Welcome to

Val Robinson Childcare

This prospectus aims to provide you with an introduction to our approach in supporting your child’s learning and development and how we aim to work together with you to best meet your child’s individual needs. This should be read alongside our Pre-School Contract and Childcare Terms and Conditions for a full description of our services.

 

**Val Robinson Childcare Services Limited**

Dear Parents,

Welcome to Val Robinson Childcare Services.

Choosing your child’s first preschool nursery is one of the most important and emotional decisions parents make. A child’s early years are the most important in their life and at Val Robinson Childcare we provide a safe, secure and happy environment for your child.

Our team of qualified childcare practitioners support children to learn through play, enabling them to blossom into confident, self-reliant little people forming a sound foundation for their education.

Our Ethos

* To nuture, care and Inspire children in a safe, secure and happy environment
* To support children to learn through play and exploration that is experienced through freedom of choice

We offer a choice of two preschools, both located in Rainham, Essex.

* Cottage Preschool,

 Royals Youth Centre,

 Viking Way, Rainham, RM13 9YG

* St. John’s Preschool,

 St. John’s & St. Matthews Church hall,

 South End Road, Rainham, RM13 7XT

We offer high quality care and education for children aged 2-5 years. We are open 38 week a year during school term time. This prospectus aims to provide you with an introduction to Val Robinson Childcare Services, our routines, our approach to supporting your child’s learning and development and how we aim to work together with you to best meet your child’s individual needs. This should be read alongside our Preschool Contract and Childcare Terms and Conditions for a full description of our services.

**Our setting 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**

You 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.

**Children's development and learning**

 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;
* has the chance to join in with other children and adults to live, play, work and learn together;
* 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 helping each child to learn and develop; and
* is in a setting in which parents help to shape the service it offers.

***The Early Years Foundation Stage***

Provision for the development and learning of children from birth to 5 years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage* (DfE 2021):

* *A Unique Child*

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

* *Positive Relationships*

Children learn to be strong and independent through positive relationships.

* *Enabling Environments*

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

* *Learning and Development*

Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.

**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:*

* *Prime Areas*
* Personal, social and emotional development.
* Physical development.
* Communication and language.
* *Specific Areas*
* Literacy.
* Mathematics.
* Understanding the world.
* Expressive arts and design.

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by 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.

learning. Our programme supports children to develop the knowledge, skills and understanding they need for:

*Personal, social and emotional development*

* Listening, Attention and Understanding
* Speaking

*Physical development*

* moving and handling; and
* health and self-care.

*Communication and language*

* listening and attention;
* understanding; and
* speaking.

*Literacy*

* reading; and
* writing.

*Mathematics*

* numbers; and
* shape, space and measure.

*Understanding the world*

* people and communities;
* the world; and
* technology.

*Expressive arts and design*

* exploring and using media and materials; and
* being imaginative.

**Our approach to learning and development and assessment**

*Learning through play*

Being active and playing supports young children’s learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use the EYFS Statutory Guidance on education programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves and activities and learning opportunities following the child’s interests and learning style led by key persons and practitioners.

*Characteristics of effective learning*

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Early Years Foundation Stage as:

* playing and exploring - engagement;
* active learning - motivation; and
* creating and thinking critically - thinking.

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

*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 of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we will ask you to contribute to assessments by sharing information about what your child likes to do at home and how you, as parents, are supporting development. We welcome your regular contribution through our Tapestry Learning journals.

We make periodic assessment summaries of children’s achievement based on our on-going development records. These form part of children’s records of achievement. 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.

*The progress check at age two*

The Early Years Foundation Stage requires that we supply parents and carers with a short written summary of their child’s development in the three prime areas of learning and development - personal, social and emotional development; physical development; and communication and language - when a child is aged between 24 - 36 months. Your child’s key person is responsible for completing the check using information from on-going observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

**Records of achievement**

We keep a record of achievement for each child on Tapestry online journals. Your child's record of achievement helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work in partnership with you to keep this record. To do this you and she 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. Parents may contribute to their child’s Tapestry Learning Journals with observations and photographs from home. Together, we will then decide on how to help your child to move on to the next stage.

**Working together for your children**

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. This enables 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.

**Our Staff**

The staff at Val Robinson Childcare are a team of highly experienced and trained Childcare Practitioners, each carefully selected for their caring nature and professionalism, thereby providing their own particular skills. All staff are qualified to a minimum of NVQ level 3 Children’s Care, Learning and Development or equivalent and hold a 12 hour First Aid qualification which is renewed every 12 months. All staff hold a Enhanced Criminal Record Disclosure check and suitable references are obtained prior to employment. A training programme is drawn up annually to develop our Practitioners knowledge and practice. All Practitioners have at least 4 days training each year. Through membership of Early Years Alliance and National Day Nurseries Association, we ensure that we are constantly in touch with new courses and new thinking in the childcare field.

