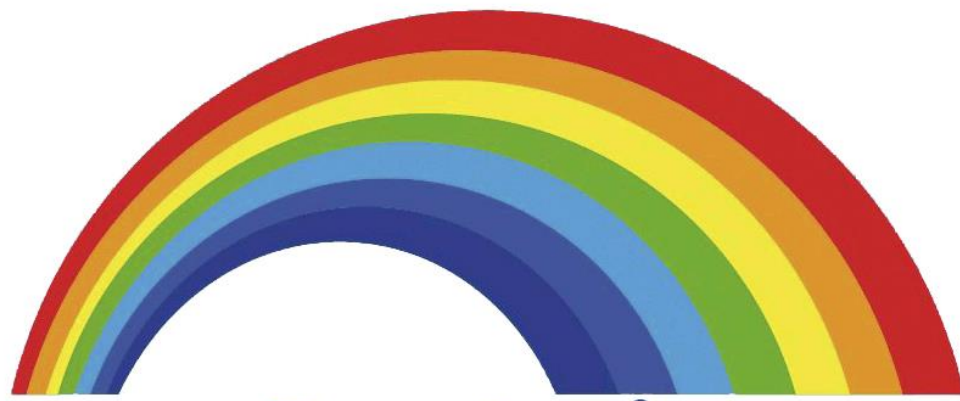




Rainbow

Pre-School

Prospectus 2022

***“To provide an inspiring and nurturing,
child led environment where all children
can grow and learn.”***



OSCB
Oxfordshire
Safeguarding
Children Board



Contact Details

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Charity Number	1199719
Ofsted Registration Number	2579585



General Information

Rainbow Pre-School was established in 1974, originally located in the Bull Croft Park where it operated for 46 years. In March 2020 Rainbow relocated to Millington Road in Wallingford. This is a newly re-furnished and modern setting attached to a Care Home called Westgate House. We are only the second pre-school in the country to be attached to a Care Home and a great deal of research has been made regarding how beneficial this type of partnership is and something that our setting is hoping to achieve with interacting with the residents. There is car parking available for parent/ carers to use for drop off and collection of children. Our building has easy access with no steps/ changes in floor levels.

Our team of staff are very experienced, committed and dedicated to supporting children and their families. It is important to us that your child is happy, secure and makes good progress in their time at Rainbow. We have strong links with the local community, including all the local schools which helps when it comes to transition time and/or if a child attends two settings. We work closely with other Early Years practitioners, Health Visitors, Social Workers and Advisors from Oxfordshire Early Years Team. We have built a good relationship with these professionals and are well respected by them.

Our most recent Ofsted inspection, in which we were graded as Good, was carried out in February 2019. You can look at the report, in more detail, on the Ofsted Report website: www.ofsted.gov.uk

Opening times

We are open for	38 weeks each year (term time) with Holiday clubs in the school holidays.
We are closed	Bank holidays; 2 weeks in the summer holidays, Christmas and New Year.
We are open for	5 days each week
The times we are open are	8.30am to 4.30pm



We provide care and education for young children from the ages of 2 and 4 years.

Holiday clubs

We run holiday clubs for children up to and including the age of 9 years old. Fees for holiday clubs are £5.50ph for a 2-9 year old, payment is paid in advance to guarantee your space. Availability of spaces/ days are available in advance of upcoming holiday clubs.

Fees

The fees are payable termly.

Fees must still be paid if children are absent without notice and for a short period of time. If your child has to be absent over a long period of time, talk to the manager.

We accept payment by Childcare Vouchers or BACS into the Rainbow account: -
Account number 60765589 sort code 20-01-09

We are in receipt of Nursery Education 30- hour funding for three and four-year olds and also the Early Years Funding for 2-year-olds. Where funding is not received, or for hours above the funding allowance, fees apply. Fees are reviewed annually and agreed by our committee.

As of September 2021, fees are charged at a rate of £5.50 per hour for every child.

