



# Child Care Management and Operations

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## Introduction

1. This document provides guidance, information and requirements regarding the management and operation of our child care provision. Further information, including a plan of the centre, can be found on our website. All our activities are in accordance with the requirements of OFSTED and other relevant bodies.
2. If you would like clarification on anything in this document, please ask one of the management team. Always bear in mind: our main tasks at GBC are to ensure that the children are happy, safe and secure, and that their carers are confident to leave

them in our care.

## Key

GBC	Gingerbread Corner
ELT	Executive Leadership Team comprising the Executive Advisor (EA), Chief Executive (CEO) and Finance Director (FD)
EMT	ELT members plus the Head of Child Care Services (HCCS), Director of Finance and IT (DIT&F), Office Manager (OM)
SMT	EMT members plus the Room and Play Leaders
OoS	Out of School
EY	Early Years

## Related Issues

3. Some issues related to our provision of child care are referred to in appendices, i.e. Positive Reinforcement & Time Out (Appendix A), Sibling Care (Appendix B), Contact Visits (Appendix C)
4. Please also see other documentation, for example to do with Safeguarding, Health and Safety, and Data Protection.

## Organisational Structure

5. GBC is a charity run by a Management Committee comprising nine Trustees, who are also Directors of the Company, most of whom are Carers, who are encouraged to become Trustees. This Committee delegates operational matters through the Executive Advisor. See the Organisational Chart for more information.

## Children's Admissions

6. It is vital that we receive all the information we need when a child starts with us. The Admission Form must be correctly and fully completed, and the HCCS (or, in their absence, the OM) should go through it and the Rules and Guidelines with the new carer, explaining why we need information, clarifying any points and ensuring that the carer feels comfortable in telling us about their child's needs and requirements. This could be done in person, or via Zoom or a phone call. Admin will process the admission, in liaison with the HCCS.

# Settling In

## EARLY YEARS

7. EY has a settling in procedure that normally consists of three days, although sometimes it is necessary for the child's welfare to take a little longer.
8. The first day's settling in is between 9.30 – 11 a.m. (10-11.30 for Robins). The carer stays with their child during this period, which enables the child to begin to feel secure in their new environment and the carer to observe how their child interacts with the other children and to ask the room staff any questions they may have. The Keyworker or Team Leader will run through the daily routine/planning systems and EYFS profile with the carer and discuss any additional requirements/dietary needs/allergies the child may have.
9. Day Two's settling in is over the same time period. However, carers may leave the Room (but remain in the building) as long as staff feel their child is confident enough. This gives the child the opportunity to explore their environment, interact with others and build their confidence at their own rate. Should the child become distressed, the carer will be asked to return to the room.
10. Day Three starts at 9.30 a.m. for *all* EY children. Normally, as long as staff feel that the child has settled sufficiently, carers may leave the building, returning to collect their child at 12.30 p.m. for under threes and Robins or 1 p.m. for pre-schoolers. However, sometimes it will be necessary for carers to remain within the building and it is possible that carers may be required to extend the settling in period to ensure their child's happiness.

## OUT OF SCHOOL

11. Carers are welcome to come with their child on their first day in OoS. The child is given a 'buddy', who may be either child of a similar age or someone that is familiar to them (such as a school friend or relative.)
12. The buddy will help them build new friendships, increase their confidence and get to know the different areas that are accessible to the child.

## Health and Safety

13. You bear personal responsibility for Health and Safety and are required to read and ensure you have understood all the relevant policies which cover various procedures, including first aid, hygiene, fire protocols, etc.
14. The children are not allowed generally to touch the plugs or light switches; however, in OoS, the children are allowed to change the lighting in the Little Den and may be given special permission in other cases.
15. You are not allowed hot drinks in any of the child care areas or when they are supervising children.
16. In extreme adverse weather conditions, the EMT may decide to close GBC to ensure the safety of our staff and families. This decision would not be taken lightly and every

effort would be made to notify all staff and carers via email/phone calls/texts/information on the website.

17. The 'Fire Bag', a red rucksack, contains a mobile phone (with access to Text2Parents), the paddles for OoS children's groups is kept on a hook inside Tigger Room's. As long as it puts no-one at risk, staff must take these items out with them in the event of an alarm or an emergency.

## Communications

18. There is a telephone in every Room (except for the Romp Room, Little Den and Sensory Room), with a display of extension numbers, so it is usually unnecessary for you to leave your Room to give or receive messages.
19. The phone system should also be used to call for assistance whenever required or desired. Senior and admin staff will always help out to ensure effective staff cover in EY and in OoS.
20. In an emergency or if you simply need to contact all staff, you can use the telephone intercom facility, which will allow your voice to be heard in each room that has a telephone. The telephone intercom is accessed by pressing the button marked "PAGE".

### EMERGENCY INTERCOM PROTOCOL

21. For any threat of violence or abduction, you should say "Manager to [the appropriate area]"
22. For any other emergency, you should simply say what you need, e.g. "Senior Staff/First Aider to [the appropriate area]."

### ACCESS FROM THE OUTSIDE

23. When the building is used by other agencies, their visitors must access the relevant room via the service drive gate, by using the appropriate button on the back door. Visitors wanting to access services other than EY or OoS school should be directed to the appropriate entrance.
24. We have a number of mobiles:
  - one for each of the routes, which are also used for outings
  - the Fire Bag Phone (which has access to the Text2Parents program) (It is the responsibility of the admin staff to ensure that these mobiles are charged regularly and have adequate credit.)
  - the Carers' phone, used to text us about after-school collection, which is kept in the HCCS' office or the Admin Office – with the texted information transferred to the Yes/No Board before 2.30 p.m. (It is the HCCS' responsibility to ensure that this mobile is sufficiently charged.) The messages are not deleted until first thing the following day.
25. We have walkie talkies which are used to call for assistance or for a first aider. These are normally distributed along the following lines:

- In the Romp Room, Little Den and Sensory Room when there is only one staff member supervising
- In the Adventure Playground when it is in use
- Owls and Kangas when in the garden so admin can contact them
- With the HCCS or other ELT member
- One on register

