



## Tillingham Pre-school

### Safeguarding and Welfare Requirement: Information and Records

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

## 10.2 Admissions

### Policy statement

It is our intention to make our setting accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.3 The learning environment 3.4 The wider environment	

### Procedures

- We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.
- We ensure that information about our setting is accessible, using simple plain English, in written and spoken form and, where appropriate, provided in different community languages and in other formats on request.
- We arrange our waiting list in starting date order. In addition, our policy may take into account:
  - the age of the child, with priority given to children who are eligible for the free entitlement – including eligible two year old children;
  - the length of time on the waiting list;
  - the vicinity of the home to the setting;
  - whether any siblings already attend the setting; and
  - the capacity of the setting to meet the individual needs of the child.

- We offer funded places in accordance with the Code of Practice and any local conditions in place at the time.
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
- Our setting and its practices are welcoming and make it clear that fathers, mothers, other relations and carers are all welcome.
- Our setting and its practices operate in a way that encourages positive regard for and understanding of difference and ability - whether gender, family structure, class, background, religion, ethnicity or competence in spoken English.
- We support children and/or parents with disabilities to take full part in all activities within our setting.
- We monitor the needs and background of children joining our setting on the Registration Form, to ensure that no accidental or unintentional discrimination is taking place.
- We share and widely promote our Valuing Diversity and Promoting Equality Policy.
- We consult with families about the opening times of our setting to ensure that we accommodate a broad range of families' needs.
- We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.
- Failure to comply with the terms and conditions may ultimately result in the provision of a place being withdrawn.

### **Criteria for Admissions**

- Priority will be given to children who are on our waiting list.

### **Sessions (see FEEE Policy for more details)**

- Children aged 2 – 5 years old will be offered five three hour (universal hours) sessions per week. These are on a Monday to Friday morning from 9.00am until 12.00pm. Children who are not yet funded or who do not qualify for 2year funding will be charged £11 per three hour session.
- Children aged 3 ½ - 5 years will be offered an additional two three hour afternoon sessions. These are on a Monday and Friday from 12.00pm until 3.00pm and will be charged at £11 per three hour session.
- Children aged 3 – 5 who qualify for 30 hour (extended hours) funding, will be offered our maximum of 21 hours per week and the opportunity to split the funding between two providers.

### **Other useful Pre-school Learning Alliance publications**

- Seasonal Hello Posters (2006)

This policy was adopted by	_____	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatories	_____	
Role of signatories (e.g. Chair, Supervisor)	_____	



**Tillingham Pre-school**

## 10.3 Waiting List Application

### Personal Information

First name(s) of child: \_\_\_\_\_

Surname of child: \_\_\_\_\_ Date of birth: \_\_\_\_\_

Full address: \_\_\_\_\_

\_\_\_\_\_  
Postcode: \_\_\_\_\_

Parent/carer name (1): \_\_\_\_\_

Relationship to child: \_\_\_\_\_

Full address (if different): \_\_\_\_\_

\_\_\_\_\_  
Postcode: \_\_\_\_\_

Daytime/work tel: \_\_\_\_\_ Home: \_\_\_\_\_ Mobile: \_\_\_\_\_

Parent/carer name (2): \_\_\_\_\_

Relationship to child: \_\_\_\_\_

Full address (if different): \_\_\_\_\_

\_\_\_\_\_  
Postcode: \_\_\_\_\_

Daytime/work tel: \_\_\_\_\_ Home: \_\_\_\_\_ Mobile: \_\_\_\_\_

### Session request

Preferred start date: \_\_\_\_\_

*Please tick the sessions you would like your child to attend:* \_\_\_\_\_

*a.m sessions for children 2 – 5 years*

*p.m. sessions for children 3 ½ - 5 years*

Morning Session 9.00-12.00     Monday     Tuesday     Wednesday     Thursday     Friday

Afternoon Session 12.00-3.00     Monday     Friday

This application places your child on our waiting list. We will contact you as soon as a suitable place becomes available. **Please note that completion of this form does not guarantee a place for your child,**

Once your child is offered a place and you accept it, on admission further personal information and family details are required for our records. Your child’s birth certificate is required at this point.

If you find that you no longer need the place, please inform us as soon as possible.

**Signed parent/carer (1):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signed parent/carer (2):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Please be advised that this application form and offer of a place is subject to our terms and conditions provided to you. By signing this document, you acknowledge that you have read, understood and agree to these terms and conditions.**

---

## Tillingham Pre-school

### Safeguarding and Welfare Requirement: Information and Records

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to ensure the needs of all children are met.

## 10.5 Parental involvement

### Policy statement

We believe that children benefit most from early year's education and care when parents and settings work together in partnership. Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of our setting. We also aim to support parents in their own continuing education and personal development.

Some parents are less well represented in early year's settings; these include fathers, parents who live apart from their children, but who still play a part in their lives, as well as working parents. In carrying out the following procedures, we will ensure that all parents are included.

When we refer to 'parents', we mean both mothers and fathers; these include both natural or birth parents, as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also includes same sex parents, as well as foster parents.

The Children Act (1989) defines *parental responsibility* as 'all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property'. (For a full explanation of who has parental responsibility, refer to the Pre-school Learning Alliance publication *Safeguarding Children*.)

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child	

### Procedures

- Parents are made to feel welcome in our setting; they are greeted appropriately.

- We have a means to ensure all parents are included - that may mean that we have different strategies for involving fathers, or parents who work or live apart from their children.
- We make every effort to accommodate parents who have a disability or impairment.
- We consult with all parents to find out what works best for them.
- We ensure on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies, through access to written information, including our *Safeguarding Children and Child Protection* policy and our responsibilities under the Prevent Duty, and through regular informal communication. We check to ensure parents understand the information that is given to them.
- Information about a child and his or her family is kept confidential within our setting. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding child's development that need to be shared with another agency. We will seek parental permission unless there are reasons not to in order to protect the safety of the child. Reference is made to our Information Sharing Policy on seeking consent for disclosure.
- We seek parental consent to administer medication, take a child for emergency treatment, take a child on an outing and take photographs for the purposes of record keeping.
- The expectations that we make on parents are made clear at the point of registration.
- We make clear our expectation that parents will participate in settling their child at the commencement of a place according to an agreed plan.
- We seek parents' views regarding changes in the delivery of our service.
- Parents are actively encouraged to participate in decision making processes according to the structure in place within our setting.
- We encourage parents to become involved in the social and cultural life of the setting and actively contribute to it.
- As far as possible our service is provided in a flexible way to meet the needs of parents without compromising the needs of children.
- We provide sufficient opportunity for parents to share necessary information with staff and this is recorded and stored to protect confidentiality.
- Our key persons meet regularly with parents to discuss their child's progress and to share concerns if they arise.
- Where applicable, our key persons work with parents to carry out an agreed plan to support special educational needs.
- Where applicable, our key persons work with parents to carry out any agreed tasks where a Protection Plan is in place for a child.
- We involve parents in the shared record keeping about their children - either formally or informally – and ensure parents have access to their children's written developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We support families to be involved in activities that promote their own learning and well-being; informing parents about relevant conferences, workshops and training.

- We consult with parents about the times of meetings to avoid excluding anyone.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language; making every effort to provide an interpreter for parents who speak a language other than English and to provide translated written materials.
- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and we check to ensure these are understood. All parents have access to our written complaints procedure.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home. There are opportunities for parents to take active roles in supporting their child's learning in the setting: informally through helping out or taking part in activities with their child, or through structured projects engaging parents and staff in learning about children's learning.

In compliance with the Safeguarding and Welfare Requirements, the following documentation is also in place at our setting:

- Admissions Policy.
- Complaints procedure.
- Record of complaints.
- Developmental records of children.

#### **Other useful Pre-school Learning Alliance publications**

- Complaint Investigation Record (2015)
- Engaging Mothers & Fathers (2010)
- Safeguarding Children (2013)
- The First and Foremost Series (2008)
- Playcards for the Home Environment (2016)

This policy was adopted by	_____	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatories	_____	
Role of signatories (e.g. Chair, Supervisor)	_____	

## Tillingham Pre-school

### Safeguarding and Welfare Requirement: Information and Records

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

## 10.6 Children's records

### Policy statement

We have record keeping systems in place that meet legal requirements; the means we use to store and share that information takes place within the framework of the Data Protection Act (1998) and the Human Rights Act (1998).

This policy and procedure should be read alongside our Confidentiality and Client Access to Records Policy and our Information Sharing Policy.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.1 Observation, assessment and planning	

### Procedures

If a child attends another setting, we establish a regular two-way flow of appropriate information with parents and other providers. Where appropriate, we will incorporate comments from other providers, as well as parents and/or carers into the child's records.

We keep two kinds of records on children attending our setting:

#### *Developmental records*

- These include observations of children in the setting, photographs and samples of their work and summary developmental reports.
- These are usually kept locked in the green cupboards at the back of the village hall and can be accessed, and contributed to, by our staff, the child and the child's parents.

#### *Personal records*

These may include the following (as applicable):

- Personal details – including the child’s registration form and any consent forms.
- Contractual matters – including a copy of the signed parent contract, the child’s days and times of attendance, a record of the child’s fees, any fee reminders or records of disputes about fees.
- Child’s development, health and well-being – including a summary only of the child’s EYFS profile report, a record of discussions about every day matters about the child’s development health and well-being with the parent.
- Early Support – including any additional focussed intervention provided by our setting (e.g. support for behaviour, language or development that needs an SEN action plan) and records of any meetings held.
- Welfare and child protection concerns – including records of all welfare and protection concerns, and our resulting action, meetings and telephone conversations about the child, an Education, Health and Care Plan and any information regarding a Looked After Child.
- Correspondence and Reports – including a copy of the child’s 2 Year Old Progress Check (as applicable), all letters and emails to and from other agencies and any confidential reports from other agencies.
- These confidential records are stored in a lockable file or cabinet, which is always locked when not in use and which the Supervisor keeps secure in a suitably safe place.
- We read any correspondence in relation to a child, note any actions and file it immediately
- We ensure that access to children’s files is restricted to those authorised to see them and make entries in them, this being our Supervisor, Deputy or designated person for child protection, the child’s key person, or other staff as authorised by our Supervisor.
- We may be required to hand children’s personal files to Ofsted as part of an inspection or investigation process; or to local authority staff conducting a S11 audit, as long as authorisation is seen. We ensure that children’s personal files are not handed over to anyone else to look at.
- Parents have access, in accordance with our Confidentiality and Client Access to Records Policy, to the files and records of their own children, but do not have access to information about any other child.
- Our staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child’s needs. Our staff induction programme includes an awareness of the importance of confidentiality in the role of the key person.
- We retain children’s records for seven years after they have left the setting; except records that relate to an accident or child protection matter, which are kept until a child reaches the age of 21 years or 24 years respectively. These are kept in a secure place.