We offer support/ advice for families - low income, early help assessment, pupil premiums, health visitors etc.

Whilst we require commitment, we are flexible, usually offering extra ad-hoc sessions/ extended sessions as requested. Please give notice and ask in advance.



Our Aims

Rainbow Pre-School aims to:

- Provide high quality care and education for children below statutory school age;
- Work in partnership with parents to help children to learn and develop;
- Add to the life and well-being of the local community;
- Offer children and their parents a service that promotes equality and values diversity and
- Help our children to learn about what is right and wrong so that they can then become good citizens.

Parents

Parents are always regarded as members of our setting who have full participatory rights.

These include a right to be:

- Valued and respected
- Kept informed
- Be involved and
- Included at all levels.

As a community based managed setting, we also depend on the goodwill of parents and their involvement to keep going. Membership of the setting carries expectations on parents for their support and commitment.

Children's development and learning

We aim to ensure that each child:

- is in a safe and stimulating environment
- is given generous care and attention
- has the chance to join in with other children and adults to live, play, work and learn together
- has opportunities to explore new things
- builds their language, understanding and speech
- have healthy snacks, be physically active and have their self-care needs met
- be encouraged to build their independence, confidence and self-help skills
- be involved in traditions, celebrations and festivals that are meaningful to them



- is supported with taking forward their learning and development by being helped to build on what they already know and can do
- has a key person
- is in a setting that sees parents as partners in helping each child to learn and develop
- is helped to transition on to School

Starting at our setting

The first days

- We want your child to feel happy and safe with us. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle into the setting. Our current policy on the role of the key person and settling-in is available you can ask for a copy from the manager.
- We hope that you and your child enjoy being members of Rainbow and that you all find taking part in our activities interesting and stimulating. We are always ready and willing to talk with you about your ideas, views or questions.
- We like to invite you to come and visit us to make sure you have looked around the setting and can see what we have to offer. This is an opportunity for you to have a general chat and find out more about us. You will be able to meet your child's key person and discuss everything you need to with them. There will be some forms to complete at this point and we can help you with this. After this, we can work together as to what approach you feel would be best for your child, every child is different and we want their time with us to be exciting, rewarding and a place where they want to be.



The Early Years Foundation Stage

We completely and fully agree with the statement that

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.” Early Years Foundation Stage (DfE 2021).

Our provision reflects the four overarching principles of the Statutory Framework for the Early Years Foundation Stage.

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.
- importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities SEND.

How we provide for development and learning



Children start to learn about the world around them from the moment they are born. The care and education offered by our Setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the three **prime areas**:

- **Communication and Language (Listening Attention and Understanding, Speaking)**
- **Personal, Social and Emotional Development (Self-Regulation, Managing Self and Building Relationships)**
- **Physical Development (Gross Motor Skills and Fine Motor Skills)**

We also support children in four **specific areas**, through which the three prime areas are strengthened and applied. The **specific areas** are:

- **Literacy (Comprehension, Word Reading and Writing)**
- **Mathematics (Number and Numerical Patterns)**
- **Understanding the World (Past and Present, People Cultures and the Community and The Natural World)**
- **Expressive Arts and Design (Creating with Materials, Being Imaginative and Expressive)**

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know, and be able to do, by the end of the reception year of their education. So, we at Rainbow begin this learning journey which they then continue when they attend their Foundation Year at School.



Our approach to learning and development

In planning and guiding what children learn, our practitioners reflect on the different rates at which our children are developing and adjust our practice appropriately. Three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and ‘have a go’
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things learning through play

This is all underpinned by the development of children’s spoken language across all seven areas of learning and development.

Being active and playing supports young children’s learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use the EYFS Statutory Guidance (2021), Development Matters (2021) and Birth to 5 Matters (2021) for reference to plan and provide opportunities which will help children to make progress in all areas of learning. Our programme is made up of a mixture of activities that children plan and organise for themselves and activities planned and led by practitioners.

