



Cottontails Pre-school

Parent and child information

October 2016



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Welcome to Cottontails Pre-school!

We are delighted that your child will be coming to Cottontails and look forward to getting to know your child and you. This document is designed to provide all the information that you will need to know about how Cottontails works and that you may need during your child's time with us. Links are provided to more detailed information available at either Cotton Hall or on our website but if you have any questions or ideas, please do talk to one of our staff or committee at any time. We hope that you and your child enjoy being members of Cottontails.

Contact information

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Ofsted registration: 221770

Opening times

Cottontails is open term-time only (details below and on our website). Our session times are as follows:

- Morning 9am to 12pm, Monday to Friday
- Lunch 12pm to 12.30pm, Monday, Wednesday and Thursday (packed lunches only).
- Afternoon 12.30pm to 3.30pm, Monday, Wednesday and Thursday.

Thursday afternoon is our 'Rising 5's' session and is open to those children in their pre-school year only.

Early Years Funding and fees

Cottontails is registered with the Cambridgeshire County Council Early Years Funding Scheme. Under this scheme, children aged three and four are eligible for 15 hours of free care and education per week for 38 weeks of the year from the term **after** the child's third birthday. We aim to offer children in their pre-school year 15 hours at Cottontails per week and younger children at least 6 hours per week. Details of how places are allocated are given in our Admissions policy: a copy is available to view at Cottontails and [on our website](#).

We accept children at Cottontails from the start of the term in which they turn three. For all children not yet eligible for Early Years Funding and for any hours attended at Cottontails above the 15 free hours (no matter where the funding is used), the hourly rate is £4.40 per hour. We can accept payment for fees by Childcare Vouchers. Please note that we have a policy for late payment of fees, a copy of which is available to view at Cottontails or [on our website](#).



Please note that repeated regular non-attendance of sessions funded by Early Years Funding without written reason may mean that the council asks you to repay the funding received on your child's behalf. We therefore ask that you please let your child's key person know if your child is going to be absent or write a note or email to say why they missed a session.

Term dates for 2016/17

(please note that there may be some differences to local school term dates)

Autumn Term

Monday 5th September to Friday 16th December 2016;

Closed for half term 24th – 28th October 2016.

Spring Term

Thursday 5th January to Friday 31st March 2017;

Closed for half term 13th – 17th February 2017.

Summer Term

Wednesday 19th April to Thursday 20th July 2017;

Closed for May Day Bank Holiday Monday 1st May 2017;

Closed for half term 29th May– 2nd June 2017.

Notice period

Should you wish to withdraw your child from Cottontails, our notice period is four weeks. If you claim funding for your child's place at Cottontails please note that you will be unable to claim funding elsewhere for these four weeks and possibly for the remainder of the term. If your child's place is not covered by the Early Years Funding, you will be liable for your child's session fees for the notice period.

Management of Cottontails

Cottontails Pre-school is a registered charity (number 292130). It is managed by a committee elected from current parents and community volunteers. The elections take place at our Annual General Meeting held at the start of the academic year. The committee is responsible for recruitment and management of staff, making sure that Cottontails has, and works to, policies that help it to provide a high quality service, and ensuring that Cottontails works in partnership with the children's parents.

The Annual General Meeting is open to the parents of all of the children who attend the setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plans. We always welcome parents who would be willing to stand on our committee, or help in other ways such as at fundraising events. Please speak to a member of staff or any of our current committee (details are [on our website](#)) for more information. Committee members are required to undertake a Disclosure and Barring service check and must be eligible to be a charity trustee, as detailed by the Charity Commission.



Fundraising

While the Early Years Funding and session fees cover our basic running costs, fundraising is an important source of income for Cottontails and allows us to provide extra resources for the children, put on parties, contribute to a trip for the Rising 5s and more. We organize a variety of fund-raising events through the year which would not be successful without organisational help and participation from the parents. Please do support our events and let us know if there are any fundraising events that you would like to see. Forthcoming events are advertised on our notice board and website.