### **Archiving children’s files**

- When a child leaves our setting, we remove all paper documents from the child’s personal file and place them in a robust envelope, with the term that they left written on it.
- We seal this and place it in a safe place (i.e. a locked cabinet) for seven years. After seven years it is destroyed.
- Where there were s.47 child protection investigations, we put these in their own envelope and archive it for 25 years.
- We store financial information according to our finance procedures.

### Other records

- We keep a daily record of the names of the children we are caring for, their hours of attendance and the names of all staff present.
- Students on Pre-school Learning Alliance or other recognised qualifications and training, when they are observing in the setting, are advised of our Confidentiality and Client Access to Records Policy and are required to respect it.

### Legal framework

- Data Protection Act (1998)
- Human Rights Act (1998)

### Further guidance

- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2015)

This policy was adopted by	_____	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatories	_____	
Role of signatories (e.g. Chair, Supervisor)	_____	

## Tillingham Pre-school

### Safeguarding and Welfare Requirement: Information and Records

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

## 10.7 Provider records

### Policy statement

We keep records and documentation for the purpose of maintaining our charity. These include:

- Records pertaining to our registration.
- Financial records pertaining to income and expenditure.
- Risk assessments.
- Employment records of our staff including their name, home address and telephone number.
- Names, addresses and telephone numbers of anyone else who is regularly in unsupervised contact with the children.

We consider our records as confidential based on the sensitivity of information, such as with employment records. These confidential records are maintained with regard to the framework of the Data Protection Act (1998) and the Human Rights Act (1998).

This policy and procedure should be read alongside our Confidentiality and Client Access to Records Policy and Information Sharing Policy.

### Provider records

During the COVID-19 outbreak there may be the need to keep additional records as part of outbreak management.

A central record of all confirmed cases of COVID-19 that affect any member of staff or service user is held. This record does not contain personal details about the individual (unless for a member of staff). Records are kept of individual cases of children/families who are self-isolating due to symptoms. In all cases the principles of data protection are maintained.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.3 The learning environment	

### Procedures

- All records are the responsibility of our management team who ensure they are kept securely.
- All our records are kept in an orderly way in files and filing is kept up-to-date.
- Our financial records are kept up-to-date for audit purposes.
- We maintain health and safety records; these include risk assessments, details of checks or inspections and guidance etc.
- Our Ofsted registration certificate is displayed in the glass cabinet in the entrance to the Village Hall.
- Our Public Liability insurance certificate is displayed in the glass cabinet in the entrance to the Village Hall.
- All our employment and staff records are kept securely and confidentially.

We notify Ofsted of any:

- change in the address of our premises;
- change to our premises which may affect the space available to us or the quality of childcare we provide;
- change to the name and address of our registered provider, or the provider's contact information/address;
- change to the person managing our provision;
- significant event which is likely to affect our suitability to look after children; or
- other event as detailed in the *Statutory Framework for the Early Years Foundation Stage* (DfE 2014).

### Legal framework

- Data Protection Act 1998
- Human Rights Act 1998

### Other useful Pre-school Learning Alliance publications

- Accident Record (2013)
- Accounts Record (2005)
- Safeguarding Children (Ed 2013)
- Recruiting and Managing Employees (2011)
- Financial Management (2010)
- Medication Administration Record (2013)
- Daily Register and Outings Record (2012)
- Managing Risk (2009)
- Complaints Investigation Record (2015)

This policy was adopted by	_____	(name of provider)
On	_____	(date)
Date to be reviewed	_____	(date)
Signed on behalf of the provider	_____	
Name of signatories	_____	
Role of signatories (e.g. Chair, Supervisor)	_____	

## Tillingham Pre-school

### Safeguarding and Welfare Requirement: Information and Records

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

## 10.8 Transfer of records to school

### Policy statement

We recognise that children sometimes move to another early years setting before they go on to school, although many will leave our setting to enter a nursery or reception class.

We prepare children for these transitions and involve parents and the receiving setting or school in this process. We prepare records about a child's development and learning in the Early Years Foundation Stage in our setting; in order to enable smooth transitions, we share appropriate information with the receiving setting or school at transfer.

Confidential records are shared where there have been child protection concerns according to the process required by our Local Safeguarding Children Board.

The procedure guides this process and determines what information we can and cannot share with a receiving school or setting.

### 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 1.4 Health and well-being	2.2 Parents as partners 2.3 Key person	3.1 Observation, Assessment and Planning 3.2 Supporting every child 3.4 The wider context	4.4 Areas of learning and development

### Procedures

#### ***Transfer of development records for a child moving to another early years setting or school***

- Using the *Early Years Outcomes* (DfE 2013) guidance and our assessment of children's development and learning, the key person will prepare a summary of achievements in the seven areas of learning and development.

- The record refers to:
  - any additional language spoken by the child and his or her progress in both languages;
  - any additional needs that have been identified or addressed by our setting;
  - any special needs or disability, whether a CAF was raised in respect of special needs or disability, whether there is an Education, Health and Care Plan, and the name of the lead professional.
- The record contains a summary by the key person and a summary of the parent's view of the child.
- The document may be accompanied by other evidence, such as photos or drawings that the child has made.
- When a child transfers to a school, most local authorities provide an assessment summary format or a transition record, which we will follow as applicable.
- If there have been any welfare or protection concerns, we place a star on the front of the assessment record.

### ***Transfer of confidential information***

- The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in our setting and what was done about them.
- We will make a summary of the concerns to send to the receiving setting or school, along with the date of the last professional meeting or case conference. Some Local Safeguarding Children Boards will stipulate the forms to be used and provide these for us to use.
- Where a CAF has been raised in respect of any welfare concerns, we will pass the name and contact details of the lead professional on to the receiving setting or school.
- Where there has been a s47 investigation regarding a child protection concern, we will pass the name and contact details of the child's social worker on to the receiving setting or school – regardless of the outcome of the investigation.
- We post or take the information to the school or setting, ensuring it is addressed to the setting or school's designated person for child protection and marked as 'confidential'.
- We do not pass any other documentation from the child's personal file to the receiving setting or school.

### **Legal framework**

- Data Protection Act (1998)
- Freedom of Information Act (2000)
- Human Rights Act (1998)
- Children Act (1989)

### **Further guidance**

- What to do if you're worried a child is being abused: Advice for practitioners (HM Government 2015)
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)

This policy was adopted by \_\_\_\_\_ *(name of provider)*

On \_\_\_\_\_ *(date)*

Date to be reviewed \_\_\_\_\_ *(date)*

Signed on behalf of the provider \_\_\_\_\_

Name of signatories \_\_\_\_\_

Role of signatories (e.g. Chair, Supervisor) \_\_\_\_\_

## Tillingham Pre-school

### Safeguarding and Welfare Requirement: Information and Records

Confidential information and records about staff and children must be held securely and only accessible and available to those who have a right or professional need to see them.

## 10.9 (b) Staff, Committee, Student and Volunteer Confidentiality

### Policy statement

*'Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case.'*

*Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HMG 2015)*

In our setting, staff, managers and committee 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. We have record keeping systems in place that meet legal requirements; the means that we use to store and share that information takes place within the framework of the Data Protection Act (1998) and the Human Rights Act (1998).

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	

### Confidentiality procedures

- Most things that happen between the family, the child and the setting are confidential to our setting. In exceptional circumstances information is shared, for example with other professionals or possibly social care or the police.
- Information shared with other agencies is done in line with our Information Sharing Policy.
- We always check whether parents regard the information they share with us to be confidential or not.

- Some parents may share information about themselves with other parents as well as with our staff; we cannot be held responsible if information is shared by 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 are not responsible should that confidentiality be breached by participants.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our Children's Records Policy) - 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 Children's Records Policy).
- Most information is kept in a manual file. However, our staff may use a computer to type reports, or letters. Where this is the case, the typed document is deleted from the PC and only the hard copy kept. We do not keep electronic records on children, other than the register and financial data.
- Where it is helpful to keep an electronic copy, we download it onto a memory Stick, labelled with the child's name and kept securely in a locked cabinet.
- Our staff discuss children's general progress and wellbeing together in meetings, but more sensitive information is restricted to our Supervisor/Deputy Supervisor and the child's key person, and is shared with other staff on a need to know basis.
- We do not discuss children with other parents or anyone else outside of the setting.
- Our discussions with other professionals take place within a professional framework and not on an informal or ad-hoc basis.
- Where third parties share information about an individual us; our practitioners and managers check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.

**Students and volunteers are welcome into the pre-school on the following conditions:**

- The needs of the children are paramount
- Individual children will not be discussed with people other than the staff at Tillingham Pre-school
- Students that are required to conduct child studies will obtain permission from the Supervisor/Chairperson and then the parent/carer of the child to be studied
- Any information gained by the student/volunteer about the children, families or other adults in Tillingham Pre-school must remain confidential
- Children must not be taken to the toilet by the student/volunteer
- If any queries arise or areas that the student/volunteer finds difficult they must speak to the Supervisor/Deputy Supervisor

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

## Legal framework

- Data Protection Act (1998)
- Human Rights Act (1998)

## Further guidance

- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)

This policy was adopted by	_____	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatories	_____	
Role of signatories (e.g. Chair, Supervisor)	_____	

**I have read the above policy and agree to abide by the policy**

**Name** \_\_\_\_\_

**Signed** \_\_\_\_\_ **Date** \_\_\_\_\_

## Tillingham Pre-school

### Safeguarding and Welfare Requirement: Information and Records

Confidential information and records about staff and children must be held securely and only accessible and available to those who have a right or professional need to see them.

