

**General Welfare Requirement:
Information and Records**



Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met. *EYFS 2017 3.68*

Information and records

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Information and Records

4.1 Admissions

Policy Statement

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

Procedures

- We ensure that the existence of our setting is advertised in places accessible to all sections of the community.
- We try to ensure that information about our setting is accessible, in written and spoken form and, where appropriate or necessary, in more than one language or in Braille or British Sign Language. We will provide translated written materials where language needs of families suggest this is required as well as access to an interpreter.
- We arrange our waiting list in birth order. Preference may be given to children who live within the Parish of Boxted. In addition our policy may take into account the following:
 - the presence or absence of other preschool provision accessible to the family;
 - siblings already attending the preschool;
 - whether the child is entitled to early education entitlement funding for 2, 3 or 4 year olds; and
 - whether a child already attends another preschool setting.
- Children are admitted from the age of 2.
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission or a looked after child.
- We describe our setting and its practices in terms
 - that make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders.
 - of how it treats each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion, ethnicity or from English being a newly acquired additional language.
 - of how it enables children and/or parents with disabilities to take part in the life of the setting.
- We monitor the gender and ethnic background of children joining the group to ensure that our intake is representative of social diversity.
- We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.

- Parents are required to complete a registration form before admission and are also asked to provide 'All About Me' information at the time of admission, which forms part of the child's Learning Journey developmental record.

4.2 The role of the key person and settling-in

Policy Statement

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 want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting. We aim to make the 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.

Procedures

- We allocate a key person before the child starts.
- The key person is responsible for settling the child into our preschool and to get to know the family.
- The key person works with the parent to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- The key person is responsible for 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.

Settling-in

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies, on paper or through our website) and displays about activities available within the setting. During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting and meet their key person.
- 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.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.

- 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.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left.
- 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 reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.

4.3 Parental involvement

Policy Statement

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

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

'Parental responsibility' is all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.

Parents and carers are kept informed through access to our website, by email and text messaging, and by our regular newsletter, as well as through informal chats with staff.

Procedures

- We consult with all parents to find out what works best for them.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication.

- We encourage and support parents to play an active part in the governance and management of the setting.
- We inform all parents on a regular basis about their children's progress.
- We involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting. We welcome the contributions of parents, in whatever form these may take.
- All parents have access to our written complaints procedure.
- **The following information is made available to parents:**
- How the EYFS is delivered and how parents and carers can access further information
- The types of activities and experiences which are offered in the setting
- Daily routines of the setting
- How we support children with special needs
- Food and drink provided by the setting and advice for packed lunches
- Policies and procedures, including *Non-collection of a child* and *Missing child*
- Staff who work in the setting and their qualifications
- The name of the child's key person
- Our telephone number, email address and mobile number
- How parents can contact Ofsted

Ofsted inspection reports

4.4 Working in partnership with other agencies

Policy Statement

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

Procedures

- We work in partnership with local and national agencies to promote the well-being of children and will signpost parents to other agencies.
- Procedures are in place for sharing of information about children and families with other agencies. These are set out in the Information Sharing policy, Safeguarding Children procedures and the Special Educational Needs policy.
- Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.
- We follow the protocols for working with agencies, for example on child protection.

- Staff from other agencies do not have unsupervised access to the child they are visiting in the setting.
- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary we consult with local and national agencies who offer advice and information and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

4.5 Children's records

Policy Statement

There are record keeping systems in place that meet legal requirements.

Procedures

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

Developmental records

- These include observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports.
- These are known as the child's Learning Journey records and are kept on a secure platform, Tapestry. They can be accessed securely, by staff, the child's parents and other settings where appropriate.

Personal records

- These include registration forms, signed consent forms, and correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.
- These confidential records are stored securely in a locked cabinet in a lockable office.
- Parents have access, in accordance with our Client Access to Records policy, to the files and records of their own children.

We usually retain children's records for three years after they have left the setting. These are kept in a secure place.

4.6 Provider records

Policy Statement

We keep records for the purpose of maintaining our business. These include:

- Records relating to our registration as a non-domestic childcare provider.
- Records relating to our status as a charitable company (kept at our registered office address).
- Landlord/lease documents and other contractual documentation relating to amenities, services and goods.
- Financial records relating to income and expenditure.
- Risk assessments.
- Employment records of staff.

Our records are regarded as confidential on the basis of sensitivity of information, such as with regard to employment records. This policy and procedure is taken in conjunction with the Confidentiality and Client Access to Records policy and Information Sharing policy.

Procedures

- All records are the responsibility of the officers of the management committee who ensure they are kept securely.
- All records are kept in an orderly way and filing is kept up-to-date.
- Financial records are kept up-to-date for audit purposes.
- Health and safety records, including risk assessments are maintained.
- Our Ofsted registration and Public Liability insurance certificates are displayed.
- All our employment and staff records are kept securely and confidentially.

4.7 Learning Journeys

Policy statement

Little Owls Preschool ensures that all children attending the setting have a personal Learning Journey which records photos, observations and comments, in line with the Early Years Foundation Stage, to build up a record of each child's achievements during their time with us. It will also show children's developmental progress through the different age bands of the EYFS.

Procedures

- Each child will have a Key Person allocated to them who will be responsible for the compilation of that child's Learning Journey.
- Little Owls Preschool uses an online Learning Journey system (Tapestry), allowing staff and parents to access the information from any computer via a personal, password-

protected login.

- Staff access allows input of new observations and photos or amendment of existing observations and photos.
- Parent access allows input of new observations and photos or the addition of comments on existing observations and photos – parent log-ins do not have the necessary permission to edit existing material.
- Observations input into the Tapestry system are moderated by a senior member of staff before being added to the child’s Learning Journey.
- Parents logging into the system are only able to see their own child’s Learning Journey.
- The Learning Journey is started once the child has started preschool. During the first term, entries will be made more frequently as staff get to know the children.
- We will allocate “Tapestry time” per week to each member of staff to enable them to edit and add observations and to track progress.. Any overflow will be completed in staff’s own time.
- Photos taken of children will be stored on preschool iPads and deleted once uploaded to Tapestry.
- Tapestry is not used as a general communication tool between preschool and home. A child’s learning journey is a document recording their learning and development and parents may add comments on observations or contribute photos, videos or information about activities they have been doing at home.
- Parents may contact us through the usual channels for any other day-to-day matters, e.g. absence, lost property, etc.

Security

- The Tapestry on-line Learning journey system is hosted on secure dedicated servers based in the UK.
- Access to information stored on Tapestry can only be gained by unique user id and password.
- Parents can only see their own child’s information and are unable to login to view other children’s Learning Journeys.

Signed on behalf of the management committee	Date: 18/10/2019
Name of signatory Gill Dedhar	Role of signatory (e.g. chair/owner) Trustee, Manager