## Confidentiality

26. Confidentiality is an important issue and includes the sharing, security and disposal of records, in line with our Safeguarding, Data Protection and ICT policies, the behaviour of staff and the disciplined conduct of meetings.
27. You are required to treat information to do with families acquired during the course of your work as confidential. Discussions about any of GBC's families must only be held at an appropriate time and place, and with the appropriate personnel. Any information about other staff that is acquired as part of the job must be kept confidential.
28. Within the staff group, information given to a staff member will be shared on a "need to know" basis. It is anticipated that the EMT will be kept informed of all confidential issues.
29. You must never discuss the families or any other confidential matter with anyone outside GBC, unless authorised so to do by a senior member of staff or as part of an investigation (e.g. police, social services, Ofsted).
30. Parents have ready access to the files and records of their own children but do not have access to information about any other child. If any documentation must be copied for a client, any references to children other than their own must be effectively blacked out. Similarly, clients may only view CCTV if it has been possible to obscure the identities of anyone else.
31. Generally, the client's consent should be obtained before passing on information. However, this would not always apply to concerns about safeguarding children or vulnerable adults. A member of the EMT would normally take the decision to pass information to other agencies, although this power is delegated to other senior staff in their absence.
32. In line with our Safeguarding Policy, children must not be given assurances of confidentiality.
33. Staff must be careful when dealing with anyone other than the carer/s who signed the Admission Form. Whilst it would be necessary to tell anyone collecting a child about an injury, it would not be appropriate to raise concerns over behavioural issues. Financial issues must never be discussed with anyone else, unless the carer has given prior permission.
34. Sensitivity must be displayed when adults are talking to or about a child in front of other children, parents, etc.
35. No confidential documents or information should be left out on desks but must be

securely kept on line with our Data Protection documentation.

## **Children's Safety and Security**

36. OoS children are not allowed downstairs unaccompanied unless the garden is open. They are never allowed in the EY or Reception Lobbies alone. Staff must ring downstairs to check that a staff member will be there to receive any child that is being sent downstairs or in from the outside.
37. The two staircase fire exits are alarmed. As long as no risk is posed to children in their direct care, staff should investigate if they hear the fire exit alarm sound; in particular, someone should leave by the front door so that they will be ahead of any child rather than following them.

### **SUPERVISION**

38. Detailed supervision requirements for particular areas in the building are covered later in this document.
39. Students/volunteers must not be left in sole charge of children, without prior written authorisation from the CEO or HCCS, who will have taken into account the views of relevant staff.
40. In EY, this means that students/volunteers may not take children to the bathroom, change nappies, etc. In OoS, this means that students/volunteers must not be left in sole charge of any area, even those that don't require continuous supervision.

### **PERIMETER SECURITY**

41. It is important to maintain the culture of security –you must always be alert to the possibility of abduction. Remember, it is a lot easier to keep someone out of our secure areas than remove them once they are inside.
42. Our main entrance door is left unlocked. When Reception is not staffed, the glass screen is locked shut) and visitors use one of the call bells, which ring to all phones. The gates to the Adventure Playground and EY Garden are kept shut and locked. Keys are in the locked key box at each gate entrance.
43. No-one is allowed to enter the secure areas unless they are known to staff and/or have proper and adequate identification - this includes clients, friends/relatives of clients, people from maintenance or utility companies and so on. "Strangers" must wait in the Entrance Lobby until a staff member has vouched for them.
44. Carers must be asked not to allow anyone to come through the security doors behind them.
45. GBC will absolutely support you if you deny someone entry to EY or OoS. Whilst it might feel awkward asking someone to wait whilst you go and check their credentials, our experience shows that nearly everyone accepts that the safety of all our children is paramount.

## SUSPICIOUS PERSONS

46. Outside the building:
  - 46.1. Anyone seen hanging around outside GBC must be challenged, usually by a member of the SMT, if they feel it is safe so to do, and/or reported to the police.
  - 46.2. If you suspect someone is following a minibus or following walking children, the senior staff member present must use their initiative to reduce the risk. For example, the minibus could drive straight into a police station car park (Central Croydon is likely to be the nearest station); walkers should contact GBC and/or the Police by mobile phone.
47. Inside the building:
  - 47.1. If you see someone you don't know inside the building, you must challenge them, saying for example "Can I help you?". If they don't give you an answer with which you are absolutely happy, you must immediately report the situation to a senior staff member, who must then decide what action to take; this may be just following up the challenge, or immediately calling the police – you must use your common sense, as it is not possible to cover every eventuality.

## PREVENTING AN ABDUCTION

48. As with any child-care centre, there is a risk of abduction, whether by a stranger or by a known person such as an estranged parent. In the past, GBC has had two abduction attempts which were successfully foiled.
49. If a carer notifies us that there is a danger of abduction, they must inform us in writing (using the relevant template) and provide a photograph of that person. Once the decision has been taken by one of the SMT to ban this person, their photograph will be displayed on the inside wall of Reception Office, at the back of the OoS Register Clipboard and, where relevant, one at the back of each EY Register. In addition, all staff must be individually informed as a matter of urgency. Anyone banned from the building will not be allowed through the security doors and the procedure below for suspicious persons will be followed.
50. You must not put yourself or anyone else at risk in trying to prevent an abduction. That being understood, every attempt must be made to protect the endangered child. Again, every possible situation cannot be covered in this document, and staff may need to use their own initiative. However, the following guidelines may be of help:
  - 50.1. The alarm should be raised immediately, by shouting for help and/or by using the emergency pager, and any staff not vitally required for child-care should respond to the call for help
  - 50.2. The police must be contacted straight away by dialling 999. Don't leave calling the police to someone else – better for them to have five calls rather than none.
  - 50.3. If forced entry may be attempted or is made, the at risk child should be quickly removed to a room which can be locked and which has no or limited visibility, such as the Romp, Staff or Communications Rooms. Alternatively, one of the offices, which all have blinds, can be used if staff have access.
51. The carer must be contacted as soon as possible.



52. Should the potential abductor come into the building (or be seen outside), the actions in Point 3 above should be followed.

#### RECORD-KEEPING

53. You should immediately make notes of anything you saw or heard, e.g. details of any suspicious cars, the appearance of the suspicious person/abductor, which way they went, anyone else seen in the vicinity, etc. A full record must be made of any potential or actual abduction as soon as practicable, and a copy sent to OFSTED as soon as possible and certainly within 14 days.

## IT Security & Use

54. All EY staff have a PIN number which they need in order to log onto GBC devices.
55. There are three user levels for the computers available to the EY children:
- EY Admin – available only to the Director of IT & Facilities (DIT&F)
  - Staff Only – for staff, which has both MS family safety and safe search turned on
  - Nursery Room – for children, which is protected by MS family safety and can only access the Cbeebies website.
56. We use Tapestry, which is an on-line learning journal used by EY. Each Room has at least one tablet. Tablets are used to take photos of the children participating in a variety of activities, which are then uploaded onto Tapestry, along with a written account of the staff's observations. Tablets must be kept in the correct case and, when not being used, charged and locked away.
57. The DIT&F has put in place the appropriate “parental controls”. However, staff must be especially careful in supervising the OoS children to ensure that they are not chatting on line to anyone, to protect them partly from grooming and partly from any risk of radicalisation, under our Prevent duty. The children are aware of this rule – and also that failure to abide by this rule will result in a ban from the IT room of at least five working days.