We offer excellent adult child ratios of 1: 4 for children under 3 years and 1: 6 for children aged 3 – 5 years.

We place safeguarding children as our highest priority and all staff undertake regular Safeguarding training and with 100% of staff always trained in first aid, we ensure that should a first aid or medical emergency occur staff are competent to keep children safe.

**The Management of our Setting**

Mrs Valerie Robinson is Head of Nursery and a director of Val Robinson Childcare Services Limited. Valerie Robinson is the registered provider with OFSTED RP 542788 and has overall control of the day to day operation of the preschools.

Mrs Tracey White is Director and is our Finance Officer responsible for all finance, funding, fees and employment matters.

Mrs Elaine Sims who works as personal assistant to Val Robinson supporting the smooth running of pre-school administration. Elaine also supports new families joining the setting ensuring parents are fully informed on all aspects of our setting

**Pre-School Managers**

Our Preschool Managers are Rebecca Kelly (Cottage Preschool) and Lisa Blair (St. Johns Preschool) who are responsible for the overall day to day management of our preschools. In our managers we have found childcare professionals with the same passion for high quality and attention to detail, this belief has led to our preschools consistently receiving top marks in our OFSTED inspections reports. Our latest inspections were in 2019 when both preschools were graded GOOD providers by OFSTED.

We liaise closely with local primary school Head Teachers, Health Visitors, Under Fives Inclusion Team, Area Special Needs and Disability Co-ordinators, behaviour management advisors and other professionals.

 **Premises**

Cottage Preschool

Cottage Preschool is located in the Royals Youth Centre in the heart of Rainham village. The preschool was opened in 2004 and has sole use of the centres first floor from Monday to Fridays. All rooms have CCTV monitoring.

We have a purpose built under fives garden which provides opportunity for children to play with bikes, scooters and a range of outdoor equipment and resources and to extend their learning outdoors.

We offer two age appropriate rooms;

**Rainbow Room** – is our preschool room for our youngest 2 - 3year olds with a higher ratio of staff 1-5. All resources are safe for our youngest children whilst creating a wonderful stimulating environment in their early preschool days.

**Ladybird Room** – is our Preschool room for our 3 - 4 year olds and includes our children starting school in the next academic year.

This room offers a larger space with a range of activities and challenges for our children with opportunities to explore construction, small world and imaginative play, art and creative skills. There are opportunities to develop language and literacy and mathematical skills together with daily outside play.

The curriculum follows the Early Years Foundation Stage and is tailored to meet the growing needs of the children. Our curriculum is topic based following themes related to the children’s interests and we promote learning to each individual child’s stage of development through our ‘In the Moment’ planning . There is a choice of morning, afternoon and full day sessions.

Our activities to support numeracy, literacy skills and school readiness. The staff ratio is 1:6

St. Johns Preschool

St. Johns Preschool operates in St. John & St. Matthews Church hall at St. Johns Church in South Hornchurch. The preschool was established by Val Robinson in 1981 and now celebrating its 41st year. We have sole use of the main hall from Monday to Friday.

Playroom – Main hall

Our main hall facilitates children in family grouping.

The main hall offers a large attractive playroom with a wide range of activities on offer supporting the 7 areas of learning within the Early Years Foundation stage curriculum. There are two outside free flow gardens which offer opportunities more energetic play including riding bikes and scooters and physical activities. There is a children’s garden which offers opportunities from weeding and exploring minibeasts to planting and growing their own plants and vegetables.

 Our curriculum is topic based with themes related to children’s current interests. We follow the Early Years Foundation Stage curriculum (2021) and tailor learning to each individual child’s stage of development through our ‘In the moment’ planning. There are opportunities for our older ‘Pen and Pencil set‘ children to take part in more structured activities to prepare children for starting primary school including opportunities to support Mathematical development and Communication and Literacy skills. The staff ratio is 1:8 and there is a choice of mornings, afternoons and full day sessions

**Timetable and routines**

We believe that care and education are equally important in the experience 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 he/she 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.

**Your child’s day**

We organise the day so that children can take part in a variety of child-chosen and adult-led activities. These take account of children’s changing energy levels throughout the day. We cater for children’s individual needs for rest and quiet activities during the day. Outdoor activities contribute to children’s health, their physical development and their knowledge of the world around them.