## 10.9 Confidentiality and client access to records

### Policy statement

*'Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case.'*

*Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HMG 2015)*

In our setting, staff and managers 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. We have record keeping systems in place that meet legal requirements; the means that we use to store and share that information takes place within the framework of the Data Protection Act (1998) and the Human Rights Act (1998).

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	

### Confidentiality procedures

- Most things that happen between the family, the child and the setting are confidential to our setting. In exceptional circumstances information is shared, for example with other professionals or possibly social care or the police.
- Information shared with other agencies is done in line with our Information Sharing Policy.
- We always check whether parents regard the information they share with us to be confidential or not.

- Some parents may share information about themselves with other parents as well as with our staff; we cannot be held responsible if information is shared by 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 are not responsible should that confidentiality be breached by participants.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our Children's Records Policy) - 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 Children's Records Policy).
- Most information is kept in a manual file. However, our staff may use a computer to type reports, or letters. Where this is the case, the typed document is deleted from the PC and only the hard copy kept. We do not keep electronic records on children, other than the register and financial data.
- Where it is helpful to keep an electronic copy, we download it onto a memory stick, labelled with the child's name and kept securely in the locked filing cabinet. No documents are kept on the hard drive. This is because the settings' PC's do not have facilities for confidential user folders.
- Our staff discuss children's general progress and well being together in meetings, but more sensitive information is restricted to our Supervisor/Deputy Supervisor and the child's key person, and is shared with other staff on a need to know basis.
- Our discussions with other professionals take place within a professional framework and not on an informal or ad-hoc basis.
- Where third parties share information about an individual with us; our practitioners and managers check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.

### ***Client access to records procedures***

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

- The parent is the 'subject' of the file in the case where a child is too young to give 'informed consent' and has a right to see information that our setting has compiled on them.
- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the Supervisor/Deputy Supervisor.
- We acknowledge the request in writing, informing the parent that an arrangement will be made for him/her to see the file contents, subject to third party consent.
- Our written acknowledgement allows 40 working days for the file to be made ready.
- A reasonable fee to cover admin costs may be charged to the parent.
- Our Supervisor/Deputy Supervisor informs the Chair and legal advice may be sought before sharing a file.

- The Supervisor/Deputy Supervisor goes through the file and ensures that all documents have been filed correctly, that entries are in date order and that there are no missing pages. They note any information, entry or correspondence or other document which mentions a third party.
- We write to each of those individuals explaining that the subject has requested sight of the file, which contains a reference to them, stating what this is.
- They are asked to reply in writing to our Supervisor/Deputy Supervisor giving or refusing consent for disclosure of that material.
- We keep copies of these letters and their replies on the child's file.
- 'Third parties' include each family member noted on the file; so where there are separate entries pertaining to each parent, step parent, grandparent etc, we write to each of them to request third party consent.
- Third parties also include workers from any other agency, including children's social care and the health authority for example. Agencies will normally refuse consent to share information, preferring instead for the parent to be redirected to those agencies for a request to see their file held by that agency.
- Members of our staff should also be written to, but we reserve the right under the legislation to override a refusal for consent or to just delete the name of the staff member and not the information. We may grant refusal if the member of staff has provided information that could be considered 'sensitive' and the staff member may be in danger if that information is disclosed; or if that information is the basis of a police investigation. However, if the information is not sensitive, then it is not in our interest to withhold that information from a parent. In each case this should be discussed with members of staff and decisions recorded.
- When we have received all the consents/refusals the Supervisor/Deputy Supervisor takes a photocopy of the complete file. On the copy of the file, our Supervisor/Deputy Supervisor removes any information that a third party has refused consent for us to disclose and blank out any references to the third party, and any information they have added to the file, using a thick marker pen.
- The copy file is then checked by the Chair and legal advisors to verify that the file has been prepared appropriately.
- 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'.
- We photocopy the 'clean copy' again and collate it for the parent to see.
- The Supervisor/Deputy Supervisor informs the parent that the file is now ready and invite[s] him/ her to make an appointment to view it.
- Our Supervisor/Deputy Supervisor meets with the parent to go through the file, explaining the process as well as what the content of the file records about the child and the work that has been done. Only the person(s) with parental responsibility can attend that meeting, or the parent's legal representative or interpreter.
- The parent may take a copy of the prepared file away; but, to ensure it is properly explained to and understood by the parent, we never hand it over without discussion.
- It is an offence to remove material that is controversial or to rewrite records to make them more acceptable. Our recording procedures and guidelines ensure that the material reflects an accurate and non-judgemental account of the work we have done with the family.

- If a parent feels aggrieved about any entry in the file, or the resulting outcome, then we refer the parent to our complaints procedure.
- The law requires that the information we hold must be accurate. If a parent says that the information we hold is inaccurate, then the parent has a right to request for it to be changed. However, this only pertains to factual inaccuracies. Where the disputed entry is a matter of opinion, professional judgement, or represents a different view of the matter than that held by the parent, we retain the right not to change that entry, but we can record the parent's view of the matter. In most cases, we would have given a parent the opportunity at the time to state their side of the matter, and it would have been recorded there and then.
- If there are any controversial aspects of the content of a child's file, we must seek legal advice. This might be where there is a court case between parents, where social care or the police may be considering legal action, or where a case has already completed and an appeal process is underway.
- We never 'under-record' for fear of the parent seeing, nor do we make 'personal notes' elsewhere.

Telephone advice regarding general queries may be made to The Information Commissioner's Office Helpline 0303 123 1113.

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

### Legal framework

- Data Protection Act (1998)
- Human Rights Act (1998)

### Further guidance

- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)

This policy was adopted by	_____	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatories	_____	
Role of signatories (e.g. Chair, Supervisor)	_____	

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

## **10.10 Information sharing**

*‘Sharing information is an intrinsic part of any frontline practitioners’ job when working with children and young people. The decisions about how much information to share, with whom and when, can have a profound impact on individuals’ lives. It could ensure that an individual receives the right services at the right time and prevent a need from becoming more acute and difficult to meet. At the other end of the spectrum it could be the difference between life and death.’*

*Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)*

### **Policy statement**

We recognise that parents have a right to know that the information they share with us will be regarded as confidential, as well as to be informed about the circumstances when, and the reasons why, we are obliged to share information.

We are obliged to share confidential information without authorisation from the person who provided it, or to whom it relates, if it is in the public interest. That is when:

- it is to prevent a crime from being committed or to intervene where one may have been, or to prevent harm to a child or adult; or
- not sharing it could be worse than the outcome of having shared it.

The responsibility for decision-making should not rely solely on an individual, but should have the back-up of the management team. The management team provide clear guidance, policy and procedures to ensure all staff and volunteers understand their information sharing responsibilities and are able to respond in a timely, appropriate way to any safeguarding concerns.

The three critical criteria are:

- Where there is evidence that the child is suffering, or is at risk of suffering, significant harm.
- Where there is reasonable cause to believe that a child may be suffering, or is at risk of suffering, significant harm.
- To prevent significant harm arising to children and young people or adults, including the prevention, detection and prosecution of serious crime.

## EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	

### Procedures

Our procedure is based on the seven golden rules for information sharing as set out in *Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)*. We also follow the guidance on information sharing from the Local Safeguarding Children Board.

1. *Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.*
  - Our policy and procedures on Information Sharing provide guidance to appropriate sharing of information both within the setting, as well as with external agencies.
2. *Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.*

In our setting we ensure parents:

- receive information about where to find our Information Sharing Policy when starting their child in the setting and that they sign our Registration Form to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult;
  - have information about where to find our Safeguarding Children and Child Protection Policy; and
  - have information about the other circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.
3. *Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.*

- Our staff discuss concerns about a child routinely in supervision and any actions are recorded in the child's file.
  - Our Supervisor/Deputy Supervisor routinely seeks advice and support from their local social children's care about possible significant harm.
  - Our Safeguarding Children and Child Protection Policy sets out the duty of all members of our staff to refer concerns to our supervisor or deputy, as designated person, who will contact children's social care for advice where they have doubts or are unsure.
  - Our managers seek advice if they need to share information without consent to disclose.
4. *Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.*
- We base decisions to share information without consent on judgements about the facts of the case and whether it is 'in the public interest'.
  - Our guidelines for consent are part of this procedure.
  - Our supervisor/deputy supervisor is conversant with this and they are able to advise staff accordingly.
5. *Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.*

In our setting we:

- record concerns and discuss these with our designated person;
  - record decisions made and the reasons why information will be shared and to whom; and
  - follow the procedures for reporting concerns and record keeping as set out in our Safeguarding Children and Child Protection Policy.
6. *Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.*
- Our Safeguarding Children and Child Protection Policy and Children's Records Policy set out how and where information should be recorded and what information should be shared with another agency when making a referral.
7. *Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.*

- Where information is shared, we record the reasons for doing so in the child's file; where it is decided that information is not to be shared that is recorded too.

### **Consent**

When parents choose our setting for their child, they will share information about themselves and their families. This information is regarded as confidential. Parents have a right to be informed that we will see their consent to share information in most cases, as well as the kinds of circumstances when we may not seek their consent, or may override their refusal to give consent. We inform them as follows:

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We may cover this verbally when the child starts or include this in our prospectus.
- Parents sign our Registration Form at registration to confirm that they understand this.
- We ask parents to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider/school.
- We consider the following questions when we assess the need to share:
  - Is there a legitimate purpose to us sharing the information?
  - Does the information enable the person to be identified?
  - Is the information confidential?
  - If the information is confidential, do we have consent to share?
  - Is there a statutory duty or court order requiring us to share the information?
  - If consent is refused, or there are good reasons for us not to seek consent, is there sufficient public interest for us to share information?
  - If the decision is to share, are we sharing the right information in the right way?
  - Have we properly recorded our decision?
- Consent must be *informed* - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information.
- Consent may be *explicit*, verbally but preferably in writing, or *implicit*, implied if the context is such that sharing information is an intrinsic part of our service or it has been explained and agreed at the outset.
- We explain our Information Sharing Policy to parents.