#### SCREEN TIME

Under Twos	are not allowed access to computers, tablets, etc.
Two year olds	may have a maximum of 10 minutes' group screen time once a week
Threes to Fives	have no more than 10-15 minutes' screen time each throughout the day, and a maximum of 15 minutes' group screen time once a week
Over Fives	have a maximum of a 30 minute time slot in the IT room (although there is some flexibility on this if a game overruns), and may not immediately come back into the room once their turn is finished

## Delivering/Collecting Children and Outings

58. It is vital that all staff remain alert to potential hazards and risks, from stranger-danger to traffic.
59. All those on walking routes, including staff, must wear high visibility bibs/sashes/tabards/jackets.

60. The ratios for outings and routes are shown below:

	Travelling ratios
On foot	1 adult: 2 children (0-2) 1 adult: 3 children (2-4 in EY) 1 adult: 7 children (4+ in OoS)
In minibuses	1 adult: 2 children (0-2) 1 adult: 4 children (2-4 in EY) 1 adult: 7 children (4+ in OoS)
By public transport	1 adult: 2 children (0-4) 1 adult: 4 children (5-8) 1 adult: 6 children (9+)

Children aged	Ratios for familiar and/or single area outing	For unfamiliar or multi-area outings
0-2	1 adult: 2 children	1 adult: 2 children
3-4 (EY)	1 adult: 4 children	1 adult: 2 children
4-8 (OoS)	1 adult: 6 children	1 adult: 6 children
9+	1 adult: 7 children	1 adult: 6 children

61. The process for updating the school collection times, etc. should be followed.

62. For more information, see the documentation on Vehicular Safety.

#### OUTINGS

63. Outings are great for the children, and staff should regularly take their children out, even if it's only to the local park or shop.

64. Children may only be taken on outings if the ratios are met.

#### Outing Leader

65. The Outing Leader (usually appointed by the HCCS) organises the trip, ensuring that the ratios and all the requirements in the Vehicular Safety documentation are met. They should also check availability, suitability and parking/toilet facilities in advance.

66. The Outing Leader is responsible for ensuring that all the children are assigned to staff, for setting the meeting places and times and for regular headcounts.

67. The list of children to go each outing should be written in the EY or OoS's Outings' Book which stays at GBC. The duplicate copy is held by the Outing Leader and it is their responsibility to ensure that each child is checked into the bus and/or is with their assigned adult.

68. All the children going on an outing must be marked out of the relevant register.
69. The information in the Outings' Book includes:
- Children's names
  - Adults' names
  - Number of children
  - Date & destination of outing
  - Expected time of return
  - Number of the GBC mobile phone you have taken
70. In OoS, the Outing Leader calls the children ticked on the Outings Register to go to the toilet, collect their coats, packed lunches etc., and then to make their way to the front door, from which they will leave the building. Children are not to be called until the outing is ready to go, so that they don't have to hang around, waiting and getting fidgety.
71. In EY, outings are generally organised by the Team Leader.
72. The Outing Leader is responsible for checking back each child to the bus/assigned adult, and then that they have come back into the building.

## **Timing**

73. Generally, "big" outings should leave the building at 10 a.m. and all outings should return to GBC by 4.00 p.m., unless arranged otherwise by the HCCS, in which case the carers must have been informed the day before, by poster, text, email or in person.

## **Supervision**

74. Each staff member must take responsibility for a certain group of children (related to the ratios set out above).
75. Students and volunteers may only ever be given responsibility for one child. Any clients accompanying the outing may have responsibility only for their own child/ren.
76. Regarding going to the toilet, ideally, children should be taken in groups into the toilet by staff. If there are no staff of the appropriate gender present, then staff must wait right outside the toilet to ensure the child/ren's safety.

## **Food, Drink & Equipment**

77. The Outing Leader must ensure that their project's Outings' Bag (or, in OoS, crates and First Aid Box) has sufficient materials, sports equipment, etc., as well as the equipment listed below.
78. The following equipment must always be taken:

## Contents of Outings' Bags

- Accident Book
- Antibacterial wipes and baby wipes
- Asthma pumps/inhalers and any other medication required by individual children
- Copy of this Protocol
- Drinks & cups and/or bottled water
- First aid information book
- Mobile phone
- Tissues
- First aid kit (including sterilised water)
- Nappies/nappy bags & spare clothes (for EY)
- GBC's Calpol/ibuprofen & medicine syringe/spoon
- Sun cream (if appropriate)
- Sun hats (if appropriate)
- Thermometer

79. The Outing Leader must ensure that items are replaced as necessary immediately upon return to GBC.

## Staff Breaks

80. Our prime responsibility on outings is to ensure the health, safety and welfare of the children, and our outings' staff:child ratio is set with that in mind. If you are unable to take a break during the outing, you will be entitled to at least a 20 minute break within a reasonable period.

## Informing Carers

81. Carers give their consent to their child going on outings when they sign their admission form.
82. Small, local outings – if possible, carers should be informed if their child is going on an outing when they drop their child off in the morning. If this is not possible (i.e. the outing is arranged at short notice) carers will normally be informed in the evening when they collect their child.
83. Big outings (i.e. all day) - carers must be informed in advance by email/text. A poster on the front door the day before will remind carers to dress their child in suitable clothes. Carers can be invited along to the outing so the more notice, the better.

## Hot/Cold Weather

84. In hot/wet/cold weather, outings should only be organised if there is adequate shade/shelter.
85. In cold weather children should be dressed appropriately and the outing should be of limited duration.

86. The requirements outlined in “Outdoor Play” apply.

## Missing Child

87. If a child cannot be located, the Outing Leader/Driver/Escort as appropriate should immediately establish the accuracy of the "child missing" report, e.g. have they gone off because they have been reprimanded, did anyone see them being taken away by someone else?
88. If the child cannot immediately be found, the Outing Leader/Driver/Escort must designate at least one person to stay with the other children, ideally getting all the other children back into a minibus as this will minimise any risk to them.
89. They should then delegate one staff member to telephone the police and GBC (who will contact the carer), while any other staff members continue to search for the child.
90. Unless instructed otherwise by senior staff at GBC, the outing/collection route should stay on site, liaising with the emergency services and keeping GBC informed, until their planned home time so that they maximise the chances of coming home with all the children.
91. If the child is missing from GBC, points 87 – 89 should be followed by the senior member of staff on site.