Characteristics of effective learning

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Development Matters and the Early Years Foundation Stage guidance. We enjoy planning and guiding our children’s learning, always reflecting on the different rates



at which each of our children are developing and adjusting our practice appropriately.

The three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and ‘have a go’
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The progress check at age two

The Early Years Foundation Stage requires that we supply parents and carers with a short summary of their child’s development in the three *Prime Areas* of learning and development when a child is aged between 24-36 months. This information is shared with you on Tapestry.

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. We believe that parents know their children best and so we encourage 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.

All of these notes, photographs, observations and samples of children’s work are available to you via Tapestry, each parent/carer will be able to download the app for this and log into their own child’s records. Each child’s key person collates all of this evidence and information.

We make periodic assessment summaries of children’s achievement which are collated and checked by the Early Years Teacher. Tapestry.info has videos and information for parents guiding them how to use it. These assessments can be available to be shared with parents via the app regularly. We also share this



information at times of transition, such as when a child moves to a different setting or when they go on to school.

Trips, Visits and Visitors

We like to take children out from the setting on occasions and try to make sure that every child can participate in these outings over the year. These trips are planned in advance with risk assessments being completed. Children are always with at least two qualified Level 3 members of staff who also hold valid First Aid certificates. We always have a high ratio of 2 children per adult on Outings. We will need your permission before the event and inform you of details of what the Outing entails.

As we are attached to Westgate Care Home, we will have planned times when residents can join in sessions with us and engage with the children. These residents shall be deemed safe to be with the children, shall never be left unattended with the children at any point and supervised at all times. All other visitors are invited in, made aware of our policies and are supervised at all times.

Working together for your children

We maintain the ratio of adults to children in the setting that is set by the safeguarding and welfare requirements.

2-year-olds = 1 adult per 4 children

3 years and above = 1 adult per 8 children.

We also have the administrator over and above the ratios, and sometimes volunteers, where possible, to complement these ratios.

This helps us to:

- give time and attention to each child;
- talk with the children about their interests and activities;
- help children to experience and benefit from the activities we provide; and
- allow the children to explore and be adventurous safely.



Healthy Eating

The setting actively promotes eating healthily and looking after ourselves. The food we provide for snack time is healthy and nutritious and it is always prepared by a member of staff who holds a Food Safety and Hygiene certificate. We try to introduce children to new healthy foods and provide a varied and interesting snack. We support and guide the children so that they learn to serve themselves, pour their own drinks, and choose which fruit/vegetable they would like to try.

Please tell us if your child has any dietary needs and we will make sure that these are met. If your child has an intolerance or allergy, it is important that you write this on your child's Registration form and you make sure the manager and your child's key person are aware of this. A list of all children who have dietary requirements is displayed in the kitchen so all staff can see it clearly.

Children bring their own packed lunch; we can give advice on providing a healthy lunch. We regret that we cannot reheat or cook food for your child at lunchtime. We request that you do not include any nuts or products which contain nuts in lunches. If we have a child with a particular allergy, we may ask you not to include this in lunches too, we shall inform you if this applies.

At lunchtime, key persons sit with their group of key children, helping and encouraging the children with their lunch, promoting healthy food choices and being a good role model with good eating habits. Each child has a healthy food mat, which we have made, on the tables for children to look at and discuss. At lunchtime we can provide children with a drink of milk or water and offer fruit and vegetables to help supplement their lunch if necessary. Children take home all remains of their lunch so that you can see what they have eaten.

Drinks

We make sure that there is always clean, fresh drinking water available to the children whether they are inside and outside. Staff will encourage and remind children to have a drink whenever it is deemed necessary such as in hot weather.



Sleeping and resting

Some children who are with us all day may require a sleep.

After lunchtime, children who need a sleep go into a sectioned off area of the room. This is not separate or out of sight of the staff, but where it is quiet and safe away from playing children. They will have their own individual sleep mat with their own named sheets and blankets and any other comforter required. A member of staff shall help soothe them to sleep, monitor and record the length of time slept or rested so that this information can be relayed to parents when collecting. Staff shall check on children and monitor them at all times.