### **Separated parents**

- Consent to share need only be sought from one parent. Where parents are separated, this would normally be the parent with whom the child resides. Where there is a dispute, we will consider this carefully.
- Where the child is looked after, we may also need to consult the Local Authority, as 'corporate parent' before information is shared.

All the undertakings above are subject to our paramount commitment, which is to the safety and well-being of the child. Please also see our Safeguarding Children and Child Protection Policy.

## Legal framework

- Data Protection Act (1998)
- Human Rights Act (1998)

## Further guidance

- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)
- What to do if you're worried a child is being abused: Advice for practitioners (HM Government 2015)
- Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government 2015)

This policy was adopted by	_____	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatories	_____	
Role of signatories (e.g. Chair, Supervisor)	_____	

## Tillingham Pre-school

### Safeguarding and Welfare Requirement: Information and Records

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

## 10.11 Working in partnership with other agencies

### Policy statement

We work in partnership with local and national agencies to promote the well-being of all children.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.1 Respecting each other	3.4 The wider context	

### Procedures

- We work in partnership, or in tandem, with local and national agencies to promote the well-being of children.
- We have procedures in place for the sharing of information about children and families with other agencies. These are set out in our Information Sharing Policy, Safeguarding Children and Child Protection Policy and the Supporting Children with Special Educational Needs Policy.
- Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in our setting and respect their professional roles.
- We follow the protocols for working with agencies, for example on child protection.
- We ensure that staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child(ren) during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary, we consult with and signpost to local and national agencies who offer a wealth of advice and information that help us to develop our understanding of the issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

This policy was adopted by	_____	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatories	_____	
Role of signatories (e.g. Chair, Supervisor)	_____	

## Tillingham Pre-school

### Safeguarding and Welfare Requirement: Information and Records

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

## 10.12 Making a complaint

### Policy statement

We believe 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 our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly, by an informal approach with the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other 2.2 Parents as partners	3.2 Supporting every child 3.4 The wider context	

### Procedures

All settings are required to keep a written record of any complaints that reach stage two and above, and their outcome. This is to be made available to parents, as well as to Ofsted inspectors on request. A full procedure is set out in the Pre-school Learning Alliance publication Complaint Investigation Record (2012) which acts as the 'summary log' for this purpose.

### *Making a complaint*

#### Stage 1

- Any parent who has a concern about an aspect of our setting's provision talks over his/her concerns with our Supervisor first of all.
- Most complaints should be resolved amicably and informally at this stage.
- We record the issue, and how it was resolved, in the child's file.

## **Stage 2**

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing.
- For parents who are not comfortable with making written complaints, there is a template form for recording complaints in the Complaint Investigation Record; the form may be completed our Supervisor and signed by the parent.
- Our setting stores all information relating to written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, our Supervisor may wish to store all information relating to the investigation in a separate file designated for this complaint.
- When the investigation into the complaint is completed, our Supervisor meets with the parent to discuss the outcome.
- We inform parents of the outcome of the investigation within 28 days of him/her making the complaint.
- When the complaint is resolved at this stage, we log the summative points in our Complaint Investigation Record, which is made available to Ofsted on request.

## **Stage 3**

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with our Supervisor and the chair. The parent may have a friend or partner present if they prefer and our Supervisor should have the support of the 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, we log the summative points in our Complaint Investigation Record.

## **Stage 4**

- If at the stage three meeting the parent cannot reach agreement with us we invite an external mediator 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 us 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 discussions confidential. S/he can hold separate meetings with our staff 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, our Supervisor and chair 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 role of the Office for Standards in Education, Children's Services and Skills (Ofsted) and the Local Safeguarding Children Board***

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.
- Parents can complain to Ofsted by telephone or in writing at:  
  
Ofsted National Business Unit, Piccadilly Gate, Store Street, Manchester M1 2WD  
  
Tel: 0300 123 1231
- These details are displayed on the notice board in the glass cabinet in the entrance of the village hall.
- If a child appears to be at risk, we follow the procedures of the Local Safeguarding Children Board.
- In these cases, both the parent and our setting are informed and our Supervisor work with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.

### ***Records***

- A record of complaints in relation to our setting, or the children or the adults working in our setting, is kept for at least three years; including the date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all complaints is recorded in our Complaint Investigation Record, which is available for parents and Ofsted inspectors to view on request.

### **Other useful Pre-school Learning Alliance publications**

- Complaint Investigation Record (2012)

This policy was adopted by	_____	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatories	_____	
Role of signatories (e.g. Chair, Supervisor)	_____	

## **Tillingham Pre-school**

### **Safeguarding and Welfare Requirement: Information and Records**

Providers must put in place a written procedure for dealing with concerns and complaints from parents and/or carers.

## **10.13 Childcare terms and conditions**

### **Tillingham Pre-school Terms and Conditions**

The document and the terms and conditions within it govern the basis on which Tillingham Pre-school (referred to here as 'we', 'my', 'our', 'us') agree to provide childcare services to parent(s)/guardian(s) (referred to as 'you').

Only a parent/guardian with parental responsibility for a child can register that child for a childcare place with us. We will ask to see your child's birth certificate, or other relevant documentation, to confirm that you have parental responsibility for the child as part of our registration process.

#### **Our details:**

Tillingham Pre-school

Registered Charity: 1026438

Tillingham Village Hall

Vicarage Lane

Tillingham

Essex CM0 7TT

Telephone: 01621 778803/07434 534426

Email: [tillinghampreschool@gmail.com](mailto:tillinghampreschool@gmail.com)

Ofsted URN: 203701

Insured by: Royal and Sun Alliance

Insurance policy number: RTT209840

## **Terms and conditions**

### **1.0 Our obligation to you**

- 1.1 We will inform you as soon as possible whether your application for a place has been successful. You must confirm within one week of receiving notification that you still wish to take up a place. If you do not then the offer of a place may be withdrawn. We will provide the agreed childcare facilities for your child at the agreed times (subject to any days when we are closed). If we change the opening hours, we will give you as much notice of our decision as possible and, if necessary, will work with you to agree a change to your child's hours of attendance.
- 1.2 We will try to accommodate any requests you may make for additional sessions and/or extended hours of childcare.
- 1.3 We will notify you as soon as possible of any days we will be closed.

- 1.4 We will treat your child with the utmost respect and dignity. We will never use or threaten any type of punishment that could adversely affect a child's wellbeing.
- 1.5 We will provide you with regular verbal updates as to your child's progress and we will agree times to discuss with you the progress of your child or any other aspects of our childcare services as and when required.
- 1.6 We will comply with the requirements of the Early Years Foundation Stage and our Ofsted registration in regards to the childcare services we provide for your child.
- 1.7 We will provide you with details of our policies and procedures, which outline how we satisfy the requirements of the EYFS in our everyday practice; and we will notify you as and when any changes are made to our policies and procedures. We will be available to discuss or explain our policies and procedures, and/or any relevant changes, at a mutually agreed time.
- 1.8 We will maintain appropriate insurance to cover our childcare activities.
- 1.9 We will try to make a place available to any of your other children. However, we cannot guarantee that a place will be available.

## **2.0 Your obligation to us**

- 2.1 You will need to complete our *Registration Form* before your child can start with us.
- 2.2 You must notify us immediately of any changes to the information you have provided to us and keep us informed of any other necessary information that may affect the childcare that we provide for your child.
- 2.3 The *Registration Form* includes medicine consent and emergency treatment authorisations which you will need to complete prior to your child attending.
- 2.4 You will read and abide by our policies and procedures.
- 2.5 You will make yourself available as and when required to discuss the progress of your child or any factor relating to their childcare place with us at mutually agreed times.
- 2.6 You must immediately inform us if your child is suffering from any contagious disease, or if your child has been diagnosed by a medical practitioner with a notifiable disease. For the benefit of other children attending you must not allow your child to attend whilst they are contagious and pose a risk to other children during normal daily activities.
- 2.7 You must keep us informed of the identity of the persons who will be collecting your child. If the person who is due to collect your child is not usually responsible for collecting them we will require proof of identity in the form of them giving us the agreed password at collection. If we are not reasonably satisfied that the person collecting your child is who we were expecting, we will not release your child into their care until we have checked with you.
- 2.8 You must inform us immediately if you are not able to collect your child by the official collection time. You must make arrangements for another authorised person to collect your child as soon as possible. A late payment charge will be applied.
- 2.9 You will inform us as far in advance as possible of any dates on which your child will not be attending.
- 2.10 You will provide us with at least one month's notice of your intention to decrease the number of hours your child attends or to withdraw your child (and end this Agreement). If insufficient notice is given you will be responsible for the full fees for your child for one month from the date of notice. If you are ending

this Agreement, notice must be given by completing our *Notification of Leaving Date* form which is available on request.

- 2.11 You must inform us if your child is the subject of a court order and provide us with a copy of such order on request.

### **3.0 Payment of fees**

- 3.1 Our fees are based on a termly fee that shall be notified to you in advance of your child starting. We may review these fees at any time but shall inform you of the revised amount at least one month before it takes effect. If you do not wish to pay the revised fee, you may end this Agreement by giving us one month's notice, by completing our *Notification of Leaving Date* form which can be obtained from our Supervisor.
- 3.2 Fees must be paid on a termly basis. We calculate the amount payable by you each term by multiplying the Weekly Fee by the number of weeks in the term. Fees may be paid weekly, by special arrangement.
- 3.3 All payments made under the Agreement should be by cash or cheque. All payment, regardless of method, shall be made by you termly. If payment is made by cash or cheque it is your responsibility to obtain a receipt as proof of payment. Late payments incur a late payment fee please see our *Non Payment of Fees Policy*.
- 3.4 If the payment of fees referred to in 3.3 is outstanding for more than 14 days then we may terminate this Agreement by giving you 14 days' notice in writing. Upon termination of this contract the child shall cease forthwith to be admitted, and the notice to so terminate shall be regarded as a formal demand for outstanding monies.
- 3.5 If you have requested additional sessions or have been unable to collect your child by the official collection time and we have as a result provided you with additional childcare facilities, we will raise the applicable charges under a separate invoice for payment.
- 3.6 No refund will be given for periods where the place is unfulfilled due to illness or holidays on the part of either party. We are closed on bank holidays and for a reasonable and agreed number of training days per year to support our continuing professional development for the benefit of children and families; no refund is given for this closure as this has already been taken into account when calculating your child's fees. We accept no liability for other costs which you incur if we are unable to provide childcare for any reason.
- 3.7 In the event of late collection of your child, we reserve the right to charge for each additional 15 minutes, or part thereof, on a pro-rata basis.