A popular ongoing fundraiser is through The Book People who leave a selection of books at Cottontails about once a month which are available to order. If you wish to order a book please write the details on the order envelope and ensure that you **leave your money in the envelope before the order is to be collected**, the date is shown on the envelope. From these orders, Cottontails receives 10% commission in books.

Our aims and principles at Cottontails

At Cottontails our aim is to make a child's first experience of learning a special time by:

- Providing a safe, stimulating, happy and caring environment in which the children learn through play towards the early learning goals. These goals are set by the government in the Early Years Foundation Stage (EYFS) framework which all early years providers are obliged to follow. Further details of the EYFS are provided later in this document.
- Helping children to develop social skills such as sharing, listening to others and taking turns;
- Providing activities and resources, which introduce and develop those skills which will later be needed in learning to read, write and count with understanding;
- Giving the children a wide range of experiences of the world around them to stimulate their sense of wonder and to promote enjoyment of discovery and learning.
- We also aim to ease the children's transition to school by providing opportunities to work together with the local primary school as often as possible throughout the pre-school year.

We believe in:

- Treating all children as individuals and respecting their individual needs.
- Recognising the important role families play in the education of their children and working closely with them.
- A wide variety of hands-on experiences.
- A high ratio of adults to children.
- Developmentally appropriate experiences for each child.
- Providing activities and resources which lead to progression towards the early learning goals.



- Encouraging independence, self-confidence and self-esteem.
- Having a key person for each child.
- An anti-bias curriculum.
- Welcoming children with special needs.
- Complying with all relevant legislation.
- Close links with the whole team of professionals concerned with children.
- Fostering close links with the local primary schools and other Early Years Settings.

Our staff

We are proud of our staff at Cottontails Pre-school. All of our members of staff are appropriately qualified and we carry out checks for criminal and other records through the Disclosure and Barring Service in accordance with statutory requirements. We provide a staffing ratio in line with government requirements to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. At least one member of staff on duty in each session is first aid trained. A who's who of our staff can be found on [our website](#) and a list of each member of staff's qualifications and specific duties is held at Cotton Hall.

How our sessions work

At Cottontails we believe that care and education are equally important in the experience which we offer children. The routines and activities that make up our sessions are provided in ways that:

- help each child to feel that she/he is a valued member of Cottontails;
- 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.

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, as well as those provided indoors, at each session. Each week, one of our sessions is a dedicated Forest School session, held in nearby woodland. Further information on our Forest School sessions is provided later in this document.



Our four basic rules at Cottontails

We encourage children in our sessions to follow four basic rules to ensure a happy, caring environment:

- We will use our listening ears.
- We will use our friendly hands.
- We will use our walking feet inside.
- We will use our quiet voices inside.

Key person role at Cottontails

A key person is a member of staff who is given special responsibility for a group of children. The key person's role, as defined in the Early Years Foundation Stage, is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, to offer a settled relationship for the child and build a relationship with their parents.

Each child at Cottontails is assigned a key person for their time at pre-school. In addition, since all Cottontails staff work part-time and your child's key person may not be present at every session your child attends, your child will also be given a 'buddy-key person' who will keep an eye on your child in these circumstances. You and your child will be introduced to your child's key person when starting Cottontails.

Although each key person is responsible for a small group, they will still be part of the whole group and will liaise and work with all children alike, whether or not they are their key person. They will not 'shadow' their child during a session, but give them freedom to develop to their own potential. They will not prevent other staff from developing a relationship with their key children. In fact, it may well be other staff members that carry out some of the above duties.

Please see our policy on the key person role and settling in for more detailed information: a copy is available to view at Cottontails and [on our website](#).

A typical session at Cottontails

On arrival at pre-school please help your child to find their name, take the named coat picture off the name card and place with his/her coat on the coat hooks. If your child is in their final year before school they will have their surname written on their card. The different colour cards represent your child's key person – please see our notice board for details. When your child comes into the Pre-school room, please encourage your child to place their name card on the board.

