



Registered Charity no: 1111808
 Accredited PSLA membership no: 10584 DFES/Ofsted nos: EY418953
 Tel:0845 643 0076
 Website: <http://www.danburypreschool.org.uk>

Employment and staffing

(Including vetting, contingency plans, training and development)

Policy Statement

We provide a staffing ratio in line with the 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 criminal and other records through the Criminal Records Bureau in accordance with statutory requirements.

General Welfare Requirement: Suitable People

Providers must ensure that adults looking after children, or having unsupervised access to them, are suitable to do so.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.4 Key person	3.4 The wider context	

Procedures

Ratios

- To meet this aim we use the following ratios of adult to children:
 - children under two years of age: 1 adult : 3 children;
 - children aged two years of age: 1 adult : 4 children; and
 - children aged three to seven years of age: 1 adult : 8 children.
- A minimum of two staff/adults are on duty at any one time.
- We use a key person approach to ensure that each child has a named member of staff with whom to form a relationship and who 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.

- 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.

Vetting and staff selection

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff have job descriptions which set out their staff 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 marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We use Ofsted guidance on obtaining references and enhanced criminal record checks through the Criminal Records Bureau for staff and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006 for the vetting and barring scheme.
- We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced CRB check.

Changes to staff

- We inform Ofsted of any changes in the person responsible for our setting.

Training and staff development

- Our setting leader and deputy hold the CACHE Level 3 Diploma in Pre-school Practice or an equivalent qualification and a minimum of half of our staff hold the CACHE Level 2 Certificate in Pre-school Practice or an equivalent or higher qualification.
- We provide regular in-service training to all staff - whether paid staff or volunteers - through the Pre-school Learning Alliance and external agencies.
- Our setting budget allocates resources to training.
- We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures will be 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.

Managing staff absences and contingency plans for emergencies

- Our term time only pre-school - staff take their holiday breaks when the setting is closed. Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the manager with sufficient notice.
- In our all year round before and after school club, our manager organises staff annual leave so that ratios are not compromised.
- Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
- Sick leave is monitored and action is taken where necessary in accordance with the contract of employment.
- We have contingency plans to cover staff absences, as follows:

Encouraging parent/carers and staff to commence and continue training ensures that we always have additional staff to call upon when our staff are sick. We may also use an agency to ensure that level 3 staff with first aid certificates are available.

Induction of staff, volunteers and managers

Policy Statement

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

General Welfare Requirement: Suitable People

Providers must ensure that adults looking after children, or having unsupervised access to them, are suitable to do so.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
<i>1.3 Keeping safe</i>	<i>2.4 Key person</i>	<i>3.2 Supporting every child</i>	

Procedures

- We have a written induction plan for all new staff, which includes the following:

- Introductions to all staff and volunteers, including management committee members.
- Familiarising with the building, health and safety and fire procedures.
- Ensuring our policies and procedures have been read and are carried out.
- Introduction to parents, especially parents of allocated key children where appropriate.
- Familiarising them with confidential information where applicable in relation to any key children.
- Details of the tasks and daily routines to be completed.
- The induction period lasts a minimum of two weeks.
- 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.

Student placements

Policy Statement

This setting recognises that qualifications and training make an important contribution to the quality of the care and education provided by child care settings. As part of our commitment to quality, we offer placements to students undertaking child care 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 care and education.

General Welfare Requirement: Suitable People

Providers must ensure that adults looking after children, or having unsupervised access to them, are suitable to do so.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
<i>1.3 Keeping safe</i>	<i>2.2 Parents as partners</i>	<i>3.4 The wider context</i>	

Procedures

- We require students on qualification courses to meet the 'suitable person' requirements of Ofsted and have CRB checks carried out.

- We require schools placing students under the age of 17 years with the setting 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.
- Trainee staff employed by the setting may be included in the ratios if they are deemed competent.
- We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.
- We require students to keep to our confidentiality policy.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- 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.
- We communicate a positive message to students about the value of qualifications and training.
- 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 training, which provides the necessary background understanding of children's development and activities.

This policy was adopted at a meeting of	Danbury Pre-School	name of setting
Held on	<u>1st Nov 2011</u>	(date)
Date to be reviewed	<u>Nov 2012</u>	(date)
Signed on behalf of the management committee		
Name of signatory	<u>Christina Lambert</u>	
Role of signatory (e.g. chair/owner)	<u>chair</u>	

Other useful Pre-school Learning Alliance publications

- Employment in Early Years Settings (2007)