### **4.0 Suspension of a child**

- 4.1 We may suspend the provision of childcare to your child at any time if you have failed to pay any fees due.
- 4.2 If the period of suspension for non-payment of fees exceeds one month, either of us may terminate this Agreement by giving written notice, which will take effect on receipt of the notice.
- 4.3 We do not support the exclusion of any child on the grounds of behaviour. However, if your child's behaviour is deemed by us to endanger the safety and well-being of your child and/or other children and adults, it may be necessary to suspend the provision of childcare whilst we try to address these issues with you and external agencies as appropriate.

- 4.4 During any period of suspension for behaviour-related issues we will work with the local authority and where appropriate other welfare agencies to identify appropriate provision or services for your child.
- 4.5 If your child is suspended part way through the month, under the conditions stated in clause 4.3 we shall give you a credit for any fees you have already paid for the remaining part of that month, calculated on a pro rata basis. This sum may be offset against any sums payable by you to us.

## **5.0 Termination of the Agreement**

- 5.1 You may end this Agreement at any time, giving us at least one month's notice by completing the 'Notification of Leaving Date' form.
- 5.2 We may immediately end this Agreement if:
- 5.2.1 You have failed to pay your fees;
  - 5.2.2 You have breached any of your obligations under this Agreement and you have not or cannot put right that breach within a reasonable period of time after we have drawn it to your attention;
  - 5.2.3 You behave unacceptably, as we do not tolerate any physical or verbal abuse or threats towards staff;
  - 5.2.4 We take the decision to close. We will give you as much notice as possible in the event of such a decision.
- 5.3 It may become apparent that the support we are able to offer your child is not sufficient to meet his/her needs. In these circumstances we will work with you, the local authority and other welfare agencies as per our procedures to identify appropriate support, at which point we may end this Agreement.
- 5.4 You may end this Agreement if we have breached any of our obligations under this Agreement and we have not or cannot put right that breach within a reasonable period after you have drawn it to our attention.

## **6.0 General**

- 6.1 If we have to close or we take the decision to close due to events or circumstances beyond our control (e.g. extreme weather conditions) the [Hourly/Weekly] Fee will continue to be payable in full and we shall be under no obligation to provide alternative childcare to you. If the closure exceeds three consecutive days in duration (excluding any days when we would otherwise have been closed), we will credit you with an amount that represents the number of days closed in excess of three days.
- 6.2 If you have any concerns regarding the services we provide, please discuss them with your child's key person. If these concerns are not resolved to your satisfaction, please contact the Supervisor. Customer satisfaction is paramount and any concerns/complaints will be dealt with in line with our *Making a Complaint Policy*.
- 6.3 From time to time we will take photographs of the children who attend. These photographs are used for on-going recording of our curriculum and for children's individual development records. They are stored on our computer until they are printed off for their individual Learning Journeys. The photographs are used for display and for your child's records within the setting. If we wished to use any image of your child for training, publicity or marketing purposes, we would always seek your written consent for each image we intend to use, as indicated on our *Registration Form*.
- 6.4 We reserve the right to refuse to admit your child if they have a temperature, sickness and diarrhoea or a contagious infection or disease on arrival at our setting, or to ask you to collect your child if they become

unwell whilst in our care, in line with our *Managing Children who are Sick, Infectious or with Allergies Policy*.

- 6.5 Whilst food and drink is provided on the premises, we are not a commercial kitchen and may not be able to cater for the individual needs of every child. As cross contamination cannot be ruled out, a risk assessment is conducted for children with any known allergies. It is our usual practice to provide both a meat and vegetarian option. Every effort is made to follow recommended food preparation guidance and to ensure that all staff involved in the preparation and serving of food are suitably trained.
- 6.6 Any personal information you supply to us will be collected, stored and used in accordance with the principles of the Data Protection Act and our *Confidentiality and Client Access to Records Policy*. We will always seek your consent where we need to share information about your child with any other professional or agency. We are required by law to override your refusal to give consent only in specific circumstances where the child or someone in the family may be in danger if we do not share that information.

## **7.0 This Agreement**

- 7.1 We reserve the right to vary the terms and conditions contained in this Agreement
- 7.2 This Agreement contains the full and complete understanding between the parties and supersedes all prior arrangements and understanding whether written or oral relating to the subject of this Agreement except to the extent that we vary terms from time to time.
- 7.3 Acceptance of a place will be deemed as acceptance by you of these terms and conditions.

## **Acceptance of our offer of a childcare place**

Please sign below to indicate that you have read and understood the above terms and conditions and to confirm your acceptable of a childcare place with us for your child.

For parent(s)/guardian(s) under the age of 18, a guarantor aged over 18, must also sign the contract on your behalf. The contract would therefore be between Tillingham Pre-school, you and the guarantor.

A copy of this completed and signed contract will be provided to each signatory.

Parent name 1 \_\_\_\_\_  
Signed \_\_\_\_\_ Date \_\_\_\_\_

Parent name 2 \_\_\_\_\_  
Signed \_\_\_\_\_ Date \_\_\_\_\_

Guarantor name (where applicable) \_\_\_\_\_  
Signed \_\_\_\_\_ Date \_\_\_\_\_

Relationship to the child \_\_\_\_\_

Home address \_\_\_\_\_

Daytime/work telephone \_\_\_\_\_ Mobile \_\_\_\_\_

Email \_\_\_\_\_

Signed on behalf of Tillingham Pre-school:

Signed \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_

Role (Supervisor, Deputy  
Supervisor) \_\_\_\_\_

## Tillingham Pre-school

### Safeguarding and Welfare Requirement: Information and Records

Providers must put in place a written procedure for dealing with concerns and complaints from parents and/or carers.

## 10.14 Notification of Leaving Form

### Tillingham Pre-school Notification of Leaving Form

Tillingham Village Hall

Vicarage Lane

Tillingham

Essex CM0 7TT

Tel: 01621 778803/07434 534426

Charity Number: 1026438

Ofsted URN: 203701

You are required to provide us with at least one month's notice of withdrawing your child. If insufficient notice is given you will be responsible for the full fees for your child for one month from the date of notice. Please refer to our terms and conditions for full details.

A final invoice will be issued reflecting the fees chargeable for the remaining period that your child attends - together with any previously invoiced amounts which remain outstanding.

I confirm \_\_\_\_\_ *(insert child's name)* will be leaving  
that \_\_\_\_\_

Tillingham Pre-school \_\_\_\_\_ *(insert date)* and hereby give the

on \_\_\_\_\_

required one month's notice period.

Name of parent/guardian \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

Because we are always seeking to develop and improve our services we would be grateful for a response to the questions below. All feedback is treated confidentially and is greatly valued.

1. How long has your child attended our setting? \_\_\_\_\_ Years \_\_\_\_\_ Months

2. Which age group does your child attend? 2-3's / 3-5's

3. Why is your child leaving?  Cost  Starting school  Attending another setting

Other \_\_\_\_\_

4. How would you rate the standard of care and education your child has received?

Very good

Good

Satisfactory

Poor

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

## 10.15 The Early Years Foundation Stage Policy

### Policy Statement

*“Every child deserves the best possible start in life and support to their full potential. A child’s experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in it’s own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.”*

*(All quotes in this document are from ‘The Statutory Framework for the Early Years Foundation Stage.’ DCSF April 2017).*

### 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 1.4 Health and Well-being	2.1 Respecting each other 2.2 Parents as Partners 2.3 Supporting Learning 2.4 Key Person	3.1 Observation, Assessment and Planning 3.2 Supporting Every Child 3.3 The Learning Environment 3.4 The Wider Context	4.1 Play and Exploration 4.2 Active Learning 4.3 Creativity and Critical Thinking 4.4 Areas of Learning and Development

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. At our pre-school all children aged between two and four years join us at the beginning of the school year according to our admissions procedure. The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

## **A Unique Child**

*At our pre-school we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, to encourage children to develop a positive attitude to learning.*

## **Inclusion**

*We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at our pre-school are treated fairly regardless of race, religion or abilities. All children and their families are valued within our pre-school. In our pre-school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. Planning for children with special educational needs is in line with our 'Supporting Children with Special Educational Needs Policy'*

*In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds where necessary.*

*We meet the needs of all our children through: Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;*

- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

*We aim to protect the physical and psychological well being of all children. (See Safeguarding Children Policies)*

## **Welfare**

*"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them." At our pre-school we understand that we are*

*legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017. We understand that we are required to:*

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

*We endeavour to meet all these requirements.*

## **Positive Relationships**

At our pre-school we recognise that children learn to be confident and independent through the development of secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

## **Parents as Partners**

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child before their child starts in our pre-school through an induction session.
- The children having the opportunity to spend time with their key person, in the setting, with their parents before starting at the pre-school.
- Inviting all parents to share information about their children with the child's designated key person during the induction session.
- Offering parents regular opportunities to talk about their child's progress through informal conversations at pick up and drop off time, through the home log books and regular access to the children's learning journeys.
- Encouraging parents to contribute to the child's learning by working with the key person.
- Encouraging parents to talk to the child's key person or supervisor if there are any concerns.
- Arranging a range of activities throughout the year that encourage collaboration between child, pre-school and parents: including support for specific activities, support supervising trips out of the pre-school setting,

using the skills and expertise that parents have to support the management and the activities within the pre-school

- Encouraging parents to make comments in their child's learning journeys and in the home log books.