If you want your child to rest or sleep, please inform your child's key person and discuss any additional information such if there is a time limit.

We also provide areas for children to rest and relax during sessions even if they do not need to sleep.

Clothing

We provide protective clothing for the children when they play with messy activities. We encourage children to gain the skills that help them to be independent and look after themselves. These skills include taking themselves to the toilet and taking off and putting on outdoor clothes. Clothing that is easy for them to manage will help them to do this. We also ask parents to name their child's coats, hats and boots, and to provide in both indoor shoes and outdoor wellington boots.

Parents can choose to purchase a variety of Rainbow uniform for their children by ordering online at www.myclothing.com. We suggest that children do not wear expensive, irreplaceable or delicate clothes and that clothing is appropriate to the weather. We also advise that you leave at least 2 sets of spare clothes for your child (more if they are toilet training). These should be left in a named red bag that Rainbow will provide, or their own bag from home, on their peg. No plastic carrier bags please.



If your child is wearing nappies/pull ups then please make sure you provide a good supply of them, along with wipes and nappy sacks. These will be stored in a named individual tray in the nappy changing station. We will record when we have changed a nappy or child's clothing and any necessary information so that we can relay this to you when you collect your child.

Key Person approach and your child

Our setting uses a 'key person' approach and a 'buddy system'. This means that each member of Level 3 and above qualified staff has a group of children for whom they are particularly responsible. Key persons are allocated by matching up which sessions your child attends and the hours that member of staff works so they can be together. It also considers if there is already a sibling in this key group. Your child's key person will remain the same for the whole time they are enrolled at Rainbow. Of course, all staff will engage, bond and spend time with all children but their key person is very important to them. If your child's key person is not available then they have an assigned 'buddy' who will step in and take on the role.

Key Persons

- will meet you on one of your initial visits to the setting and will be your main point of contact to share information and answer any questions you may have throughout your child's time at Rainbow
- shall strive to make a strong bond with your child so that they feel secure, valued and cared for
- help with self-care, gaining independence and toileting
- collate information and complete the learning journeys, assessments and transition reports on Tapestry
- feedback information on progress
- plan, prepare and provide activities specifically aimed at meeting their key children's interests, development and needs.
- be the main person to whom a child can refer to in times of need, when seeking comfort and when celebrating achievements.



Illness and accidents

If your child becomes ill whilst in our care, we shall refer to your registration form and contact you. We have a policy in place for managing children who are sick, infectious or who have allergies and all staff are aware of the procedure for this. If your child is unwell, please do not send them in for a period of 24 hours.

If your child has a serious accident or needs urgent medical attention, we will contact the emergency services and then endeavour to contact you.

If your child bumps their head, we may call you so that you are aware and can provide further information and advice.

We will deal with all other minor accidents; key persons shall comfort and provide any first aid required and then complete an accident form. When you come to collect your child, we shall explain what happened and give you the accident form to read, check and sign.

If an incident happens then an incident form shall be completed with details of what happened. Key persons shall deal with the situation and on collection feedback to you what happened and ask you to read, check and sign the incident form.

The administrator reads and checks all accident or incident forms termly to see if any trends are occurring and any extra precautions or safety checks need to take place over and above completed risk assessments.

We have first aid boxes in the office of the building and in the kitchen area, both are easily accessible. We also have a portable first aid kit for when we are on outings and trips.

All staff are paediatric first aid trained and hold current certificates.

We store a medicine box, safely out of reach from children in the office. If your child has creams, inhalers or other prescribed medication they will be kept in there.



We cannot administer prescribed medication unless we have signed permission form from a parent/carers, the medicine is in its original box/container and has the child's full name on. Prescribed medication will only be administered by senior members of staff, no over the counter medication can be administered at Rainbow.