Cottontails operates a free-play policy and the children are encouraged to choose the activities they wish to take part in. Some activities will already be set up but the children are also encouraged to choose activities they would like to get out. Children are able to choose throughout the session if they wish to play inside or outside. Sometimes a member of staff will encourage a child to take part in an activity if it is felt this will help their development. Children may also ask for additional resources to develop their ideas as they play. Parent



helpers are very welcome in each session and we would be very happy if you were willing to come along for a session each half term. The children love having parents join in with their play and it gives you a chance to see our session in full swing.

At 9.30am/1pm the children are told that the snack bar is open and they may come and have their snack when they wish. The children take it in turns to prepare the snacks for the session. Before coming to the snack bar, the children have to wash their hands and then find their name to register. The children have their snack in a small group with a staff member. The snack bar closes when all children have had their snack or at 11.15am/2.45pm. Drinking water is available at all times throughout our sessions.

After having snack, the children can choose to go outside or to play inside.

At 11.30am/3pm, there is a short tidy up time inside and outside after which the children go back into the main room for some songs, number rhymes, stories, or circle games.

The session finishes at 12pm/3.30pm. At the end of the morning session, some children will go home, some will stay for lunch and other children may arrive.

Forest School sessions

We are very excited about our regular Forest School sessions, held in local woodland close to our setting. Forest School is a unique educational experience and process that offers children the opportunity to succeed and develop confidence and self-esteem through hands-on learning experiences in a woodland environment. Emma, our manager, has accredited Forest School Learning Initiative training and a passion for outdoor education. Children engage in motivating and achievable tasks and activities throughout the year and in almost all weathers. Children work with tools, play, learn boundaries of behaviour, both physical and social, and grow in confidence, self-esteem and motivation whilst developing an understanding of the natural world. We have a Forest School handbook that is available to view at Cotton Hall that covers our Forest School-specific policies and procedures.

Starting at Cottontails

Settling in

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. Cottontails has a policy about helping children to settle into the setting: a copy is available to view at Cottontails and [on our website](#).

What to bring

- Spare set of clothes in a named bag
- Outdoor clothes – wellies, cold weather clothing/sun hat, sun cream depending on the season
- Indoor shoes (see Clothing section below)



- 2 pieces of fruit or vegetable per week to contribute to the childrens' snack bar
- Nappies if applicable.

We will loan your child a book bag for bringing home art work, communication books, letters etc. We ask you to return the book bag to us at the end of your child's time at Cottontails so that it can be re-used by the new intake unless you wish to purchase it.

Clothing

We provide protective clothing for the children when they play with messy activities; however we recommend that you send your child in 'old' clothes so they do not worry about getting dirty.

We encourage children to gain the skills that help them to be independent and look after themselves. These 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 have Cottontails sweatshirts and t-shirts available for purchase; please talk to a staff member for details of pricing or see [our website](#). Please also ensure that your child is appropriately dressed for outside play – we do go out in most weathers. We have a lovely grass area so please bring wellies, as well as a coat and, in warmer weather, a sun hat and sun cream. Please make sure all items are named.

At Cottontails we have an indoor shoes policy. Parents are asked to provide a pair of plimsolls for their child, which we ask you to name. This provides the children with an appropriate pair of shoes for all our activities including the indoor climbing equipment and ensures the children keep their feet dry when exiting the building for fire drills. As such, slippers and other soft-soled shoes are not suitable as indoor shoes.

Snacks and meals

Cottontails makes snacks and meals a social time at which children and adults eat together. We plan the snacks so that they provide the children with a healthy, nutritious carbohydrate food, reflecting different cultures. We welcome suggestions from parents regarding additional appropriate snacks we could provide from their culture. We ask parents to donate **2 pieces of fruit or vegetables per week** for snack time or to make a contribution towards snack. We use this system to try and provide a wider variety of fruit and vegetables to give the children. We hope to promote a healthy diet and encourage children to try different foods, so fruit and vegetables from your culture or country of origin are always welcome. Suggested items are: apples, pears, bananas, plums, grapes, raisins, apricots (dried or fresh), carrots, tomatoes, peppers but all items, local or exotic, will be appreciated. We will provide a bowl to place items in at the start of each session. Do tell us about your child's dietary needs and we will make sure that these are met.