## Photographs & Filming

92. Recordings of significant events in children's lives are valuable to us and to our families. Once missed, they are lost forever, so GBC often takes photographs (where the carers have given permission) for carers, displays, scrap books, our website/Facebook site, our Annual Report and promotional leaflets. If necessary, the images of children whose photograph cannot be displayed can be edited out or their faces rendered unrecognisable.
93. All photos from tablets or cameras must be either deleted or downloaded to the shared drive as soon as possible (asking for IT help if necessary) and then immediately deleted from the cameras. Staff keeping images outwith this protocol will be subject to disciplinary action.
94. All photos of the children must adhere to general standards of decency.
95. Photos uploaded to Tapestry must only be of the relevant child, except in the case of siblings.
96. All photography/filming must be done in line with the carers' permissions on their Admission Form
97. Staff may not use their own cameras or phones to take images of the children and carers may not take photographs or video.

## Equal Opportunities & Diversity

98. Even young children can be influenced by ideas and attitudes which can perpetuate prejudice and bigotry. Children from minority groups may feel excluded, rejected, angry, ashamed of their colour, their language and/or their way of life.  
  
If children don't see bigoted remarks or behaviours being challenged, their self-esteem may suffer or they may be more likely to develop bigoted attitudes themselves. At GBC, we practice anti-racist child-care so that no child is damaged by racist behaviour. You should support the children in developing the necessary skills to combat prejudice and abuse of power.
99. Food of other cultures and countries are reflected in our menus.
100. Celebrating and learning about different festivals are both essential because, the more we know about each other's culture/race, etc, the less we will be divided by prejudice and fear. Various festivals therefore are celebrated each year, regardless of the ethnicity or religion of individual children.
101. Racism – and all other forms of discrimination - must be recognised, challenged and eliminated. Each child's development must be encouraged by ensuring they feel fully included, personally, racially and culturally, and notwithstanding different abilities.
102. Events such as Black History Month provide important opportunities for teaching activities and displays, even for the youngest children, although inclusion must be an everyday norm.
103. Our games and puzzles, dressing up clothes and dolls, etc. fully reflect an anti-racist approach and artwork reflects the ethnicity of the children attending our child-care schemes, and of the community. You should give positive responses to patois and other languages.
104. Pictures, posters, photographs, etc. must reflect positive images of minority groups living happy and successful lives as we continue to move away from portraying black people purely as athletes, entertainers or famine victims.
105. You must also challenge stereotyping of gender roles. Activities, games and sports must be anti-sexist. For example, it is important that girls don't feel excluded from computer games or football and that boys are encouraged to take part in cooking activities; boys can dress up and play in the home corner, and girls can play in the Adventure Playground even if they get grubby. Boys must be encouraged to express their feelings, just the same as girls. Time must be taken to explain our position to any carer who is concerned about their child's activities.
106. You are expected to be careful about the messages we might unconsciously transmit if, for example, we ask a boy to help lift something, or a girl to take care of a younger child. Children need to see men in caring roles, and women in career situations and displays can be used to show this.
107. Similarly, we ensure that people with additional needs are not discriminated against – directly or indirectly, and our resources and activities reflect the different needs and

abilities that people may have. People with additional needs must not be portrayed as deserving of pity or as heroes.

108. Questions about physical/cultural differences are answered honestly, not ignored or side-stepped.
109. GBC believes that segregating of children with special needs is a devaluation of those children and of others, just as would be the case regarding exclusion on the basis of gender, class, race, etc.
110. All children have equal status and equal rights to appropriate support and to access to play-care facilities. Growing up in an integrated group can reduce the ignorance and fear that might otherwise prevent the acceptance of people with disabilities/ learning difficulties and/or challenging behaviour.
111. GBC staff are given support and training to work effectively with children with additional needs, e.g. Makaton, physical care, help with behavioural difficulties, and so on.
112. Children with special needs such as challenging behaviours may need more support regarding what is acceptable. For example, a child with behaviour issues may need to be allowed time and space to calm down before any unacceptable behaviour is calmly challenged.
113. For further information, see our Equal Opportunities and Diversity Policy.

## **Key-Workers**

114. In EY, each child has a key worker, who is responsible for the child's developmental records and reports. All the Room staff should have good knowledge of the children.
115. We don't appoint key workers in OoS – instead the children are allowed to gravitate naturally towards an individual staff member.

## **Menus, Meals & Dietary Requirements**

116. The vast majority of our food is home-made, and the eggs are free range. We work to rolling four-week seasonal menus, aiming to source our supplies from as close by as possible. GBC makes every effort to accommodate all genuine dietary needs, including allergies, and religious and philosophical beliefs, although we cannot guarantee a nut-free environment.
117. Everyone preparing, handling or serving food or sitting with children who are eating must wear a hat or hairnet at all times.
118. Child-Care and Kitchen Staff are notified of any dietary requirements/allergies the child may have by the appropriate HCCS.

### **MEALS**

119. EY children, who are aged between 3 months and five years, have breakfast up to 8.30 a.m. (although there is some flexibility around this for babies under one with whom we may not have yet established a routine) lunch around 11.30 a.m. and snack from 3 p.m.
120. In OoS, the children have breakfast up till 8.30 a.m. and afternoon snack from 3.15 p.m.
121. EY lunches and the afternoon snacks are prepared by our cook, and served in the rooms by the staff.
122. In school holidays, OoS children must bring in a packed lunch (any sweets, fizzy drinks or chocolate<sup>1</sup> will be removed and returned to the carer when they collect). The children are not allowed to access their lunchbox before or after they've had lunch.
123. Water must be freely available indoors and out, especially when the weather is hot, and we provide jugs of water and cups. Where children have water bottles, they must not use anyone's else's water bottle.
124. No food may be provided by carers except shop-bought party cakes (in the original box) as we are unable to guarantee the accurate provision of information about allergens, as required by legislation.

## Materials & Equipment Storage

125. Equipment and resources are stored as follows: resources for the Rooms are kept within them, apart from outside equipment and any excess resources which are stored in the outside sheds. For stationery and cleaning materials, etc., you should ask the appropriate person.

## Late Collections

126. All OoS and EY children must be collected by 6.30 p.m. (except 15 hour Robins, where it is 12.30 p.m. and 22.5 hour Robins, where it is 2.30 p.m.). Any carers collecting more than five minutes late will be "fined" in line with the protocol and may end up losing their place.
127. If the carer has not arrived within 15 minutes, we will try to get in touch with them and then their emergency contacts. If no-one can be reached to collect the child, the senior staff member present will call the duty social worker to arrange care. Social Services would normally be telephoned within an hour but this is at the discretion of the senior staff member.

## Discipline & Respect

128. There is no question of staff being physically or verbally abusive to our children. You must follow our Behaviour Management Plan, which includes Time Out<sup>2</sup> (and carers can be supported to use the Plan at home). Children who misbehave are generally

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<sup>1</sup> Chocolate biscuits, such as kit kats are allowed.