Yoga



Claire, our very own Early Years Teacher, is qualified to teach yoga to the children. Our children are now enjoying yoga on a regular basis.

Forest School

We run weekly Forest School sessions for our Rainbow children with our Forest School trained staff members during term time.



We take a small group of children to enjoy Forest School, this group remains the same for the whole term so new friendships are formed and they help remind each other of what they have done previously, building on their experiences.

We have a fully qualified Forest School staff level 3 and level 2 qualification who take the children each week.

We complete thorough Risk Assessments and before each session our Forest School Leader visits the Forest School site to inspect it and put up our signs to say that Forest School will be taking place.

Before leaving Rainbow, the children are encouraged to use the toilet and get dressed appropriately for the season and weather. We provide waterproof trousers and will always make sure children are prepared. We have a special wagon which carries all of the items we might need such as tarpaulins, ropes, pegs and clips, ground mats and picnic rugs, explorer rucksacks, reference books and photos. We always take a First Aid Kit specifically prepared for Forest School (all staff members hold paediatric first aid certificates), emergency contact numbers and the Rainbow mobile phone. As well as items for hand washing and sanitising. A healthy snack is also prepared and fresh drinking water is taken.

The children are taught about how to keep safe and the reasons why, we let them think about the risks and encourage them to take responsibility for their actions- so which things they can touch, where they might walk, how to hold an insect. As we have a high staff to child ratio, they are always within close contact with an adult who is there to support, guide and encourage them

The children love exploring the Forest School area, the different trees, grasses and plants. Discovering wildlife and how insects and the animals they find live. Getting messy, being out in the fresh air and experiencing the weather without being uncomfortable. It is a wonderful time for them to interact in a sensory and meaningful way. The adults are trained to facilitate their learning and we find it builds their language, confidence and attention skills.

When the children return to Rainbow, they get changed, wash their hands and usually have a rest! The Forest School Leader then writes up a summary of what has happened that session onto those children's Tapestry accounts and it is added to their journals.

Forest School has many advantages and there has been lots of research about the effectiveness and positivity it provides. The children thrive and thoroughly enjoy themselves; we are proud to offer forest school at our setting.



Timetable and routines

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in the setting are provided in ways that:

- help each child to feel that they are a valued member of the setting;
- ensure the safety of each child;
- help children to gain from the social experience of being part of a group; and
- provide children with opportunities to learn and help them to value learning

The session

We organise our sessions so that the children can choose from, and work at, a range of activities and in doing so, build up their ability to select and work through a task to its completion.

The children are also helped and encouraged to take part in adult-led small and large group activities, which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity and are encouraged to take part in outdoor child-chosen and adult-led activities in all types of weather, as well as those provided in the indoor rooms.

Sessions times are displayed in our main entrance hall and on the outside notice board.



Staff

Name	Job Title	Qualifications and Experience
Georgina Flanagan	Manager	Level 3, Key Person, Paediatric First Aider, Designated lead Safeguarding trained. Started at Rainbow February 2020
Claire Dixon	Early Years Teacher EYT	BA Hons Early Years Teacher with QTS, Key person, Paediatric First Aider, Designated Lead Safeguarding trained. Food Hygiene Level 2 Qualified Started at Rainbow January 2016
Paula Clifton	Supervisor and SENCO	Level 3, Key Person, SENCO, Paediatric First Aider, Designated Lead Safeguarding trained. Food Hygiene Level 2 Qualified Started at Rainbow October 1995
Shauna Allen	Administrator	Level 2, Paediatric First Aider, Designated Safeguarding Lead trained. Data Protection Officer Started at Rainbow April 2021
Amelia Bennion	Early Years Practitioner	Level 3, Key Person, Paediatric First Aider, Forest School leader, Generalist Safeguarding trained. Food Hygiene Level 2 Qualified. Started at Rainbow February 2006
Nicky Denham	Early Years Practitioner	Level 3, Key Person, Paediatric First Aider. Generalist Safeguarding trained. Food Hygiene Level 2 Qualified Started at Rainbow February 2006
Sophie Cross	Early years Practitioner	Level 3, Key person, Paediatric First Aider, Forest School Level 2 assistant, Generalist Safeguarding trained. Food Hygiene Level 2 Qualified Started at Rainbow April 2015

