRUGS

The group has a duty to safeguard the welfare of the children at all times and reserves the right to refuse the release of a child if they believe it would not be in the child's best interest to do so (examples of this are parents or guardians obviously incapable due to the influence of drink or drugs).

If this situation arises the group will:

- Refuse to release the child;
- Attempt to contact other known carers of the child (e.g. other parent, grandparents, childminder, etc) and have the child collected;
- If two is not possible contact the Social Services Duty Officer or the police.

LOOKED AFTER CHILDREN

The Pre-School has a named staff member in the setting responsible for the welfare of any children under the care of the local authority. This person is **Maureen Bayley**.

OTHER POLICIES AND PROCEDURES

EQUAL OPPORTUNITIES POLICY

We believe that Goostrey Pre-School should be open to all children and families, and to all adults committee to their welfare. We aim to ensure that all who wish to work or volunteer within Pre-School have an equal chance to do so.

Discriminatory behaviour/remarks are unacceptable in Pre-School.

The time, place and conduct of Committee meetings will ensure that all families have an equal opportunity to be involved in the running of the Pre-School, through representation on the Committee.

Admissions

Pre-School is open to every family in the community. When a waiting list exists we try to operate a system giving preference to older children. Places will then be allocated on first come first served basis. Families joining Pre-School are made aware of its equal opportunities policy.

Employment

Pre-School will appoint the best person for each job and will treat fairly all applicants for jobs and all those appointed. All staff will be aware of and committed to the group's equal opportunities policy. All staff are advised that they have to have the appropriate checks i.e. CRB.

Families

Pre-School offers a flexible payment system for families with differing means. Details are provided in the Pre-School prospectus.

Festivals

We aim to show respect and awareness of all the major events in the lives of the children and families in the Pre-School, and in our society as a whole, and to welcome the diversity of backgrounds from which they come. We aim to acknowledge all the festivals which are celebrated in our area and by the families involved in Pre-School.

The Curriculum

The individuality and potential of all children will be recognised and nurtured. Activity in Pre-School will give the children the chance to develop free from prejudice and discrimination. Children will be given appropriate opportunities to explore and value similarities between themselves and others.

Resources

Resources will be chosen to give children a balanced view of our multi-racial society And will avoid stereotypes and derogatory pictures or messages about any group of people.

Special Needs

Pre-School recognises the wide range of special needs of children and families in the local community and will consider what part it can play in meeting these needs.

ADMISSION POLICY

Goostrey Pre-School is accessible to children and families from all sections of the local community. To achieve this we:

- Ensure that the existence of Pre-school is widely known in the community;
- Manage our waiting list giving priority to older children and then on a first come first served basis;
- Describe Pre-school in terms which welcome both fathers, mothers and other carers as well as people from all cultural, ethnic, religious and social groups, with and without disabilities;
- Are flexible about attendance patterns to accommodate the needs of individual children and families.

See Prospectus for details of Pre-School fees and funding.

INCLUSION POLICY

Inclusion co-ordinator: Maureen Bayley

At Goostrey Pre-School inclusion is a process of identifying, understanding and breaking down barriers to participation and belonging. This policy describes what we do in our setting to make sure that all children can participate, belong and develop, whatever their background or level of ability. It also describes how we aim to communicate and share with the parents and carers from our local community.

Our aims

- We aim to provide a setting where each and every child feels accepted and valued.
- We want each child to feel happy and grow in confidence, whatever their needs.
- We want all the children to develop friendly and helpful behaviour towards each other with our positive support, encouragement and example.

Who the policy is for

This policy is for all staff members including those not directly involved with educating and caring for the children, all managers and all those who have been vetted to work on a voluntary basis with us.

The children covered

We believe that each and every child has a right to be included. However, we also understand that certain children might need closer support and encouragement than others. In particular, we are keen to provide an inclusive service for children:

- Who have special educational needs or other disabilities;
- For whom English is not their first or only language;

- Who are vulnerable because of their behaviour or the behaviour of others (who might need our help to manage their behaviour positively or to avoid bullying from others).