*All colleagues involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our pre-school the supervisor acts as a 'Key Person' to all children in EYFS in the absence of their key person.*

*We have good links with St. Nicholas Primary school. Regular visits are undertaken by the pre-school practitioners. The foundation stage teacher meets with staff to discuss new intake children.*

## **Enabling Environments**

At our pre-school we recognise that the environment plays a key role in supporting and extending the children's development. Our Learning environment is based equally outside and inside and activities are planned for both environments. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

## **Observation, Assessment and Planning**

*The Planning within the EYFS starts with the Long Term Provision Plan. Medium Term Plans are based on the children's interest and are child led. A very broad topic provides a loose framework in which to incorporate the children's interests. Regular discussions are made with the children to find out their current interests. The supervisors and practitioners add in ideas depending on the skills the children need to learn. The medium term plan is then added to by children and staff as the need arises. These plans are used by the EYFS practitioners as a guide for weekly planning; however the supervisor may alter these MTP's in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning.*

*We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the key person and other practitioners as appropriate. These observations are recorded in the children's learning journeys. They also contain information provided by parents and other settings.*

*Each child will be given a summative assessment which is shared with the parents / carers and is passed onto the child's reception class in the summer term before the child is due to start.*

## **The Learning Environment**

*The EYFS setting is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The setting is set up in learning areas, where children are able to find and locate equipment and resources independently.*

*The EYFS setting has its own enclosed outdoor area. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunities to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning. We also make full use of the school playground and the west field and park to support the teaching and learning of our natural environment.*

## **Learning and Development**

At our pre-school we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

## **Areas of Learning**

The EYFS is made up of three Prime Areas:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

And four Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of child initiated and adult led activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

## **Teaching and Learning Style**

To provide effective support for the pre-school children we value: the partnership between practitioners and parents, so that our children feel secure at pre-school and develop a sense of well-being and achievement; the understanding that practitioners have of how children develop and learn, and how this affects the support that practitioners offer the children; the range of approaches used that provide first-hand experiences, give

clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;

- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;
- the good relationships between our pre-school and the settings that our children experience prior to joining our school;

## **Play**

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.”

*Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.*

## **Active Learning**

*“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.” Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.*

## **Monitoring and review**

*It is the responsibility of the pre-school practitioners to follow the principles stated in this policy.*

## 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 Tillingham Pre-school parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development. We make periodic assessment summaries of children's achievement based on our ongoing development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals as well as times of transition, such as when a child goes on to school.

## Records of achievement

The setting keeps a record of achievement for each child. Staff and parents working together on their children's records of achievement is one of the ways in which the key person and parents work in partnership. Your child's record of achievement helps us to celebrate together her/his achievements and to work together on their next steps to provide what your child needs for her/his wellbeing and to make progress.

This policy was adopted by	_____	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatories	_____	
Role of signatories (e.g. Chair, Supervisor)	_____	

## **Tillingham Pre-school**

### **Safeguarding and Welfare Requirement: Information and Records**

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

## **10.16 Non-payment of Fees**

### **Policy Statement**

Tillingham Pre-school is a registered charity and is not permitted to operate at a loss, nor to operate as a profit making organisation. We charge fees for unfunded sessions at the Pre-school to cover our costs and to benefit children at the Pre School. Late payment of fees adversely affects our cash flow and increases our administration costs.

This policy sets out how we handle unpaid invoices to protect the financial position of the Pre-school, for the benefit of all children in the Pre-school.

### **EYFS key themes and commitments**

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.3 The learning environment 3.4 The wider environment	

### **Procedure**

- Invoices for each term will be issued at the start of each term, based on the six term year.
- Payment of fees must be made during the term.
- If the fees are not paid on time, the Pre-school will notify the parent/carer in writing asking for payment, plus bank charges to be payable within 7 days. If the payment is received within 7 days, no further action will be taken.
- If the payment is not received after 7 days, a second warning letter will be issued, asking for immediate payment in full, including charges, within 7 days plus a £10 administration fee. If the payment is received within 7 days no further action will be taken.
- If full payment or a payment plan, agreed by Tillingham Pre-school management, has not been received after 7 days, a final warning letter will be issued plus a further £10 administration charge. At this stage the child/children will be unable to attend our setting until payment in full is received. If payment is received within 7 days no further action will be taken.

- If payment is not received with 7 days Tillingham Pre-school will immediately being proceedings in the County Court for which we charge an administration fee of £50 and all court costs. If Tillingham Pre-school are required to attend at County Court, costs will be applied at a rate of £20 per hour.
- The Pre-school will be sympathetic to parents/carers who are having or who anticipate having difficulty in paying and it may be possible to arrange an individual payment plan. However, this must be negotiated between the Supervisor/Pre-school Chair/Treasurer and parents/carers, preferably in advance. Any family in this situation should contact the Supervisor at the earliest opportunity to arrange a confidential meeting.
- If fees are paid persistently late or not at all with no explanation, the Pre-school will issue a formal warning to the parent/carer and inform them that continued late payment will result in their child's place at the Pre-school being forfeited. A letter will be sent stating the final date by which outstanding monies must be paid. If payment is not made by this date, the Pre-school will be forced to withdraw the child's place.

This policy was adopted by	_____	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatories	_____	
Role of signatories (e.g. Chair, Supervisor)	_____	

**Tillingham Pre-school****Safeguarding and Welfare Requirement: Information and Records**

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

## **10.17 Policy statement on the secure storage, handling, use, retention and disposal of disclosures and disclosure information**

### ***General Principles***

As an organisation using the Disclosure and Barring Service (DBS) to assess suitability of applicants for positions of trust, Tillingham Pre-school complies fully with the DBS Code of Practice regarding the correct handling, use, storage, retention and disposal of Disclosures and Disclosure information. It also complies fully with its obligations under the Data Protection Act 1998 and other relevant legislation pertaining to the safe handling, use, storage, retention and disposal of Disclosure information.

### ***Storage and Access***

Disclosure information is kept securely, in staff files, in lockable, non-portable storage which access is strictly controlled and limited to those who are entitled to see it as part of their duties.

### ***Handling***

In accordance with section 124 of the Police Act 1997, Disclosure information is only passed to those who are authorised to receive it in the course of their duties. We maintain a record of all those to who Disclosures or Disclosure information has been revealed and it is a criminal offence to pass this information to anyone who is not entitled to receive it.

### ***Usage***

Disclosure information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

### ***Retention***

Once a recruitment (or other relevant) decision has been made, we do not keep Disclosure information for any longer than is necessary. This is generally for a period of up to 6 months, to allow for the consideration and resolution of any disputes or complaints. If, in very exceptional circumstances, it is considered necessary to

keep Disclosure information for longer than 6 months, we will consult the DBS about this and will give full consideration to the data protection and human rights of the individual before doing so. Throughout this time, the usual conditions regarding the safe storage and strictly controlled access will prevail.

## ***Disposal***

Once the retention period has elapsed, we will ensure that any Disclosure information is immediately destroyed by secure means, i.e. shredding. While awaiting destruction, Disclosure information will not be kept in any insecure receptacle (e.g. waste bin or sack). We will not keep any photocopy or other image of the Disclosure or any copy or representation of the contents of the Disclosure. We will keep a record of the date issued of a Disclosure, the name of the subject, the type of Disclosure requested, the position for which the Disclosure was requested, the unique reference number of the disclosure and details of the recruitment decision taken.

This policy was adopted by	_____	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatories	_____	
Role of signatories (e.g. Chair, Supervisor)	_____	

## **Tillingham Pre-school**

### **Safeguarding and Welfare Requirement: Information and Records**

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

## **10.18 FEEE Policy**

### **Introduction**

Free Early Education Entitlement (FEEE) is the name given to the early education childcare parents may receive free of charge, funded by the Government.

Tillingham Pre-school currently offers places for all three current Government schemes in operation, some of which are based on selective criteria and normally income based and therefore not open to all parents.

The availability and terms & conditions of each scheme is changeable by the Government and therefore our pre-school will review its planned offer to parents on an annual basis. The pre-school will review the FEEE policy annually in April, this is when the Government releases the operating guidelines and Essex County Council confirm their provider terms and conditions for the following academic year.

### **Current Government schemes**

There are currently three funded schemes in operation, as follows:

#### **For children aged 2-3 years**

- 2 Year Old Free Childcare (570-hour offer) for children aged 2-3 years

#### **For children aged 3 & 4 years**

- 15 hours per week FEEE (570-hour offer), known as 'Universal Hours'
- 30 hours per week FEEE (1140-hour offer), known as the 'Extended Hours'

The Government has also launched Tax Free Childcare, similarly to current parent voucher schemes this scheme requires parents to pay into a childcare account with the Government also making a financial contribution.

### **Policy Aim**

Within this policy the pre-school has detailed:

- The criteria you must meet to be considered for each of the funded schemes.
- How you may apply.
- When your child can start.
- What your child is entitled to.
- How long your child will receive the funded place.
- The terms and conditions outlined by the Government and our pre-school that parents must adhere to, in order to secure their child's place.

We have also listed additional information to support parents when considering their application to receive a funded place.

## Funding Scheme 1: 2 yr old early education and childcare

### Introduction

A 2-year-old can receive free early education and childcare if you live in England and get one of the following benefits:

- Income Support
- Income-based Jobseeker's Allowance (JSA)
- Income-related Employment and Support Allowance (ESA)
- Universal Credit
- Tax credits and you have an annual income of under £16,190 before tax
- The guaranteed element of State Pension Credit
- Support through part 6 of the Immigration and Asylum Act
- The Working Tax Credit 4-week run on (the payment you get when you stop qualifying for Working Tax Credit)

A child can also get free early education and childcare if any of the following apply:

- They are looked after by a local council
- They have a current statement of special education needs (SEN) or an education, health and care (EHC) plan
- They get disability living allowance
- They have left care under a special guardianship order, child arrangements order or adoption order.

If you are eligible the free early education and childcare:

- It must be with an approved Ofsted registered childcare provider such as Tillingham Pre-school
- The free hours are available from the term after your child's 2nd birthday.

### How to apply

You can check your eligibility for the funding by using the **Essex County Council Portal** (*please refer to the Essex council website for access to the link*).

To check your eligibility under the economic criteria you will need your national insurance number. The portal will provide an immediate outcome for those families applying under these criteria. To check if you are eligible under the non-economic criteria you will need to supply evidence that supports your application. We may request further evidence to verify your eligibility.