Name	Job Title	Qualifications and Experience
Tarana Chowdhury	Early Years Practitioner	Level 2, Paediatric First Aider, Forest School Level 2 assistant Generalist Safeguarding trained. Food Hygiene Level 2 Qualified Starting date at Rainbow September 2014
Andrea Reich	Early Years Practitioner	Level 5, Paediatric First Aider, Generalist Safeguarding trained. Food hygiene level 2 qualified. Starting date at Rainbow November 2021
Rachel Vickery	Early Years Practitioner	Level 3, Generalist Safeguarding trained. Food hygiene level 2 qualified. Starting date at Rainbow January 2022

All staff are DBS (Disclosure Barring Service) checked and are registered for the update service.

Staff Training

As well as gaining childcare qualifications, our staff take part in further training to help them to keep up-to date with new practices, theories and ideas. We keep up to date with Ofsted requirements and regularly complete self-assessments and create action plans.

Staff members are actively encouraged and paid to attend courses, seminars and workshops.

We also work in partnership with Abingdon and Witney College to train up apprentices and practitioners working towards Level 2 and 3 diplomas. We accept students from Wallingford Secondary School to complete work experience with us. We have also participated in working on projects with an A Level student.

The setting also keeps itself up-to-date with best practice as a member of the Learning Alliance, through Under 5 magazine and other publications. We also take part in regular Oxfordshire County Council Step into Training



We have termly staff meetings where we share children's progress, discuss new activity ideas, complete safeguarding tasks and plan upcoming events.

We have an experienced senior management team who regularly meet to discuss issues and ways to keep moving Rainbow forward and be the best it can.

We also invite, engage and work closely with advisors from Oxfordshire, buying in any additional support to help us provide quality care.

The management of our setting

Our setting is a registered charity and as such is managed by a volunteer management committee. Elections of nominated parents wishing to participate or take on a specific role are held at our Annual General Meeting in September.

The committee are responsible for:

- managing our finances;
- employing and managing our staff;
- making sure that we have, and adhere to, policies that help us to provide a high-quality service; and
- making sure that we work in partnership with parents.

The Annual General Meeting is open to the parents of all of the children who attend our setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan. The committee is elected at that AGM for the coming year.

Our Current Chair Person is Alice Walton and she is the registered person on the committee for Ofsted.

She is Generalist Safeguarding Trained



How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All of the staff see themselves as partners with parents in providing care and education for their children. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with the staff;
- contributing to the progress check at age 30-36months;
- helping in sessions, trips out and visits;
- sharing their own special interests with the children;
- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- joining in community activities in which the setting takes part;
- building friendships with other parents in the setting.
- Being mindful of what they discuss on social media regarding anything associated with Rainbow so that it is not offensive or inappropriate and respects other parents, staff and children's privacy, views and beliefs.
- Adhering to our Tapestry agreement and contributing to their child's Tapestry journal.

Joining in

Parents can offer to take part in a session by sharing their own interests and skills with the children or they can stay and play at any day/time of the week. Parents can help out on our various outings in and around the town. Parents can join the committee and help us in running our pre-school. We ask if all parents/ carers would be kind enough to help Rainbow out by contributing 1 pack of toilet rolls or 1 pack of kitchen rolls per term please.



Newsletters and Facebook/Website

We send out regular Newsletters to inform you of topics and themes for learning, upcoming events and important dates.

We regularly post on Facebook a summary of our weekly learning, special occasions and events. We have a website which is kept up to date, and with Rainbow's information on it.

Safeguarding

Our Setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'.