In our setting, we already welcome children with a range of special educational needs including physical difficulties and development delay. There are several languages spoken by our families and we have families from many different faiths.

We ensure that all cultural, religious, dietary and physical requirements are observed and included in the Pre-School curriculum and routine. We aim to provide the necessary resources to enable everyone to be included at our Pre-School.

Our inclusion Co-ordinator

In our setting, we have one person who makes sure that this policy is put into action on a daily basis. This person is responsible for issues such as meeting special educational needs (SEN), making sure that people with disabilities have the best access possible, ensuring equality of opportunity, making sure that no-one is discriminated against, and seeing through our behaviour management and anti-bullying policies. This person is called our 'inclusion co-ordinator'.

If there are any concerns or questions about any of these issues, the inclusion co-ordinator should be contacted first and more details can be found in our inclusion assessment. She will reply to the concern within three days with a suggested action. If there are still concerns, these can be referred to our chairperson.

Name: Please see notice board

Contact details: Please see notice board

SPECIAL NEEDS POLICY

Special Educational Needs Co-ordinator (SENCO): Jane Foster

Goostrey Pre-school aims to have regard to the DfES *Special Educational Needs (SEN) Code of Practice* and the *Disability Discrimination Act*. We aim to provide a welcome for all children in an environment in which all children have equal access to the curriculum, where every child is equally valued and respected and in which all children are supported to reach their full potential.

Children with special needs, like all children, are admitted to the Pre-school after consultation between parents and Pre-school. Our inclusive admissions practice ensures equality of access and opportunity.

It is the responsibility of the SENCO to help to identify the specific needs of children with SEN/disabilities, to help to meet those needs through a range of strategies and to help to formulate individual education plans (IEP's). The SENCO keeps all staff informed about developments and good SEN practice thereby ensuring that the provision for children with SEN/disabilities is the responsibility of all staff members in the setting.

Staff members at our Pre-school attend, whenever possible, in service training on special needs arranged by Sure Start and other professional bodies.

Our system of observation, assessment and record keeping enables us to monitor children's needs and progress on an individual basis thereby facilitating early identification of SEN and early intervention.

We use the Graduated Approach system for identifying, assessing and responding to children's special educational needs. In addition to providing all children access to a broad and balanced Foundation Stage curriculum we provide a differentiated curriculum to meet individual needs and abilities. If a child does not make 'adequate progress', despite the provision of appropriate differentiated activities then it may become necessary to take some 'additional or different action to enable the child to learn more effectively'. This may involve planning, implementing, monitoring, evaluating and reviewing individual education plans (IEPs) (Early Years Action). If after two IEPs at Early Years Action and after appropriate review it is felt that progress has not been made in line with expectation, advice and support will be sought from the Area SENCO (Early Years Action Plus). At this stage it may be necessary to seek advice from external agencies and specialists.

We ensure that parents are informed and involved at all stages of the assessment, planning, provision and review of their children's education and that children with SEN/disabilities are also appropriately involved, taking into account their age and levels of understanding.

When necessary we work in liaison with other relevant professionals and agencies outside the group such as Speech and Language therapists, Area SENCO's etc in order to meet children's specific needs. When a child moves on to another setting all documentation relating to the child is passed on to that setting with parent's permission.

We ensure that our physical environment is as far as possible suitable for children with disabilities. If it is felt that a child's needs could not be met in Pre-school without additional personnel and/or equipment then funding will be sought to ensure that provision is appropriate to the child's needs.

We ensure the effectiveness of our SEN/disability provision by assessing the levels of inclusion for individual and all children when we perform our annual evaluation and review of our Quality First Monitoring and Evaluation Document.

We monitor and review our SEN policy annually and welcome parent's views on how well SEN is being met in our setting.

Details about how to make a complaint about the SEN provision of our setting can be found in our Complaints Procedure.