<sup>2</sup> See Appendix A



given Time Out equating to one minute for each year of their life, apart from children with special needs, whose attention span may require a shorter time period. Another disciplinary measure, which can be used in OoS, is banning from an activity or area for a limited period of time, the length of which would depend on the misbehaviour.

129. GBC is committed to working with all our children. Exclusion or withdrawal of a child's place which may be required bearing in mind our duty of care to the other children and to our staff but is a last resort.
130. Unless the relevant HCCS has agreed otherwise with the carer, we do not report all the children's transgressions to them. It is important that no child experiences a "double jeopardy" situation where they have consequences at GBC and then face them at home too. In all but the most serious situations, children don't need to be told off twice, once by staff and then by their carer. In addition, carers and their children need to feel good about seeing each other after a long day. Carers should not be greeted with complaints about their child's behaviour. Any major problems should be discussed with the carer in private and only by a senior staff member.
131. Carers may not discipline other people's children in any way.
132. There are few rules that the children must follow, including: looking after one another, reporting any bullying, helping an upset child. Behaviour such as hitting, spitting, kicking, etc. is unacceptable. Bullying and harassment are unacceptable, and are not tolerated. The EMT must be made immediately aware of any bullying or harassment issues or allegations of bigoted behaviour.
133. The children are expected to show respect for the staff and one another, as well as our resources, equipment and building. We expect staff to respect the children's wishes, rights and abilities, regardless of their age, race, ability or disability, size, etc. We aim always to provide positive role models for the children.
134. We trust the children to behave responsibly and well, and they must be able to trust us to treat any breaches of our rules fairly and equitably.

## Staff Children

135. Whilst staff children may attend, this could occasionally cause difficulties to the carer, child or other staff. The following guidelines are designed to prevent any difficulties from occurring.
136. Generally speaking, staff carers should not be treated any differently than any other carer.
137. EY children may not be able to separate the role of their mother or father from their role as a staff member. Therefore, it is GBC's policy that EY staff should not normally work in the same Room as their child.
138. Older children will find it easier to make this distinction, although we should bear in mind that the younger OoS children in particular may find this a challenge from time to time.
139. Staff carers need to bear in mind that their children will be disciplined from time to time and that they must not interfere in any way. Rather, they should encourage their children to respect all GBC staff members.
140. Staff carers are more likely to be aware of any unacceptable behaviour by their child so need to be particularly careful about ensuring that there is no double jeopardy, as mentioned above.

## Complaints

141. If a carer wishes to make a formal complaint, ask one of the SMT to let them have a copy of our Complaints Procedure, and notify the HCCS that they may expect a complaint. It is possible that a complaint can be avoided when staff effectively deal with a concern. We are often able to use complaints (informal or formal) as a way to improve our services, rather than to instigate any disciplinary procedures.

## Outside Play

142. The outside areas comprise the Decking, Adventure Playground (which includes the Astrourfed area), under the Decking, Pooh Bears' Courtyard and EY Undercover Area and Gardens. The Adventure Playground Structures can only be used by children aged three years and over.
143. The outside areas are always checked, using the appropriate Log, before children are allowed out to play.
144. The children are not allowed outside before 10.00 a.m. and between 1 - 2 p.m. out of consideration to our neighbours.
145. The children may be allowed to play outside once it gets dark.

146. Sand should be covered whenever staff close the garden and, at the end of the day, all outside areas must be cleared of all toys, litter, etc.
147. Children are never allowed to throw stones, sand, etc. - any child aged over five years who does this must be banned from the outside area for at least the rest of the day. Stone throwing must always be brought to the attention of the relevant SMT member.
148. The children should not be allowed to scream and shout, for the sake of our neighbours.
149. Staff are expected to use their common sense about outside play – for example, if there is a swarm of wasps, the children must be brought indoors immediately. Similarly, if items are being thrown onto our land; in this case, any such objects must be left where they landed and one of the EMT immediately informed, who may decide to call the police.
150. Before EY children use the Adventure Playground or under the Decking, a member of staff must ensure that the maintenance staff are aware they need to keep the doors to the Portakabin locked.
151. For details on the use of outside areas by EY, see page 22 and, for OoS, page 28.

#### **HOT WEATHER**

152. When UV light is strong, children aged six months or under must be inside, in the shade or under cover between 11 - 3 p.m. Especial care must be taken when weather warnings are issued.
153. Children and staff must be suitably dressed for being outside. Whenever UV levels are strong, sunscreen must be applied to all children twice before they go outside: 30 minutes before as well just before. Staff must ensure they also use sunscreen. Water should be readily available, to avoid any risk of dehydration.

#### **COLD WEATHER**

154. Children and staff must be suitably dressed for cold weather. All children must wear jackets or coats. EY children should also wear hats and gloves.

## **Sensory Room**

155. The Sensory Room is available to all children, especially those with additional needs and older children who need a chill out zone.
156. No food nor drink may be taken into the Sensory room, and shoes must be taken off and put in the shoe holder.
157. Each day, Robins' children are allocated a 20 minute slot between 11.30 – 12.15 p.m. with the children in other EY Rooms having 20 minute slots between 10 - 11.30 a.m.
158. OoS use the Room on a regular basis. Older children may only be taken to the Sensory Room if they need to calm down - not if they have already lost their temper,

as this activity should not be seen as a reward for inappropriate behaviour and the equipment is expensive to replace if broken.

159. Children with global delays or other additional needs should be enabled to have greater access.
160. The guidelines for the number of children allowed in the Sensory Room at one time is as follows:

AGE RANGE OF CHILDREN	MAXIMUM NUMBER OF CHILDREN
Under twos	Three
Two-fives	Four
Over fives	Three
For chilling out	One

161. Staff should ensure that the fibre-optic lights are untangled, the room left clean and tidy and all the switches turned off at the end of every session. Any faults or damage that you notice, or which occur whilst you are in the room, must be immediately reported to the DIT&F.

## Early Years

### OPENING HOURS

162. EY provides care for over 80 children and is open from 7.45 - 6.30 p.m., every week day (except Bank Holidays), 52 weeks a year (apart from Robins Pre-School which runs from 9.30-12.30/2.30 p.m. term-time only).

### STAFF ROTA

163. The staff rota comprises a number of shifts, including Early: 7.45 a.m.–4.15 p.m., Late: 9.30 a.m.–6p.m. and Late-late: 10 a.m. – 6.30 p.m.

### ROOMS

164. The EY children are generally divided by age groups, as in the Table below, which also shows the staff:child ratios.