**Pre-School Opening Times**

We are open 5 days a week, 38 weeks per year during term time. Term dates will be made available at the beginning of each academic year.

Our opening times are 8.45am to 2.45pm – Monday to Friday

You may choose from

|  |  |
| --- | --- |
| Full 6 hour Day | 8.45am to 2.45pm |
| 3 hour morning session | 8.45am to 11.45am |
| 3 hour afternoon session | 11.45am to 2.45pm |

**Mornings**

* Our morning session starts at 8.45am A variety of activities are on offer throughout the morning with the session ending at 11.45am. There is a ‘snack time’ where children can sit with their key group and enjoy a healthy snack.
* We provide a mid-morning snack of milk and biscuits for every child.

**Full Day**

* Our full 6 hour day starts at 8.45am and ends at 2.45pm
* We provide a mid-morning snack of milk and biscuits for every child.
* Lunch is at mid-day. Parents must supply a packed lunch (following our guidelines for packed lunch provided by the pre-school) ensuring lunches are healthy and stored safely with a cool bloc in the lunch box to ensure lunches are kept cool. Lunch will be followed by rest time in the quiet area.

**Afternoons**

* Afternoon sessions begin at 11.45am Parents must supply children with a packed lunch which must be brought in a suitable plastic container (i.e sandwich box) with your child’s name on. (Please see our Guidance for Healthy lunches.) A variety of activities will then be offered with the session ending with ‘Song time’ at 2.45pm.
* Please ensure lunch and snack pots are plastic and wipeable in line with or COVID 19 policy. No fabric bags please

The setting makes snacks and meals a social time at which children and adults eat together.

Additional healthy snacks are available if children are hungry and fresh drinking water is always available for children throughout the day.

**Drinking water**

The Preschool provides a free water bottle for every child to enable us to monitor children’s hydration throughout the day. If bottles are lost or need replacing, a small charge will be made. Replacement caps are also available. We ask that you take the child’s drink bottle home each day to wash it and return it empty. We will fill bottles with fresh drinking water. If you require your child to have bottled mineral water you must supply this in a bottle with the seal intact and clearly marked with their name.

**Free Milk**

Each child is supplied with 1/3 pint of semi skimmed milk daily free of charge.

If your child has any special dietary requirements, please speak to the manager.

**Contact Numbers**

Pre-School – 01708 556434 (Cottage Preschool)

01708 559099 (St John’s Preschool

Mrs Valerie Robinson - Home: 01708 707200

- Mobile: 07956 815 508

E-mail

 valrobinsonchildcare@hotmail.com

cottagepreschool@hotmail.co.uk

stjohnspreschool\_rainham@outlook.com

**Stay and Play Sessions**

Our setting encourages parents to be involved in all aspects of our preschool activities. We hold regular Stay and Play sessions and encourage parents and families to attend, with special days for fathers and grandparents.

**Key Person and your child**

Our setting operates a key person system. This means that each member of staff has a group of children for whom they are particularly responsible. Your child’s key person will be the person who works with you to make sure that what we provide for your child is right for your child’s particular needs and interests. When your child first starts at the setting, she will help your child to settle and throughout your child’s time at the setting, she will help your child to benefit from the setting’s activities. All staff in your allocated room will have knowledge of your child should your key person be absent for any reason.

**Learning opportunities for Adults**

As well as gaining professional qualifications in Early Years Care and Education, our staff take part in further training to help them keep up to date with current thinking about early years care and education.

The setting also keeps up to date with best practice in early years care and education through professional journals, Nursery World, Early Years Educators and Under Fives and together with our membership of the National Day Nurseries Association and Early Years Alliance we have access to the latest training and development. Copies of our journals are available on our parent information table.

**Website**

Our website can be found at https://www.valrobinsonchildcare.co.uk and provides parents with information and the latest news.

**Facebook Page**

Each preschool has its own Parents Facebook page. These are private groups to share information, news and pictures of the children and for parents to be able to contribute. You may request to join the facebook groups;

St. Johns Preschool Rainham Parent Page or

 Cottage Preschool Parents Page

**Polices**

Our staff will explain our policies and procedures to you. Copies of which are available on request from Preschool Manager.

Our policies help us to make sure that the service provided by our 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.

All policies are reviewed regularly by our directors, staff and parents. We work together to adopt the policies and they all have the opportunity to take part in the reviewing of the policies.

**Information we hold about you and your child**

We have procedures in place for the recording and sharing of information [data] about you and your child that is compliant with the principles of the General Data Protection Regulations (2018) as follows:

The data is we collect is

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject [you and your family]
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and, where necessary, kept up to date.
5. Kept in a form that permits identification of data subjects [you and your family] for no longer than is necessary for the purposes for which the personal data is processed.
6. Processed in a way that ensures appropriate security of the personal data including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.