If your child is booked into a lunch session, you must provide a packed lunch. We encourage balanced, healthy eating and have a leaflet available to provide ideas for lunchboxes. At Cottontails we do not accept sweets or fizzy drinks in lunches and ask that if you wish to include chocolate it is only a small snack bar. We ask you to include an icepack in your child's lunchbox, especially in warm weather.



Please note that Cottontails is a nut-free setting. We do not permit nuts or food that contains or may contain any type of nut in packed lunches or snack donations. This includes all types of chocolate spread.

First Aid

We require all our staff to keep up-to-date with first aid training and we always have at least one trained first aider in each Cottontails session. Accidents are recorded in the accident book and parents are informed either at the time or on collection of the child, depending on the accident. If your child has an injury on arrival at Cottontails (eg. a grazed knee), please let us know at which point you will be asked to complete an existing injury form.

Illness

If your child is unwell it is helpful if you advise us as soon as possible, giving details of your child's illness. If your child has an infectious disease, such as chicken pox, slapped cheek virus etc., we need to be advised immediately as we sometimes have children and adults within the group who are more vulnerable to these infections. The setting has a list of excludable diseases and current exclusion times which are issued by the Health Protection Agency; staff will consult this to advise you if your child needs to be excluded from Cottontails.

As per Health Protection Agency guidelines, if your child vomits and/or has diarrhoea they must remain at home for **48 hours** after the last time they were ill.

Parent/carer helpers

At Cottontails we value having additional adults in the group and we, and the children, would very much appreciate you acting as an adult helper approximately once per half term. It is our policy that all volunteers at Cottontails, including parent helpers, have an enhanced Disclosure and Barring Service (DBS) check. Please let us know if you would like to help out while your child is at Cottontails so that we can begin the DBS check process.

We ask you to consider the following points if you stay with your child for a session or are our adult helper:

- as part of our child protection policy, we would ask that you **do not** assist any children in the toilet area;
- you should never be left alone with a group of children and should alert a member of staff if this should occur;
- anything you observe or hear whilst at Cottontails is **confidential**. Comments should not be passed on to other parents. If you witness an incident or achievement you should talk to the Pre-school leader, or her deputy, or the child's key person who will then inform parents as appropriate. Please remember that we can only talk to you about **your** child;



- please note that our insurance policy does not cover children who are not enrolled at Cottontails and we therefore must ask that you do not bring any additional children (e.g. younger siblings) with you while you are helping;
- if you have a hot drink during the session, please remember to put it in a safe place out of children's reach.

Your contact details

It's vital that we have up-to-date contact details for you, particularly for emergencies. Please tell us of any changes to your address, telephone number, email address, place of work and people authorised to collect your child. We will ask you to confirm your contact details at the beginning of each term and to provide at least one landline telephone number.

Communication

There are a number of ways that we will communicate with you while your child is at Cottontails. The majority of information will come via email which is our most efficient and cost-effective method of communication so please do read the messages that we send! There is also a notice board at Cotton Hall where we post relevant information, adverts for upcoming events, etc. Each child has a development folder in which your child's key person will write observations about your child in the sessions; please do tell us about your child's progress at home, any special events or anything else that you feel you would like to share with us. Your child's key person will explain the ways that you can do this.

Children's development and learning

The Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) framework sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Four guiding principles are used in the EYFS to shape practise in early years settings:

1. every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
2. children learn to be strong and independent through **positive relationships**;
3. children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
4. **children develop and learn in different ways and 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.