CONFIDENTIALITY POLICY

To ensure that all those who use and work in Pre-School can do so with confidence, we respect confidentiality in the following ways:

- Parents have access to their own child's records but not to information about any other child;
- Staff will not discuss individual children, except for the purposes of group management, with people other than the carers of that child;
- Issues to do with the employment of staff will remain confidential to those directly involved with making personnel decisions;
- Any volunteer helpers at Pre-School, including those on the parents' rota, will be advised of the confidentiality policy and required to respect it.

PHOTOGRAPH POLICY

Photographs are only used for observation and record keeping purposes (unless express permission is given to use them for other purposes, such as marketing and advertising of the Pre-School). They are stored and displayed in line with our confidentiality policy.

Photographs are only taken in an appropriate situation in the playroom areas and outside play area, where several Pre-School staff would be present.

Parental permission for use of photographs is obtained before the child starts Pre-School.

HEALTHY EATING POLICY

At Pre-School we believe that the control of sugar is very important, not only in the role of preventing tooth decay but also encouraging good dietary habits that contribute to good health. We are therefore committed to providing sugar free drinks and snacks for the children.

BEHAVIOUR MANAGEMENT POLICY

Goostrey Pre-School believe that children flourish in an ordered environment in which everyone knows what is expected of them and that they are free to develop and learn in safety and security. Under the guidance of our Pre-School Behaviour Management Co-ordinator, Mrs Wendy Cox, we aim to provide an environment in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

In order to achieve this:

- Rules and boundaries governing the conduct of the group and behaviour of the children are agreed within the Pre-School and explained to all newcomers;
- All adults in Pre-School will ensure that rules are applied consistently so that children know what to expect and can build up useful habits of behaviour;
- All adults will try to provide a model for the children regarding friendliness, care and courtesy;
- All adults will praise and endorse desirable behaviour and avoid situations where children receive attention only for undesirable behaviour;
- Bullying will not be tolerated within Pre-School;
- Physical punishment will be neither used nor threatened. Adults will not shout nor raise their voices in a threatening way;

- Children will never be sent out of the room by themselves and techniques intended to single out or humiliate individual children, such as a 'naughty chair', will not be used;
- Children who misbehave will be given adult support in seeing what was wrong and working towards better behaviour;
- When a child misbehaves it will always be made clear that it is the behaviour and not the child that is unwelcome;
- Recurring problems will be tackled in partnership with the child's parents, using observations and records to try to understand the cause;
- Adults will be aware that some behaviour may result from a child's special needs.

COMPLAINTS PROCEDURE

We believe that most complaints are made constructively and can be sorted out at an early stage. We also believe that it is in the best interests of the Pre-School and parents that complaints should be taken seriously and dealt with in a way that respects confidentiality.

A parent who is uneasy about any aspect of the group's provision should first of all talk over any worries and anxieties with the Supervisor. A record should be made of any such discussions, i.e. the nature of the complaint and the action taken. The parent and whoever takes the action should sign this.

If this does not have a satisfactory outcome within a couple of weeks, or if the problem recurs, the parent should put the concerns or complaint in writing to the Pre-School Committee Chair. Serious concerns will be brought up at a committee meeting.

The next stage is to request a meeting with the Supervisor and Committee Chair. Both parent and the Supervisor and Chair should have a friend or partner present if required and an agreed written record of the discussion should be made. Most complaints should be resolved at this stage.

If the matter is still not sorted out to the parent's satisfaction, the parent should again contact the Committee Chair. At this point, if parent and group cannot reach agreement, an external mediator may be brought in, one who is acceptable to both parties, to listen to both sides and offer advice.

If no solution can be found then the complaint should be referred to Ofsted at the address below.

OFSTED
 Early Years
 Royal Exchange Buildings,
 St. Ann's Square,
 Manchester
 M2 7LA

Tel: 0300 1234666

Email: enquiries@ofsted.gov.uk