ROOMS	AGE RANGE OF CHILDREN	RATIOS - STAFF:CHILD
Tiggers	0-2 years	1:3
Pooh Bears	2 years	1:4
Owls, Kangas & Robins	2 years	1:4
	3-5	1:8

165. The ratio in any “family rooms” will take into account the requirements outlined above.
166. Robins primarily use the Hall and Decking, but may also use other OoS areas, e.g. Romp Room and under the decking.
167. Each Room has a Leader who supervises the other Room staff.

168. Generally, until 9.30 a.m., the children go into their own Rooms. However, Owl and Kanga children free flow between the two rooms most of the time.
169. Each Room keeps its own register, on which the children are marked in when they arrive and out when they go home.
170. For more detailed information, see the Room by Room Section at the end of this document.

#### **ACTIVITIES**

171. All staff work within the guidance of the EY Foundation Stage, and each child has a key-worker, who is responsible for their developmental records and reports.
172. We provide many activities, grouped under the three Prime areas of development: Personal, Social and Emotional Development, Physical Development, and Communication and Language. In addition to the Prime areas, the children aged three or over also have Literacy, Mathematics, Expressive Art & Design, and Understanding the World.
173. Staff set up resources/equipment to extend the children's development in accordance with their Room's planning.
174. During term time, EY children are able to use the facilities on the first floor, e.g. the Hall, Romp Room, Play Deck (when OoS isn't using those areas). When using the children under two are using the stairs, staff must ensure that there are no more than two children to each member of staff, so that children using the stairs are adequately supported. If this ratio is not met, then the lift should be used, with all due care.
175. Depending on each child's development, the children under three do not usually use computers. Our preschoolers have access to computer time throughout the day. Each child is allocated a 15 minute session controlled by a timer.

#### **SUPERVISION**

176. The Rooms and play areas are always supervised and the children must not leave their room unless accompanied by staff or their carer/carer.
177. Babies or small children being changed on the changing mats must never be left unattended, even for a few seconds. When reaching for baby wipes, nappy bags, etc. staff are required to ensure they keep one hand on the baby, and that they do not turn away from the baby at any time, so that there is no risk of the baby rolling off the mat.
178. Staff must gain permission from their Team Leader if they need to leave their Room for any reason, as well as ensuring that they inform their co-workers.
179. Exceptions to the above requirements may be made in limited circumstances, such as when the children are sleeping or resting. In these circumstances all the adults need not be present in the room with the children, but should be available nearby on the premises should they be needed.

## OUTSIDE PLAY

### Covered Play Area

180. Tiggers have a designated area for their use only. Owls and Kangas have their own undercover area. Pooh Bears can use the under decking area as long as it is not being used by OoS or Robins.
181. Owl and Kanga Rooms' covered play area provides free flow play during all weathers, and is set up with planned activities (e.g. sand, water, role play equipment) to extend the children's learning. Free flow does not operate before 10 a.m. nor between 1-2 p.m.
182. Access to the gates must never be blocked by equipment, and staff must ensure that there is a clear pathway to both gates in case of an emergency evacuation. Two evacuation trolleys are kept in the covered play area unless it is in use, in which case they are moved against the fence in the covered walkway just outside the back gate.

### Gardens

183. All the age groups have equal access to the Garden, with a daily time slot allocated to each Room. Activities are set up outside, and staff must position themselves so that all areas can be effectively supervised.
184. If a child is injured, one staff member takes them inside to a trained first aider. If they are not back within five minutes, the outside area might have to be closed if there would be insufficient staff to safely supervise the children.

## Out of School

185. Staff follow a rota which ensures they spend time in different areas. The children are encouraged to take part in everything, and are free to move from room to room (unless they are needed to tidy away a particular activity first!).

### Supervision

186. We are registered to care for 100 children in OoS.
187. We do not *closely* supervise every room or area in OoS at all times, although most areas must have constant supervision as shown in the Room by Room Appendix.
188. The Ofsted staffing requirements are one staff member to 8 children for 3-8 year olds. We work to a staffing ratio of 1:10 across the OoS age range.

### Afterschool Activities and Permission to walk home

189. To ensure that we are aware on which days we are required to collect a child from school, carers should ideally inform us in writing. We are unable to return to a school in order to collect a child who has been, e.g. on an outing.

190. If a carer wishes their child make their own way home from GBC, this must be requested in writing.

### **Breakfast Club**

191. When Breakfast Club is running in OoS, up to 25 children arrive from 7.45 a.m. onwards, and are marked in on the register. The children are given breakfast as long as they arrive before 8.15 a.m. We give them toast or cereal if they have not already had breakfast, and then deliver them to their schools.
192. By 7.45 a.m., staff should have set up the tables in the hall, putting out bowls, spoons, cereals, yoghurts and a variety of spreads. At 7.50 a.m., a member of staff sets up activities in the lounge. The children are encouraged to serve themselves to breakfast, consisting of cereals, toast and occasionally breakfast pastries. At 8.20 a.m., staff call all the children to collect their belongings, form a line and exit using the back stairwell. They are then escorted to their minibus or, in a crocodile, straight to school.
193. One staff member is usually on the register, covering the phone and letting the carers in.
194. If children arrive after 8.30 a.m., their carer will need to take them to school themselves because the register will already have been completed and our records must be accurate.

### **Term-Time**

195. Before the start of each new term, the HCCS or OM contacts each school from which we collect via email, to ensure that our information on collection times and areas, etc. are correct. They then input this data onto a spreadsheet
196. Most children are collected in one of our four minibuses, although some children are walked from the nearer schools.
197. When carers let us know if their child does not need to be collected – or needs to be collected on a day they don't usually attend, this information is put on the "Yes/No" board. It is then transferred by Admin to the individual pick up sheets in line with the information contained within the Vehicular Safety Protocol. The mobile phones and daily pick up sheets are normally given out from the HCCS' office.
198. If there is any doubt as to whether we should collect the child from school, we will always bring them to the safety of our facilities rather than leave them outside a school.
199. The minibuses start to leave at around 2.45 p.m. Some of the minibus runs involve dropping children back to GBC, and then going out again. Other minibus routes are out for approximately an hour.
200. When the children arrive at GBC, they are marked in the register, after which they will have snack (usually in the Hall) and are then free to pursue whichever activity they choose.

## Minibus Routes

201. Please see the Section on Vehicular Safety & Responsibilities, and Route Management.

## School Holidays

202. We have additional children come to OoS in the school holidays and we employ a number of casual staff to supplement our permanent staff.
203. Breakfast is served until 8.30 a.m. and the children eat their packed lunches from around 12.30 p.m. Afternoon snack is served after 3 p.m. During school holidays, staff generally take their lunch breaks between 12 - 3 p.m.
204. Children are marked in the register when they arrive and when they leave. The register is called at lunchtime as a double check.