The EYFS identifies seven areas of learning and development that must shape educational programmes in early years settings, all of which are important and inter-connected. Three areas (termed 'prime areas') are particularly important for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These prime areas are: communication and language; physical development; and personal, social and emotional development. The three prime areas are strengthened and applied in four specific areas: literacy; mathematics; understanding the world; and expressive arts and design. Our sessions at Cottontails are structured to meet the EYFS goals whilst considering the individual needs, interests, and stage of development of each child at Cottontails; please ask a member of our staff if you would like to learn more about the implementation of the EYFS at Cottontails. More detailed information about the EYFS can be found at <http://www.foundationyears.org.uk/eyfs-statutory-framework/>

Learning through play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. At Cottontails, we use the practice guidance EYFS framework to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the practice guidance to EYFS has been used to decide what equipment to provide and how to provide it.

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 or videos of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we ask parents to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development.

We make periodic assessment summaries of children's achievement based on our ongoing development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals as well as times of transition, such as when a child moves into a different group or when they go on to school. As required by the EYFS framework, a development summary is carried out when your child is two years old and has settled into Cottontails. This will go alongside the health visitor check at the same age to help identify any early problems or special development needs. If this is the first childcare setting that your child has attended, this development summary will be carried out no matter how old your child is.

Records of achievement

Cottontails Pre-school keeps a record of achievement for each child. Staff and parents working together on their children's records of achievement is one of the ways in which the key person and parents work in partnership. Your child's record of achievement helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.



Your child's key person will work with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. You and the key person will then decide on how to help your child to move on to the next stage. Your child's key person will be happy to show you your child's record of achievement at any time.

Policies

Cottontails has a set of policies in place that are adopted by staff and parents. Our policies ensure that we provide a high quality service and that being a member of Cottontails is an enjoyable and beneficial experience for each child and her/his parents. Staff and parents have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies remain relevant and enable the setting to provide a high quality service for its members and the local community. New policies or procedures are added as required and parents are informed of significant changes.

Copies of all Cottontails policies and procedures are available [on our website](#) and at Cotton Hall. A list of our policies and key information on some of them are given on the next pages.



Cottontails Policies and Procedures

1. Child Protection

- Children's rights and entitlements
- Safeguarding children and child protection
- Looked after children
- Uncollected child
- Missing child
- Online safety (including mobile phones and cameras)
- Lockdown policy

2. Suitable People

- Employment
- Student placements

3. Staff qualifications, Training, Support and Skills

- Induction of staff, volunteers and managers
- Staff supervision and appraisal policy
- First aid
- Whistle blowing

4. Key person

- The role of the key person and settling-in

5. Staff:Child Ratios

- Staffing

6. Health

- Administering medicines
- Managing children who are sick, infectious, or with allergies
- Recording and reporting of accidents and incidents
- Nappy changing
- Food and drink
- Food hygiene

7. Managing Behaviour

- Promoting positive behaviour

8. Safety and Suitability of Premises, Environment and Equipment

- Health and safety general standards
- Maintaining children's safety and security on premises
- Equipment and resources
- Supervision of children on outings and visits
- Risk assessment
- Fire safety and emergency evacuation
- Animals in the setting
- No-smoking
- Emergency plan during forced closure
- Staff personal safety including home visits

9. Equal Opportunities

- Valuing diversity and promoting inclusion and equality
- Supporting children with special educational needs
- British values
- Babysitting

10. Admissions and finance

- Admissions
- Fee Payment
- Reserve funds policy

11. Information and records

- Parental involvement
- Children's records
- Provider records
- Transfer of records to school
- Confidentiality and client access to records
- Information sharing
- Working in partnership with other agencies
- Making a complaint



Details of selected policies:

1. Safeguarding children

Cottontails 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 settings and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures that 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.

We have an **uncollected child** policy in place which sets out the procedures that we will take in the event that a child is not collected from Cottontails at the end of their session. As part of this, we have a late collection fee for children who are persistently collected late from Cottontails. Late collection of a child causes problems with staffing and adult to child ratios in subsequent sessions. The late collection fee is currently set at £5 for each 5 minutes, or part thereof, that a child is collected after the end of their session and will be charged after two incidents of late collection. Session times are given at the start of this pack.

