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2.1 Employment

Policy statement

We meet the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, ensuring that our staff and volunteers are appropriately qualified, and we carry out checks for criminal and other records through the Disclosure and Barring Service (DBS) in accordance with statutory requirements.

Procedures

Vetting and staff selection

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All our staff have job descriptions, which set out their roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We follow the requirements of the Early Years Foundation Stage and Ofsted guidance on checking the suitability of all staff and volunteers who will have unsupervised access to children. This includes obtaining references and ensuring they have a satisfactory enhanced criminal records check with barred list(s) check through the DBS. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2006) and the Protection of Freedoms Act (2012) for the vetting and barring scheme.
- Where an individual is subscribed to the DBS Update Service we carry out a status check of their DBS certificate, after checking their identity and viewing their original enhanced DBS certificate to ensure that it does not reveal any information that would affect their suitability for the post.
- We keep all records relating to the employment of our staff and volunteers; in particular those demonstrating that suitability checks have been done, including the date of issue, name, type of DBS check and unique reference number from the DBS certificate, along with details of our suitability decision.
- Our staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before, or at any time during, their employment with us.
- We obtain consent from our staff and volunteers to carry out on-going status checks of the Update Service to establish that their DBS certificate is up-to-date for the duration of their employment with us.



- Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person's employment with us will be terminated.

Notifying Ofsted of changes

- We inform Ofsted of any changes to our Registered Person trustees and our manager.

Training and staff development

- Our manager and deputy hold the CACHE Level 3 Diploma for the Children and Young People's Workforce or an equivalent qualification and at least half of our other staff members hold or are working towards the CACHE Level 2 Certificate for the Children and Young People's Workforce or an equivalent or higher qualification.
- Our budget allocates resources to training.
- We provide our staff with induction training in the first week of their employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures are introduced within an induction plan.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

Staff taking medication/other substances

- If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. Our staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.
- Staff medication on the premises will be stored securely and kept out of reach of the children at all times.
- If we have reason to believe that a member of our staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly with the children and further action will be taken.

Managing staff absences and contingency plans for emergencies

- Our staff take their holiday breaks when the setting is closed. Where a staff member may need to take time off for any reason other than sick leave or training, this is agreed with our manager with sufficient notice.

Rainbow Pre-school

Shelford

A community pre-school for 2 to 4 year olds

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Email: admin@rainbowshelford.co.uk Tel: 07965 216603 www.rainbowshelford.co.uk
Charity Number: 1036946 Ofsted URN: 221758



This policy was adopted by

RAINBOW PRE-SCHOOL

On

Date to be reviewed

Summer Term 2019

Signed on behalf of the provider

Name of signatory

Suzanne Dootson

Role of signatory (e.g. chair, director or owner)

Committee Chair



2.2 Induction

Policy statement

We provide an induction for all employees and volunteers in order to fully brief them about the setting, the families we serve, our policies and procedures, curriculum and daily practice.

- We have a written induction plan for all new staff, which includes the following:
 - Introductions to all employees and volunteers [including management committee members].
 - Familiarisation with the building, health and safety, and fire and evacuation procedures.
 - Ensuring our policies and procedures are read and adhered to.
 - Introduction to the parents, especially parents of allocated key children where appropriate.
 - Familiarisation with confidential information in relation to any key children where applicable.
 - Details of the tasks and daily routines to be completed.
- The induction period lasts at least two weeks. The manager inducts new employees and volunteers. A member of the senior management team inducts new managers
- During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.
- Successful completion of the induction forms part of the probationary period.
- Following induction, we continue to support our staff to deliver high quality performance through regular supervision and appraisal of their work.

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2.3 Staff Guidelines

Policy statement

We provide a staffing ratio in line with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and we carry out checks for enhanced criminal records and barred list checks through the Disclosure and Barring Service in accordance with statutory requirements.

Procedures

We use the following ratios of adult to children:

- Children aged two years: 1 adult: 4 children:
 - at least one member of staff holds a full and relevant level 3 qualification; and
 - at least half of all other staff hold a full and relevant level 2 qualification.
- Children aged three years and over: 1 adult : 8 children:
 - at least one member of staff holds a full and relevant level 3 qualification; and
 - at least half of all other staff hold a full and relevant level 2 qualification.
- The number of children for each key person takes into account the individual needs of the children and the capacity of the individual key person to manage their cohort.
- We only include those aged 17 years or older within our ratios. Where they are competent and responsible, we may include students on long-term placements and regular volunteers.
- A minimum of two staff/adults are on duty at any one time; one of whom is either our manager or deputy.
- Our manager deploys our staff, students and volunteers to give adequate supervision of indoor and outdoor areas, ensuring that children are usually within sight and hearing of staff, and always within sight or hearing of staff at all times.
- Staff position themselves in the playroom whereby all children can be closely supervised.
- Children are supervised before walking into the office/cloakroom or talking to a parent/visitor etc. Please ask a parent to wait if they require your attention as you are unable to leave the children at the time.
- Children are not present in the Rainbow room before the official start time, this ensures all activities are ready and the room is checked for safety prior to the arrival of the children. Parents and children are asked to remain outside until they are invited in by staff. At the end of the play session parents/carers are asked to wait outside the Rainbow room until they are called by staff to come in and collect their child.