## Inset Days

205. GBC also provides cover for Inset Days, and the school holiday rules above apply for these days. However, depending on the number of children attending, casual staff may not be employed. There is a no additional cost to carers for Inset Days.

## Age Groups

206. The children are divided into age groups to make it easier to organise play areas, snack and other occasions where small groups of children are needed, see table below for the group names chosen by the children themselves:

Age Range	Group Name
4-5 years	Chicks
6-7 years	Wombats
8-9 years	Lions
10+ years	Dragons

## Restricted Areas

207. The children are not allowed into the offices without permission. Children are not allowed to play in any areas other than those designated for play.
208. For more detailed information, see the Room by Room section at the end of this document.

## Positive Play

209. Much of the above seems to be a long list of things the children cannot do! Whilst negative behaviour must be discouraged, staff also need to promote positive behaviour.



210. The rules enable the children to play freely and safely, and allow us to accommodate the children's play needs as well as helping them initiate and realise their own ideas.

## Room by Room & Area by Area

In each case, the number of staff shown as supervising is the minimum requirement (excluding toilet breaks or fetching an item as long as the room or area remains supervised at all times) and more may be necessary depending on the activity and the number/age of children taking part.

### OoS

Games Room	Continuous Supervision by one staff member	Free Play
	This Room is primarily for children to play Board Games or to read	
IT Room	Continuous Supervision by one staff member	Free Play
	<p>No food or drink may be taken in when the Room is open for children. Ordinarily, the children are invited into the Room in age groups. The chart outside the Room shows the times for each age group. There should normally be only one child per PC, unless the game is a two-player one.</p> <p>Xbox games can be watched by several children, sitting on chairs. The children use the IT Room in 15/20 minute sessions, with children being able to add their names to the "waiting list" for subsequent sessions.</p> <p>It is important to encourage the girls to use the IT equipment. Any problems with the IT equipment must be reported to the DIT&amp;F immediately.</p> <p>The children are encouraged to play a variety of board games in this Room.</p> <p>At the end of the session, the Room must be absolutely tidy and clear.</p>	
Rainbow Room (Craft Room)	Continuous Supervision by one staff member	Directed &/or Free Play
	<p>Staff with grey lanyards are not allowed to supervise this area alone. Used for a very wide range of activities such as pottery, woodwork, fusil beads, collage, papier maché, clay, junk modelling, painting, handmade paper, mod roc, fantasy film and enamelling. Masks and goggles should be worn for some activities, for example, sanding pottery or plaster or for carving from breeze/celcon blocks, and goggles must be worn for candle-making and for batik work.</p> <p>It must be supervised at all times by a member of staff or an experienced casual staff member. Depending on the activity, the maximum number of children at one session is normally twelve and may need to be less. The children must always wear shoes and many activities will require overalls/aprons. The children are not allowed to use power tools, Stanley knives etc. and must be watched particularly carefully when they are using tools of any kind.</p> <p>Activities such as woodworking can cause injury but they also encourage and extend play opportunities, so the age and ability of children must be carefully considered. Woodworking tools are kept locked away when not in use and may not be used at all until the Risk Assessment is updated. It is a Health and Safety requirement that the Rainbow Room is cleared up after each session, the paint pots, brushes, etc. cleaned and put away, and the floor swept and washed, depending upon the activity. In addition, shelves and work surfaces will be deep cleaned quarterly.</p>	

	Clay must be dried away from the children.	
Hall & Lounge	Continuous Supervision by one staff member	Directed &/or Free Play
	<p>The Hall is used for snack and, in the holidays, lunches. Both these areas may be used for the following activities: organised games, indoor sports, giant craft activities, drama and floor play, pool, air hockey and unstructured play, construction, small world, cars and role play areas, as well as the use of sand/water play and other activities may be put out on an irregular basis.</p> <p>The children must not sit or climb on the stacked chairs or sit/clamber on the tables. Hard balls must not be used in the Hall, or anywhere else in the building. Only foam balls may be used inside.</p> <p>When involved in a cooking activity or assisting to serve snack, children must wash their hands thoroughly and wear aprons and hairnets and should normally stand around the table, rather than sitting down. Children should be encouraged to scrape their plates and clear up all utensils and equipment that have been used.</p> <p>The Hall is also used for Robin Pre-school – see EY for full information.</p>	
Romp Room (soft play room on two levels)	Continuous Supervision by one staff member	Free Play
	<p>Staff with grey lanyards are not allowed to supervise this area alone. No food or drinks are allowed in the Room.</p> <p>The children are generally invited to play in the Romp Room in their age groups with sessions normally lasting no longer than 15 minutes, for a maximum of eight children aged up to seven years and six children aged eight-11.</p> <p>Adults must not sit or stay in one place but rather move around to ensure all areas and play are monitored. No chairs may be taken in, unless otherwise agreed in a specific staff risk assessment. Shoes are put in the cubby holes just inside the Romp Room.</p> <p>Staff must pay particular attention to children using the platforms to climb up and down from the mezzanine area, to ensure there are no issues with congestion and unnecessary injuries. Time on the 'Spinner' should be limited to avoid sickness.</p> <p>The children may not throw balls out of the ball pool, climb the netting, nor scream or shout.</p> <p>EY' use: at least two staff members are required for a maximum of 8 children. If children are using the upper level, then a staff member needs to be positioned there. The session should last no longer than 20 minutes. Each EY Room has the use of the Romp Room for one morning a week from 10–11.15 a.m.</p> <p>The Ball Pool balls must be cleaned at least every quarter and as necessary by staff. The balls must be at a height of 450-600 mm. Any damage must be reported immediately to the DIT&amp;F.</p>	
Little Den	Continuous supervision by one staff member	Free Play
	<p>Mainly used for Dressing Up and Role Play.</p> <p>The staff member may interact with the children's play or just keep a watchful eye.</p>	
Decking	Continuous supervision by one staff member	Free Play

	Staff with grey lanyards are not allowed to supervise this area alone. For Health and Safety reasons no ball games are allowed in this area and staff need to ensure that any tables and chairs are not placed up against the railings which would allow climbing. Staff must ensure that the Play Terrace is cleared at the end of each day. The Terrace becomes extremely slippery in icy and wet weather and must not be used at those times.	
Undercover Area	Continuous supervision by one staff member	Directed &/or Free Play
	An area for organised play activity, such as football, skipping, and other playground games.	
Adventure Playground	Continuous supervision by two staff members	Directed &/or Free Play
	This area must always be carefully supervised. Staff with grey lanyards may only supervise this area if there are two other experienced staff in the Playground. Children may not play tag (it) on the structure as we have deemed the risk of accident too great. If a child is injured, they should be taken to the First Aid Room. The bark (20-80mm) or wood (0.2-2mm) chips must be at a depth of at least 300mm (with a maximum fall height of 3000mm), and should be raked/replaced regularly and as necessary. The minimum age requirement for this area is three years.	