When you register your child with us we will provide you with a privacy notice that gives you further details of how we fulfil our obligations with regard to your data.

**Helping your Child Settle at Pre-School**

For a few parents the ‘big day’ is marred as their child seems to be the only one crying as all the others run off happily. It is important to remember that children will vary in their emotional reaction to the changes taking place and in the length of time they take to settle in.

Common reactions on entering a new group include:

* Walking in without a backward glance;
* Walking in without a backward glance for the first few weeks and then showing signs of anxiety;
* Protesting loudly on separation but becoming settled within a few minutes; and
* Unsettled on and off throughout the first weeks but gradually improving.

All these reactions can be difficult for a parent to deal with, but it is important to remain calm and consistent. An anxious parent can lead to an anxious child.

*Saying Goodbye*

Provided preliminary visits have taken place, smile and reassure your child that you are coming back later, hand him or her to a professional (usually your key worker) and walk away. Please feel free phone the Pre-School if you are worried or would simply like to be reassured that your child is alright.

It is not uncommon for a child to cry when the main carer reappears at the end of the session. It is important to trust the professionals to deal with the situation but, if you have any repercussions at home, for example nightmares, talk to your key worker.

*If your child won’t settle*.

Our pre-school has developed strategies for dealing with children who are unsettled. For example,

* A child finding it hard to settle can be brought in 15 minutes later and collected 15 minutes earlier than other children. This avoids the situation at home time of your child watching all the other parents arriving to collect their children and worrying where you are.
* Attending Pre-School for short periods at first, gradually extending the time as the child becomes confident and settles. Talk to your key worker and arrange times to attend.
* Sometimes it is necessary to ’cut and run’ but it is not a good idea to sneak off without saying ‘goodbye’. Any upset is much shorter lived if you tell your child “I’m going now but I’ll be back soon - see you later” and encourage them to wave.
* If your child has a comforter, such as a dummy, bottle, blanket, rag or favourite teddy bring this into Pre-School in a named bag, so it is available if needed.
* Avoid triggers of early morning stress
* Prepare as much as possible the night before – clothes/uniform, plimsolls, lunch box, book bag, bag with personal items.

There is nothing worse than trying to find that missing shoe or book!

Allow plenty of time and form a routine.

* Wake-up, cuddle, wash and dress, with help if necessary, eat breakfast, pick up things needed and off you go!

This may mean getting up 15 minutes earlier but it is worth it. A child you have rushed out of bed, grabbed breakfast, and a parent who has already been cross before getting their child to pre-school does not make a smooth transition.

If your child is still upset on separation, try one or more of the following strategies:

* Walk/drive with another parent and child;
* Get someone else in the family or close friend to take your child;
* Invite classmates home;
* Talk to your child about where you will be while you are away from him/her and what you will be doing; and
* Be patient – how many older children do you see not wanting to go in?

Please remember staff are always happy to discuss your child’s progress at Pre-School. If you have any concerns please do not hesitate to speak to the manager, or you may contact me by telephone.

**Clothing**

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 toileting and taking off and putting on outdoor clothes. Clothing that is easy for them to manage will help them to do this.

**Pre-School Uniform**

**We have a Preschool uniform which we would encourage children to wear. Wearing uniform creates a sense of community, is practical and easily washed. New uniform is available to purchase from preschool and there is some nearly new uniform available.**

Uniform with our Pre-School logo is available to purchase. This consists of:

GIRLS

Red or Navy polo shirt with logo - available from Pre-School

Red or Navy sweatshirt with logo – available from Pre-School

Red or Navy fleece with logo – available from Pre-School

Red and White check summer dresses – available from Pre-School or local stores

Red or Navy cardigans with logo – available from Pre-School

BOYS

Red or Navy polo shirt with logo – available from Pre-School

Red or Navy sweatshirt with logo – available from Pre-School

Red or Navy fleece with logo – available from Pre-School

Red or Navy cardigans with logo – available from Pre-School

To order, please speak to Pre-School manager for sizes and current prices.

ALL CHILDREN MUST BE PROVIDED WITH PLIMSOLLS OR LIGHTWEIGHT TRAINERS TO CHANGE INTO ON ARRIVAL AT PRE-SCHOOL. This is to ensure your child’s safety at all times, particularly during physical activities.

Your child must also be provided with suitable outside shoes and coats in winter and sun hats for outside play in summer.