Our employment practices ensure children against the likelihood of abuse in our setting and we have a procedure for managing complaints or allegations against a member of staff.

All parents, staff and visitors are never allowed to use mobile phones whilst in the setting. Rainbow's own cameras or recording devices will be by staff members only. We make sure we have sought permission and adhere to your preferences of where/when we can use your child's photo by requesting that you complete an image consent form, which you can update at any time.

Our way of working with children and their parents ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies, when necessary, to help families in difficulty.

At Rainbow we focus on children's personal, social and emotional development. The Early Years Foundation Stage Framework supports early years providers to do this in an age-appropriate way, ensuring children learn right from wrong, mix and share with other children., value others views, know about similarities and differences between themselves and others and challenge negative attitudes and stereotypes.



All of our staff regularly undertake formal Safeguarding training, complete tasks in supervisory meetings and in staff meetings each term.

We have two members of staff who have completed additional training and are our Safeguarding Designated Leaders so there is always someone available and on site. You can discuss any safeguarding issues or concerns you have with these members of staff or any members of staff who will point you in the right direction.

We ask that if your child is unable to attend their usual session at Rainbow that you inform us at the earliest opportunity either in person, by phone or email. If we are expecting your child and they do not arrive we will call you.

Our Designated Lead Safeguarding staff members are:

Georgina Flanagan, Paula Clifton, Claire Dixon and Shauna Allen

British Values

The Department for Education (DfE) state the statutory requirements for early years providers clearly. The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2017 Early Years Foundation Stage. Separately, the Counter Terrorism and Security Act also places a duty on early years providers “to have due regard to the need to prevent people from being drawn into terrorism” (the Prevent duty). The duty came into effect from July 2015. Statutory guidance on the duty is available at

<https://www.gov.uk/government/publications/prevent-duty-guidance>.

We implement British Values through

- **Democracy: *making decisions together*.** As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development. We will encourage children to see their role in the bigger picture, encourage them to know their views count, value each other’s views and values and talk about their feelings, for example when they do or do not



need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.

- Rule of law: *understanding rules matter*. As part of the focus on managing feelings and behaviour as cited in Personal, Social and Emotional Development. We will ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- Individual liberty: *freedom for all*. As part of the focus on Self-confidence & Self-awareness and People & Communities as cited in Personal Social and Emotional development and Understanding the World. Children should develop a positive sense of themselves. We will provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Mutual respect and tolerance: *treat others as you want to be treated*. As part of the focus on People & Communities, Managing Feelings & Behaviour and Making Relationships as cited in Personal Social and Emotional development and Understanding the World. Rainbow will create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.

Rainbow will promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

Special Educational Needs Department (SEND)

As part of Rainbow's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have.

The setting works to the requirements of the Special Educational Needs and Disability Code of Practice 0 to 25 years (2015).

We have close partnerships with local Health Visitors, Social Workers, Speech and Language Therapists, Early Years Special Education Inclusion Teachers and other healthcare professionals.

If your child has additional needs then we shall endeavour to help them integrate, access and achieve at Rainbow. A SEND plan shall be completed in partnership with parents, the SENCO and key person with regular reviews.

Our Special Educational Needs Co-ordinator is:	Paula Clifton
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Policies and Procedures

Copies of the setting's policies and procedures are also available on our website or you can request to see a copy at any time from the Administrator/Manager.

These policies help us to make sure that the service we provide is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child, parent and staff member.

The staff and parents of the setting work together along with the committee to adopt the policies and have the opportunity to take part in the annual review of the policies. These reviews help us to make sure that the policies are enabling the setting to provide a quality service for its members and the local community and is up to date with new initiatives.