If you are entitled to the funding, you will receive a Two-Year-Old Funding Reference Number which you must then show to Tillingham Pre-school, when arranging your child's early education place. Once our pre-school has seen evidence of eligibility, we will need to enter your Reference Number into our section of the Essex County Council Portal to confirm your child's place at our provision. We will be information straight away if your funding has been authorised.

The pre-school will also require you to sign a parental agreement every term and will need to see proof of the child's age (child's birth certificate) and your address.

## **Who can help me to apply?**

If you need help in completing the online application please talk to your health visitor, the Family Information Service or the Supervisor at Tillingham Pre-school, Karen Tuckey, who can check your eligibility for you.

## **What will my child be entitled to?**

Your child will be entitled to 15 hours per week for 38 weeks a year (school term time) of free early education and childcare. These are currently offered into five three hour morning sessions and based on the pre-school's current availability.

## **When can my child start?**

Eligible children are able to start the term after their second birthday. The Two-year-old funding voucher will tell you the earliest date that your child can start their free place (subject to availability at the pre-school). We are unable to backdate funding prior to the date on the funding voucher.

## **How many hours may my child have in one day?**

Your child can receive funded hours of three hours per day.

## **Does my child need to take all the hours to start with?**

No, you can begin by taking a few hours each week and build up the number of hours, to no more than 15 a week, if the childcare provider is able to accommodate. However, you will need to stick to the same number of hours each week over one term.

## **Will there be any additional costs?**

The only cost will be a £15 Registration Fee at your child's induction session and if you choose for your child to attend Lunch Box Club on a Thursday from 12.00pm until 12.55pm, there will also be a weekly charge of £3.

## **Can my child have a place all year round?**

Where possible we would advise that the 15 weekly hours are used over the 38 weeks a year that our pre-school is open to offer consistency for both the child and their parent/s.

## **How long does a funded Two year old place last?**

Until your child reaches the term after their third birthday when they become eligible for Universal free pre-school education for 3 and 4 year olds.

## **What if my finances change?**

Once eligibility has been confirmed, your child will remain eligible for the funding until the term after they turn three, regardless of when they take up the funded place.

## **Do I need to print the Two Year Old Funding voucher?**

The pre-school will need to take down your reference number as this is what we will use to confirm the funding with Essex County Council. If it's easy for you to do so, you can print the voucher and hand it in to us. Or, you can access the portal on your mobile phone so you can show the pre-school the confirmation message that is sent to your portal account or you can simply write down the reference number and give it to the childcare provider.

## **What happens if my child does not attend their funded sessions regularly?**

Your child's attendance will be monitored by our pre-school. You will be required to sign the pre-school's funded place terms and conditions as well as adhering to all of our pre-school policies, including our policy on attendance which required you to notify us within one hour of the start time of the session your child's absence and the reason for their absence. The pre-school understands that from time to time it may not be possible for your child to attend pre-school; however, if the attendance is irregular without any reason, you will be supported in the first instance, but if the parent is still not making effective use of the childcare place your child's place may be terminated and offered to another child.

## **Can I split the funding between two settings?**

Unfortunately, Essex County Council only allow for one provider to claim 2year funding on behalf of your child.

## **Further help and guidance**

As well as support provided through a funded place for your 2 year old, you may be interested in other support on offer for you and your family. Your local children's centre may contact you to support you in applying for the funding. Following your application, they may contact you to let you know about other services and explain how they may be of benefit for your child or family. The Family Information Service can also let you know about other services which may be of benefit e.g. health services.

## **Free early education entitlement for 3&4 year olds** **Introduction**

The Government Free Early Education Entitlement (FEEE) allows children aged 3 & 4 years to receive between 15 hours and 30 hours per week of free early education within a registered pre-school setting. The funding is available from the term after their third birthday until the term before their fifth birthday.

All children aged 3 & 4 years are entitled to receive 15 hours per week (570 hours per year) of free early education known as the 'Universal hours' and from September 2017 some parents may be able to access 30 hours per week of free early education known as 'Extended hours' if they meet the Government selective income based criteria.

## **Funding Scheme 2 : Universal Hours (15 hours)** **How to apply**

All children aged 3 & 4 years are eligible for this funding scheme and the pre-school oversees the enrolment of all children onto the scheme on behalf of the Essex County Council and the Government.

The pre-school will automatically enrol existing pre-school children onto the scheme for the school term following their third birthday. If you wish to request a place you should contact the pre-school directly to check their availability.

Parents of children who are new to the funding scheme are required to produce proof of their child's age and eligibility. Parents are therefore required to produce their child's birth certificate or passport as proof and complete and sign a declaration form. All existing children on the scheme are required to complete and sign a declaration form on a termly basis, confirming their child's attendance at our pre-school.

## When will my child qualify?

The pre-school has three terms when children are eligible to be enrolled onto the funding scheme, the term your child joins will depend on their date of birth:

Turning three between	Eligible for 'Universal Hours' from the following	Term name and number
1 <sup>st</sup> April – 31 <sup>st</sup> August	1 <sup>st</sup> September	Autumn (Term 1)
1 <sup>st</sup> September – 31 <sup>st</sup> December	1 <sup>st</sup> January	Spring (Term 2)
1 <sup>st</sup> January – 31 <sup>st</sup> March	1 <sup>st</sup> April	Summer (Term 3)

## What will my child be entitled to?

Your child will be entitled to 570 hours per year of Universal Hours. These hours can be accessed as a combination of morning, afternoon and all day sessions.

The pre-school currently offers the Universal hours in a number of ways:

- 15 hours a week as five morning sessions for 38 weeks a year on a term time only basis. \*
- 15 hours a week as two full days and one morning session for 38 weeks a year on a term time only basis.
- 15 hours a week in conjunction with additional hours to make up full day sessions, with additional hours being paid for by the parent. This is offered on a 38 weeks a year basis.

The term only 38 week funded places do not come with a guarantee of an ongoing place. These places are limited and will be confirmed on a termly basis, one week before the end of the previous term and are subject to change, therefore parents should only apply for a place if they are prepared to be flexible about the sessions their child receives on a termly basis.

## How many hours may my child have in one day?

Your child can receive funded hours of between 3 hours and limited to 6 hours per day.

## Does my child need to take all the hours to start with?

No, you can begin by taking a few sessions each week and build up the number of sessions (hours), to no more than 15 a week, if the pre-school is able to accommodate your request. However, you will need to stick to the same number of hours each week over one term.

## Will there be any additional costs?

If you choose to take up our full 21 hours available and you are only entitled to 15 Universal Hours, then the additional hours will be charged at £11 per additional three hour session.

The pre-school will provide you with an invoice for your additional charges at the beginning of each term.

## What if I need my child to attend an additional occasional session?

In the event you require an additional session for your child which does not form part of their contracted funded sessions you may be able to book these sessions provided the pre-school is able to accommodate your session request. These sessions are chargeable at the pre-school's full fee rate, the pre-school is unable to use any additional 'Universal Hours' not used.

## Can my child have a place all year round?

The term only 38 week funded places do not come with a guarantee of an ongoing place. These places are limited and will be confirmed on a termly basis, one week before the end of the previous term and are subject to change, therefore parents should only apply for a place if they are prepared to be flexible about the sessions their child receives on a termly basis.

## How long does a Universal Hours funded place last?

The Universal Hours will last until your child reaches the term before their fifth birthday when they are required to attend school.

## What if I wish to make changes to my child's sessions?

In the event you wish to extend, reduce or terminate your child's sessions under the 'Universal Hours' scheme the pre-school requires parents to give a term's notice in writing (email is suitable). Requested changes to extend or reduce your child's sessions will start on the first day of the new funded term. In the event a parent terminates a place, the last day will be the final session of the final week of the term (see table below). Parents who fail to give suitable written notice will be required to continue with their existing place.

Parent gives written notice in	Place will be terminated	Changes to the place (extend/reduce) effective
July, August, September or October	End of the Autumn Term (December)	Beginning of the Spring Term (January)
November, December January or February	End of the Spring Term (March)	Beginning of the Summer Term (April)
March, April, May or June	End of the Summer Term (September)	Beginning of the Autumn Term (September)

If you are looking to increase or swap your child's session days the pre-school will do the utmost to accommodate your request as soon as possible, however this is subject to availability and may not be possible within the time frame you have requested.

If your financial circumstances change and you wish to reduce your child's sessions you must contact the pre-school as soon as possible. The pre-school will look to consider the following:

- Offer to reduce your child's sessions
- Require you to terminate your place

In all cases the change will not be accommodated until the requested half term notice period has been fulfilled.

## **What happens if my child does not attend their funded sessions regularly?**

Your child's attendance will be monitored by our pre-school. You will be required to sign the pre-school's funded place terms and conditions as well as adhering to all of our nursery policies, including our policy on attendance which requires you to notify us within one hour of the start time of the session of your child's absence and the reason for their absence. The pre-school understands that from time to time it may not be possible for your child

to attend pre-school; however, if the attendance is irregular without any reason, you will be supported in the first instance, but if the child is still not making effective use of the childcare place your child's place may be terminated and offered to another child.

## **Can I split the funding between two settings?**

It is generally better for a child if they attend just one setting only, particularly for very young children. However, where this is not possible then you may split the funding between our pre-school and another provider. You are required to notify both providers and gain their agreement in advance and ensure that both providers are fully aware of how many hours per week they may claim for your child's funding. Both providers will also need to form a plan to ensure they communicate with each other regarding your child's development within their setting.

## **Further help and guidance**

If you require further information regarding 'Universal Hours' please contact Karen Tuckey (Supervisor) or Annette Murray (Deputy Supervisor).

## **Funding Scheme 3: extended hours (30hours)**

From September 2017, the Government has extended its offer of Free Early Education Entitlement (FEEE) from 15 hours per week to 30 hours per week (1140-hour offer) provided parents meet the requested criteria. This is known as the 'Extended Hours'.