**Please ensure your child’s name is on all clothing including coats, plimsolls, bags and lunch boxes.**

**Security**

The entrance to the hall is kept locked during session times and a member of staff is on door duty when children arrive and depart to ensure all children leave with the appropriate adult. No one is admitted into the hall without identification. All visitors are required to sign the visitor’s book.

You will be asked to complete an Authorisation to collect form and provide photographs of yourselves and anyone else who is authorised to collect your child from Pre-School.

**Non-Collection of Children**

**Statement of Intent**

In the event that a child is not collected by an authorised adult at the end of a session/day, the setting puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child.

**Aim**

In the event that a child is not collected by an authorised adult, we ensure that the child receives a high standard of care in order to cause as little distress as possible. We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for. Please see our non-collection policy for detail of our procedure.

**Late Collection Fines**

If you are late collecting your child from pre-school you will be asked to sign the ‘Late Book’ to record the time and reason for late collection. Val Robinson Childcare works closely in partnership with parents and understands the difficulties parents experience with balancing busy work-life commitments. Whilst we appreciate that a parent/carer may be unavoidably delayed it is unfair to take advantage of staff’s dedication and unfair on the child to fail to collect at the agreed time.

If you are late picking up your child, a charge of £5 for the first 15 minutes or part of will be incurred, and £5 for every subsequent 10 minutes or part of. All clocks are checked once a month with GMT.

**Accidents**

Children are supervised at all times but occasionally accidents occur. If your child has a minor accident you will be asked to sign the ‘Accident Book’. The report will give you details of the accident and treatment given. If your child has an accident that is more serious, or is taken ill, you will be contacted immediately. Please ensure your contact details are kept up to date and any changes notified to us, so we have at least 2 emergency numbers at all times

**Illness**

* If your child is unwell they should be kept at home.
* If your child has an infection please notify the pre-school as soon as possible.
* Children must not attend for the first 48 hours when prescribed antibiotics
* Children with diarrhoea and sickness must be excluded for 48 hours following the last incident.
* Children suffering a sore throat and cold symptoms with a high temperature must be kept at home for a minimum of 3 days**.**

**Head Lice**

Head lice are quite common in young children. They prefer clean heads and are easily passed from one child to another. If your child has head lice please treat appropriately and inform the pre-school so we can alert other parents. Leaflets and advice on treatment are available from the Pre-School, Health Clinic or Chemist.

**Behaviour Management**

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

We aim to teach children to behave in socially acceptable ways and to understand the rights and needs of others. The principles guiding management of behaviour exist within our programme for supporting personal, social and emotional development. Your key person will be pleased to discuss any concerns about your child’s behaviour, and strategies that may be used for behaviour management.

All significant behaviour incidents are recorded in our Incident Book. If you have any concerns please do not hesitate to speak to the Pre-School Manager. For further details of our behaviour management please see ‘Achieving Positive Behaviour Policy’.

**Special needs**

To make sure that our provision meets the needs of each individual child, we take account of any special needs a child may have. We work to the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).

|  |  |
| --- | --- |
| Our Special Educational Needs Co-ordinator is | Lisa Blair – St. Johns PreschoolRebecca Kelly -Cottage Preschool |

Please see our Special Educational Needs Policy for further details

**Local Offer**

All local authorities have a duty to produce information about the services and provision available in the area for children and young people with SEND. This is called ‘Local Offer’. Please go to [www.havering.gov.uk](http://www.havering.gov.uk)

and search local offer to find out more information.

**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 are protected 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.

**Child Protection**

**Statement of intent**

Our setting will work with children, parents and the community to ensure the safety of children and to give them the very best start in life.

**Aims**

Our aims are to carry out this policy by:

* promoting children’s right to be strong, resilient and listened to by creating an environment in our setting that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background;
* promoting children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence;
* promoting children's right to be strong, resilient and listened to by enabling children to have the self confidence and the vocabulary to resist inappropriate approaches;
* helping children to establish and sustain satisfying relationships within their families, with peers, and with other adults; and
* working with parents to build their understanding of and commitment to the principles of safeguarding all our children.

**Our designated Named Safeguarding lead persons are;**

St. Johns Preschool – Lisa Blair and her deputy Dawn Roach

Cottage Preschool – Carlie Hopkins and her deputy is Rebecca Kelly.

Our Child Protection Policy is available to all Parents/Carers. If you have any concerns regarding Child Protection please do not hesitate to speak to myself your Manager.

I hope that you and your child enjoy being members of our Pre-School 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. We hope your child’s time in pre-school will be happy and productive with lots of fun and laughter.

Best wishes,

**Val Robinson**

Pre-School Owner

Updated 07/08/2023