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- All children will remain seated in the Rainbow room until a staff member recognises the parent/carer who usually collects the child. The child will be called by name to go to their parent/carer. The staff on duty must be aware of any changes to a child's normal arrival/collection routine in advance.
- All staff are deployed according to the needs of the setting and the children attending.
- Our staff, students and volunteers inform their colleagues if they have to leave their area and tell colleagues where they are going.
- Our staff, students and volunteers focus their attention on children at all times and do not spend time in social conversation with colleagues while they are working with children.
- We assign each child a key person to help the child become familiar with the setting from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key person plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress and offers support in guiding their development at home.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

Professional Conduct:

Staff to ensure:

- They greet all children on arrival. Staff to always speak briefly to the parent when a child is being collected informing them how their child has been.
- Smacking and shouting is not permitted.
- No form of physical punishment acceptable.
- They treat all children with respect and in a calm controlled manner.
- All children are to be spoken to in a calm and positive manner.
- They listen well and communicate during play activities.
- Children are praised and encouraged as much as possible.
- They are aware of what they say in front of the children.
- Confidentiality is adhered to at all times.
- They work positively and co-operatively with other staff members, any concerns must be discussed with the Manager/committee.
- Staff are to regularly discuss promoting positive staff practice.

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2.4 Key Person & Settling In

Policy statement

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. We are committed to the key person approach which benefits the child, the parents, the staff and the setting. It encourages secure relationships which support children to thrive, give parents confidence and make the setting a happy place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with our staff. We also want parents to have confidence in both their children's well-being and their role as active partners with our setting. We aim to make our setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each child must have a key person. These procedures set out a model for developing a key person approach that promotes effective and positive relationships for children.

Procedures

- We allocate a key person before the child starts.
- The key person is responsible for:
 - Providing an induction for the family and for settling the child into our setting.
 - Offering unconditional regard for the child and being non-judgemental.
 - Working with the parents to deliver a personalised plan for the child's well-being, care and learning.
 - Acting as the key contact for the parents.
 - Developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
 - Encouraging positive relationships between children in her/his key group, spending time with them as a group each day.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other adults and children.

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Settling-in

- Parents will be sent a letter confirming the Pre-school place, including sessions booked and start date, visits to be arranged with the manager, this must suit the pre-school and allow time for manager/key worker to speak with parent.
- Visits will usually take place during the half term before a child starts.
- All staff are notified of the child's visit date/time prior to the visit taking place.
- The visit times can be extended if a child is taking longer to settle, parents are welcome to stay with their child for a while is required.
- Each child is allocated a key worker with the aim that they attend the same sessions as the child at least twice a week.
- Parents are asked to complete their child's registration records before the start date at Rainbow, so that all information is in place for the child's first session.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- The key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- When parents leave, we ask them to say goodbye to their child and explain when they will be coming back.
- All children must be kept comforted if they become distressed at any time.
 - We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- All staff must keep the parent/carer informed of the child's progress.
- During the first half term of starting, staff to talk to, and work with, the child's parents to create their child's record of achievement.

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2.5 Student Placements

Policy statement

We recognise that qualifications and training make an important contribution to the quality of the care and education we provide. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training. We also offer placements for school pupils on work experience.

We aim to provide for students on placement with us, experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.

Procedures

- We require students on qualification courses to meet the Suitable Person requirements of the Early Years Foundation Stage and have a satisfactory DBS check.
- We require students in our setting to have a sufficient understanding and use of English to contribute to the well-being of children in our care.
- We require schools, colleges or universities placing students under the age of 17 years with us to vouch for their good character.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in our setting on a short term basis are not counted in our staffing ratios.
- Students and apprentices, over the age of 17, who are undertaking a level 3 qualification may be considered to be counted in the ratios if our manager deems them to be suitably qualified and experienced.
- We take out employers' liability insurance and public liability insurance, which covers both students and voluntary helpers.
- We require students to keep to our Confidentiality and Client Access to Records Policy.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- Students must not administer first aid or Medication.
- We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- Each Student is allocated a mentor from the Staff team.
- Staffing team communicate a positive message to students about the value of qualifications and training.

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- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
- We ensure that trainees and students placed with us are engaged in bona fide early years raining, which provides the necessary background understanding of children's development and activities.

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2.6 Babysitting

Policy statement

Historically it has not been uncommon for staff to be asked to babysit for Rainbow families outside of Pre-school working hours. This policy has been implemented to provide clarification of some key points regarding private arrangements between staff and parents/carers. Please also refer to our safeguarding policy:

Procedures

RAINBOW PRE-SCHOOL:

- *Will not be responsible for any arrangements or agreements made between parents/carers and our staff regarding babysitting.*
- *Will not be held responsible for any health and safety or other issues that may arise from these private arrangements.*
- *Has a duty to safeguard all children whilst on their premises and in the care of our staff during Pre-school opening hours. This includes having trained and experienced staff on the premises at all times who follow Rainbow's policies and procedures. This duty does not extend to private arrangements between staff and parents/cares outside of pre-school hours.*

STAFF EMPLOYED AT RAINBOW

- *Out of hours work arrangements must not interfere with their employment at Rainbow.*
- *Individuals must uphold the data protection Act 1998 at all times.*
- *Discussions about Rainbow, other children or families and employees of Rainbow are not permitted and would be considered a breach of contract.*

RAINBOW FAMILIES

- *Parents/carers should be aware that other adults accompanying the babysitter may not have the relevant DBS check clearance, and it may not be appropriate for them to care for children.*
- *We kindly ask parents/carers not to contact Pre-school staff using their personal contacts (mobiles/email) for issues relating to the Rainbow.*
- *All Pre-school business should be made directly to Rainbow through the usual channels during pre-school hours.*
- *Parents/carers should not involve Rainbow with its private arrangements.*

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