## **Meeting the Criteria**

The Government has set out the following criteria parents of children aged 3 & 4 years old will need to meet in order to be eligible for the Free Early Education Entitlement (FEEE) 'Extended Hours':

To qualify:

- Parents must earn or expect to earn the equivalent to 16 hours at National Minimum or Living Wage
- over the coming three months.
- This equates to £120 a week (or c.£6,000 a year) for each parent over 25 years old or £112.80 a week (or c.£5,800 a year) for each parent between 21 and 24 years old and £56 a week for apprentices in their first year.
- This applies whether you are in paid employment, self-employed or on zero hours contract.
- The parent (and their partner where applicable) should be seeking the Free Early Education Entitlement (FEEE) 'Extended Hours' to enable them to work.

- Where one or both parents are on maternity, paternity, shared parental or adoption leave, or if they are on statutory sick leave.
- Where one parent meets the income criteria and the other is unable to work because they are disabled, have caring responsibilities or have been assessed as having limited capability to work.
- Where a parent is in a 'start-up period' (i.e. they are newly self-employed) they do not need to demonstrate that they meet the income criteria for 12 months.
- If one or both parents is a non-EEA national, the parent applying must have recourse to public funds.

A parent will **not** meet the criteria when:

- Either parent has an income of more than £100,000
- If one or both parents is a non-EEA national and the parent applying does not have recourse to public funds

## How to apply

To receive the 'Extended Hours' parents will require an eligibility code which will need to be given to the pre-school to enable them to process your claim.

Parents can check whether they are eligible for the 'Extended Hours' (30 hours) and a range of government childcare offers via the Childcare Choices at <http://www.childcarechoices.gov.uk> or the Childcare Calculator <https://www.gov.uk/childcare-calculator>.

Those parents who are eligible will be directed to the digital childcare services to apply.

## Application Process

Parents will be requested to create a childcare service account, this is to allow secure messages regarding a parent's eligibility to be received.

Parents will be asked to enter a number of personal details and that of their partner (if they have one) including:

- Name, address and National Insurance number
- Whether they expect to meet the income requirements over the next three months
- Whether they received any other benefits.

The information will help HMRC decide whether the parent (and their child) are eligible for the 'Extended Hours'. If a parent is entitled to the 'Extended Hours' they will find their eligibility code in the '30 hours free childcare' section of their account.

## Important notes about applying

- Parents will **not** need to apply for the 'Universal Hours' (15 hours), all children aged 3 & 4 years are entitled to receive 15 hours per week (570 hours per year) of free early education and the nursery will automatically enrol a child the term after their third birthday.
- Parents can **not** apply for the 'Extended Hours' (30 hours) via Tillingham Pre-school, parents **must** apply via the government websites listed above.
- To receive the 'Extended Hours' from Tillingham parents **must** send an email to **Karen Tuckey** at Tillingham Pre-school via email to [tillinghampreschool@gmail.com](mailto:tillinghampreschool@gmail.com) with the following information:
  - Full claiming name of the parent
  - Parent eligibility code
  - National Insurance number of the parent claiming

- Confirm their child's date of birth
- Permission from the parent to verify their eligibility code

The pre-school will then use the Department for Education's Eligibility Checking System to validate the parent's code. If a parent is not able to produce this information before this time a provider will be unable to enrol their child into the scheme and they will not receive the funding until following term. Parents will also be required to reapply for the funding for the following term.

- Parents are requested by HMRC to re-confirm their eligibility when prompted. This is likely to be every term.
- Parents are required to sign a terms and conditions funding contract with the pre-school.
- Parents are required to complete and sign a declaration form on a termly basis, confirming their child's attendance at our pre-school.

## When will my child qualify?

The pre-school has three terms when your child will be eligible to be enrolled onto the 'Extended hours' scheme, the term your child joins will depend on their date of birth and therefore when they become eligible:

Turning three between	Eligible for 'Extended Hours' from the following	Term name and number	Closing date to be enrolled onto the scheme
1st April – 31st August	1st September	Autumn (Term 1)	<b>25th August 2017</b>
1st September – 31st December	1st January	Spring (Term 2)	<b>15th December 2017 (Due to Christmas closure)</b>
1st January – 31st March	1st April	Summer (Term 3)	<b>23rd March 2018</b>

## What will my child be entitled to?

The Government has given all pre-school/nursery and school settings the option as to whether they wish to offer the 'Extended Hours' and the opportunity to choose how it will be implemented within their setting.

At Tillingham Pre-school, we feel it is important that the policy we put in place:

- Is fair and inclusive of all children and their parents.
- Ensures that the quality of our care is not compromised.
- As a pre-school provision, we can adhere to the policy while remaining sustainable.

With this in mind, the pre-school will be implementing the Free Early Education Entitlement (FEEE) 'Extended Hours' as follows:

- All parents eligible for the funding will be able to access the 'Extended Hours' at our pre-school.
- There will be a limited number of 'Fixed' places available where a child can attend fixed sessions offered by the pre-school and receive their 'Extended Hours' for 38 weeks a year with no additional charge.

To apply for this place parents are required to have already received their eligibility code and must apply in writing (email is acceptable).

Please note the condition of this place means that parents may not add additional sessions to this place to top up the weekly sessions. Please note the fixed place sessions are subject to change on an annual basis

## How many hours may my child have in one day?

Your child can receive up to 6 funded hours on a Monday and a Friday and 3 funded hours on a Tuesday, Wednesday and Thursday. We only offer 21 hours per week over 38 weeks per year.

## Does my child need to take all the funded hours/sessions to start with?

You will need to confirm with the pre-school when joining the scheme, the sessions you would like your child to attend, the pre-school will then check and confirm their availability. Your child will be required to attend these sessions for the whole of the term. In the event you wish to extend, decrease or terminate your child's sessions with the pre-school you will be required to give a terms notice.

## What if I wish to make changes to my child's sessions?

In the event you wish to extend, reduce or terminate your child's sessions under the 'Extended Hours' scheme the pre-school requires parents to give a term's notice in writing (email is suitable). Requested changes to extend or reduce your child's sessions will start on the first day of the new funded term. In the event a parent terminates a place, the last day will be the final session of the final week of the term (see table below). Parents who fail to give suitable written notice will be required to continue with their existing place.

Parent gives written notice in	Place will be terminated	Changes to the place (extend/reduce) effective
July, August, September or October	End of the Autumn Term (December)	Beginning of the Spring Term (January)
November, December, January or February	End of the Spring Term (March)	Beginning of the Summer Term (April)
March, April, May or June	End of the Summer Term (August)	Beginning of the Autumn Term (September)

## What if my financial situation changes and I am no longer eligible for the 'Extended Hours'?

If your financial circumstances change and you no longer become eligible for the 'Extended Hours' the government scheme allows a grace period. The grace period allows parents to retain their childcare place for a short period time. This is normally up to four weeks after the validity date, this is the date parent is requested to reconfirm to HMRC their eligibility to the 'Extended Hours' for the following term.

In any event where you suspect your financial situation will change and you need to reduce your child's sessions you must contact the pre-school as soon as possible. In the interest of your child and to ensure consistency in their pre-school attendance the pre-school will discuss with you the options available. In most cases we will reduce your child's sessions to the 'Universal Hours'. In the event your child's attendance is reduced to 'Universal Hours' the pre-school will look to offer you sessions closest to some of your child's existing sessions, however at times this may not be possible and the pre-school will have the final decision as to which sessions will be offered to your child as the 'Universal Hours'.

However, it is possible we may require you to terminate your place, this is seen as a last resort where all alternatives have been considered. In all cases the change will not be accommodated until the requested term notice period has been fulfilled.

## **Will there be any additional costs?**

There are no hidden costs if you choose for your child to attend the 'Extend Hours' once your eligibility code has been verified and your child has been successfully enrolled onto the funding scheme.

## **What if I need my child to attend an additional occasional session?**

In the event you require an additional session for your child which does not form part of their contracted funded sessions you will still be able to book these sessions provided the pre-school is able to accommodate your session request. These sessions are chargeable at the pre-school's full fee rate, the pre-school is unable to use any additional 'Extended Hours' not used.

## **Can my child have a place all year round?**

'Extended Hour's places are offer on a 38-week basis only. The 30 hours a week are 'stretched' over the 38 weeks a year that our pre-school is open to offer consistency for both the child and their parent/s.

## **How long does an 'Extended Hours' funded old place last?**

Please refer to 'What if my financial situation changes and I am no longer eligible for the 'Extended Hours'?'

## **What happens if my child does not attend their funded sessions regularly?**

Your child's attendance will be monitored by our pre-school. You will be required to sign the funding contract terms and conditions with the pre-school as well as adhering to all of our pre-school policies, including our policy on attendance which requires you to notify us within one hour of the start time of the session of your child's absence and the reason for their absence. The pre-school understands that from time to time it may not be possible for your child to attend pre-school; however, if the attendance is irregular without any reason, you will be supported in the first instance, but if the child is still not making good use of the childcare place your child's place may be terminated and offered to another child.

## **Can I split the funding between two settings?**

Yes, the 'Extended Hours' gives parents the opportunity to split the funding between different providers as long as they are registered with a governing body such as Ofsted. However, you are required in the first instance to notify both providers and gain their agreement in advance and ensure that both providers are fully aware of how many hours per week they may claim for your child's funding. Both providers will also need to form a plan to ensure they communicate with each other regarding your child's development within their setting. Please note the 'Extended Hours' are limited to two providers in one single day.

## Further help and guidance

If you require further information regarding 'Extended Hours' please contact the pre-school.

## Tax Free Childcare

Parents are also able to apply for Tax Free Childcare through the digital childcare service.

Working parents of children aged 12 years and under can use the Tax-Free Childcare. For every £8 a parent pays into their childcare account, the government will pay in an extra £2.

Parents can get up to £2000 government support per child per year towards their childcare costs - that's up to £500 every 3 months. If they have a disabled child, they can receive up to £4000 per child – a total of £1000 every 3 months. They can then use this money to pay their childcare provider.

Further details are available at:

<http://www.childcarechoices.gov.uk> or <https://childcare-support.tax.service.gov.uk/>

This policy was adopted by	_____	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatories	_____	
Role of signatories (e.g. Chair, Supervisor)	_____	