#### SENSORY ROOM

	Continuous supervision by one staff member	Free Play
	Food, drink and shoes are not allowed in this room. The fibre optic lights should be untangled and the room left clean and tidy at the end of each session.	

#### EARLY YEARS

OoS Areas	Usual EY staff ratios are required
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Tigger Room	Continuous supervision by normally two staff members (can be one staff member when numbers allow, with support for example from Owl & Kanga staff)	Directed and Free Play
	The three EYFS prime areas of Personal Social & Emotional Development, Communication & Language and Physical Development are incorporated within three sections: sensory/quiet (often used by under ones), role play/construction and creative/physical development.	
Tigger Covered Play Area	Continuous supervision by one staff member	Directed and Free Play
	Tigger Room has its own section of the paved area and Garden.	
Pooh Bear Room	Continuous supervision by normally two members of staff (can be one staff member when numbers allow, with support for example from Owl & Kanga staff)	Directed and Free Play
	Personal Social & Emotional Development and Communication & Language are incorporated within four sections in the Room: creative, role play, quiet, construction and IT/table top. Physical Development is incorporated in outdoor play or by using the facilities in OoS (e.g. the lounge during term-time)	

Pooh Bear Courtyard	Continuous supervision by one member of staff	Directed and Free Play
	The paved area is set up as an extension of the room, linking to the children's individual learning plans/next steps.	
Owl & Kanga Rooms	In each room, continuous supervision by one member of staff*	Directed and Free Play
	Owl and Kanga Rooms are each divided into the seven EYFS areas: Personal Social & Emotional Development, Communication & Language, Physical Development, Maths, Literacy, Understanding the World, and Expressive Arts & Design.	
Owl & Kanga - Covered Area	In each room, continuous supervision by one member of staff*	Directed and Free Play
	As well as providing the main opportunities for Physical Development, the paved area can also be set up as an extension of the room's creative area, providing sand and water play, painting/drawing easel, etc.	
Robin Pre-School	Continuous supervision by one member of staff in the Hall.	Directed and Free Play
	Whilst Robin Pre-School is open, the Hall is divided into the seven areas as above.	
Decking	Continuous supervision by one member of staff.	Directed and Free Play
	The decking – and the under-decking area – both provide the main opportunities for Physical Development.	

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\* It is permissible for one staff member to supervise both areas for very limited time spans, e.g. if a child needs to be changed, be accompanied to the toilet etc.

# Appendix A: Positive Reinforcement & Time Out

What is Positive Reinforcement?

- ✓ Positive reinforcement is where we praise the children's good behaviours.
- ✓ For example, if a child often refuses to stay in their seat at lunchtime, praise them up the second that they are sitting down – this may well avoid the inappropriate behaviours altogether. You can even praise a child for respecting a Time Out warning.

Why is Positive Reinforcement vital?

- ✓ When we reinforce good behaviours by praising children, we are giving them positive attention, which makes it worth their while to behave well.
- ✓ Positive Reinforcement is particularly important for a child who is behaving inappropriately on an on-going basis, where the only attention they would otherwise be getting is negative – i.e. being told off.

Examples of Positive Reinforcements:

- ✓ Smiley charts, where a child gets a happy face for good behaviours
- ✓ Give the child a special responsibility, e.g. collect cups or give out snack/plates, help staff in some way
- ✓ Make a chart where the child can make their way up towards the top with good behaviours. Once they get to the top, they will be rewarded – for example, with a sticker or by being a special staff "helper" (e.g. helping to give out snack).

TIME OUT

What is Time Out?

- ✓ Time Out is worked out as one minute for each year of the child's age.
- ✓ The Time Out space must be at least a little apart from other children. Any other children must not acknowledge the child who is having Time Out. The Time Out area can be in a corner, or on a particular chair for example – but ideally should be in the same place.
- ✓ The Time Out space must be somewhere safe and secure, generally in the EY Room or, in OoS, the Register Area perhaps. Occasionally, if inappropriate behaviours are repeated several times, or if the "crime" warrants it, Time Out will be in an office.

Warnings

- ✓ Normally, Time Out should only be given after the child has been warned with words to the effect of "If you do/don't do that again, you will have Time Out. This is your warning."

- ✓ If the child has gone into a temper tantrum following a telling-off, they can be given Time Out – and this should still follow a warning.

How does Time Out work?

- ✓ When Time Out is appropriate, put the child in the Time Out space.
- ✓ Get down to the child's level, tell them quietly and firmly exactly what the "wrong" behaviour was, and that they have x minutes' Time Out.
- ✓ Use an egg timer or a clock so that they are in Time Out for the correct number of minutes. Do not let the time over-run, nor let the child off early.
- ✓ Whenever it's not absolutely impossible, ignore all behaviours during Time Out. Don't look at or speak to the child, don't acknowledge them. In fact, don't react in any way.

What happens when Time Out is up?

- ✓ Once more getting down to the child's level, explain to them "This happened because you did *such and such*. You can go back to your Room/the activity now, as long as you behave in *such and such way*. You will need to apologise to *whoever*." Do not drone on! Be specific, be clear, be brief. An apology will always be called for, even if it is only to apologise to the staff member giving the Time Out.
- ✓ Offer the child a hug because they have been upset and because they have stopped the inappropriate behaviour. Often, a child will have found their temper tantrum scary.

What happens if a tantrum is still continuing when Time Out ends?

- ✓ Explain calmly and firmly that the child will have another Time Out if they don't stop. If they do not respond positively to that warning, you will need to go through above procedure again.

Always:

- ✓ Give only one warning
- ✓ Follow through to Time Out if the inappropriate behaviour is continuing
- ✓ Speak firmly and in a controlled way – never raise your voice
- ✓ Be aware that more than one Time Out may need to be given for the same behaviour
- ✓ Understand that the child's behaviour may worsen for a day or two, before they start to grasp how Time Out works.

Never:

- ✓ give in!

## APPENDIX B: SIBLING CARE GUIDELINES

- A. These guidelines applies to EY and OoS (apart from holiday only)
- B. GBC prioritises any siblings of a child who already attends the EY or OoS. In addition, once a child has come to the top on one waiting list, we will attempt to give the same (or similar) starting date for any siblings on our waiting lists.
- C. GBC reserves the right to ask carers what child-care provision they have made for any other child under eleven.



## **APPENDIX C CONTACT VISITS**

- A. GBC premises may not be used for “Contact Visits”, even if the carer whom we have our contract would give permission.
- B. This is primarily because we would not take responsibility for the safety and security of the child/ren concerned nor for any staff member present.