List of our adopted Early Years Alliance Policies and procedures

If you require a copy, please ask the Manager

- 0 Introduction
- 0 Policy and procedures implementation and review policy
 - 0.0 Implementation and review procedure
- 01 Health and safety policy
 - 01.1 Risk assessment
 - 01.2 Group rooms, stair ways and corridors
 - 01.3 Kitchen
 - 01.4 Children's bathrooms/changing areas
 - 01.6 Short trips, outings and excursions
 - 01.7 Outdoors
 - 01.8 Staff cloakrooms
 - 01.9 Maintenance and repairs
 - 01.10 Laundry area
 - 01.11 Staff personal safety
 - 01.12 Threats and abuse towards staff and volunteers
 - 01.13 Entrances and approach to the building
 - 01.14 Control of Substances Hazardous to Health (COSHH)
 - 01.15 Manual handling
 - 01.16 Festival (and other) decorations
 - 01.17 Jewellery and hair accessories
 - 01.18 Animals and pets
 - 01.19 Face painting and mehndi
 - 01.20 Notifiable incident, non-child protection
 - 01.21 Terrorist threat/attack and lock-down



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- 02 Fire safety policy
 - 02.1 Fire safety

 - 03 Food safety and nutrition policy
 - 03.1 Food preparation, storage and purchase
 - 03.2 Food for play and cooking activities
 - 03.5 Meeting dietary requirements

 - 04 Health policy
 - 04.1 Accidents and emergency treatment
 - 04.2 Administration of medicine
 - 04.3 Life-saving medication and invasive treatments
 - 04.4 Allergies and food intolerance
 - 04.5 Poorly children
 - 04.6 Oral health

 - 05 Promoting inclusion, equality and valuing diversity policy
 - 05.1 Promoting inclusion, equality and valuing diversity

 - 06 Safeguarding children, young people and vulnerable adult's policy
 - 06.1 Responding to safeguarding or child protection concerns
 - 06.2 Allegations against staff, volunteers or agency staff
 - 06.3 Visitor or intruder on the premises
 - 06.4 Uncollected child
 - 06.5 Missing child
 - 06.6 Incapacitated parent
 - 06.7 Death of a child on-site
 - 06.8 Looked after children
 - 06.9 E-safety
 - 6.10 Key person supervision

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- 07 Record keeping policy
 - 07.1 Children's records and data protection
 - 07.1a Privacy notice
 - 07.2 Confidentiality, recording and sharing information
 - 07.3 Client access to records
 - 07.4 Transfer of records
 - 08 Staff, volunteers and student's policy
 - 08.1 Staff deployment
 - 08.2 Deployment of volunteers and parent helpers
 - 08.3 Student placement
 - 09 Childcare practice policy
 - 09.1 Waiting list and admissions
 - 09.1a About our childcare
 - 09.2 Absence
 - 09.3 Prime times – The role of the key person
 - 09.4 Prime times – Settling in and transitions
 - 09.8 Prime times – Snack-times and mealtimes (older children)
 - 09.9 Prime times – Intimate care and nappy changing
 - 09.10 Prime times – Sleep and rest time
 - 09.12 Promoting positive behaviour
 - 09.13 Identification, assessment and support for children with SEND
 - 09.14 Prime times – Transition to school
 - 09.15 Progress check at age two
 - 10 Working in partnership with parents and other agencies policy
 - 10.1 Working in partnership with parents and other agencies
 - 10.2 Complaints procedure for parents and service users

Data Protection

Information we hold about you and your child

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

The data is we collect is:

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

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

Our Data Protection officer is: Shauna Allen
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Ofsted

We are registered with Ofsted (Registration Number 2579585), and they can be contacted on:

Tel: 0300 123 1231

www.ofsted.gov.uk/parents

The National Business Unit

Ofsted

The Royal Exchange Buildings

St Ann's Square

Manchester M2 7LA

Early Years Alliance

We are affiliated to the EYA, who provide services and support, and they can be contacted at www.eyalliance.org.uk

Oxfordshire Safeguarding Children Board (OSCB)

www.oscb.org.uk

Useful websites for Parents/Carers

www.whattoexpectwhen.co.uk

www.action4children.co.uk

www.foundationearlyyears

<https://tapestry.info>