2. Information sharing

In accordance with local Information Sharing protocols, we will ensure that information is shared effectively and sensitively. Information will only be shared with other services where it is deemed necessary and proportionate to ensure that children are safe and receive the right service.

Parents should be aware that we have a legal responsibility to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. In general staff will seek to discuss any concerns with parents and, where possible, inform them of a referral to Social Care. This will only be done where such a discussion will not place the child at an increased risk of harm.

At Cottontails we have a member of staff who is designated person for Child Protection, this is **Emma Pell**, our Pre-school leader. The Child Protection Officer may seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer from significant harm. Occasionally, concerns may be raised which are later shown to be unfounded. Parents will appreciate the designated person was carrying out their responsibilities in accordance with the law and acting in the best interests of all children.

3. Promoting positive behaviour

Cottontails believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. **Emma Pell**, our Pre-school leader, is responsible for behaviour management at Cottontails.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. Staff support this developmental task by providing



encouragement, teaching and setting the correct example to promote positive behaviour. We will discuss with parents any concerns we have regarding their child's behaviour and work together to decide how to respond appropriately. Please see our full policy on Promoting Positive Behaviour, available at Cottontails or [on our website](#), to view a range of strategies that we may use with children who behave inconsiderately.

4. Valuing diversity and promoting equality and inclusion

Cottontails is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory, xenophobic and possibly offensive or threatening materials, name calling, or threatening behaviour are unacceptable on, or around, the premises and will be dealt with immediately. **Emma Pell**, our Pre-school leader, is our designated Equalities Named Co-ordinator.

At Cottontails, we believe that children at our setting should be treated equally with no favouritism shown to individuals. To ensure this is the case, we operate a **no babysitting policy**. We do not permit staff to babysit for any family to whom they have been introduced at Cottontails while the family has children in attendance at the pre-school. In doing so, we are actively safeguarding our staff and all the children who attend our setting, protecting the confidentiality of the setting, promoting equal opportunities, and preventing any conflict of interest.

5. Supporting children with special educational needs

As part of our policy to make sure that our provision meets the needs of each individual child, we take account of any special educational needs a child may have. At Cottontails we work to the requirements of the 1993 Education Act and the Special Educational Needs Code of Practice (2001). We ensure that our provision is inclusive to all children with special educational needs and work in partnership with parents and other agencies in meeting individual children's needs. Our designated Special Educational Needs Co-ordinator (SENCO) is **Emma Pell**, our Pre-school leader.

6. Promoting British values at Cottontails

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are implicitly embedded into the Early Years Foundation stage. At Cottontails Pre-school we understand that the society we live in is diverse and therefore our curriculum and life within the pre-school reflects this. For all our children, we aim to continually weave the thread of social, cultural, moral and spiritual British values throughout their time at Cottontails.

The values are taught explicitly through Personal Social and Emotional Development and Social and Emotional Aspects of learning. We also teach British values through planning and delivering a broad and balanced curriculum. At Cottontails Pre-school British values are reinforced regularly and in the following ways:

Democracy: Children are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Children also have the opportunity to air their opinions and ideas and have their voices heard through small and large



group times. We support decisions that children make and provide activities that involve turn taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

The rule of law: Children learn the difference between right and wrong and to understand that their own and others behaviour has consequences. We have pre-school rules and children are taught the rules and that they apply to everyone.

Individual liberty: We provide opportunities for children to develop a positive sense of themselves by helping them develop their self-knowledge, self-esteem and increasing their confidence in their own abilities, by, for example, allowing children to take risks. We encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.

Mutual respect and tolerance for those with different faiths and beliefs: At Cottontails we work to create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. Our planning and practice is geared to supporting children to acquire a tolerance and appreciation of and respect for their own and other cultures; to know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions; and to share and discuss practices, celebrations and experiences. We encourage and explain the importance of tolerant behaviours such as sharing and respecting the opinions of others. We 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.

No-smoking

Cottontails is a no-smoking environment, both indoors and outdoors. E-cigarettes are not permitted to be used on the premises.

Concerns and complaints

Cottontails believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns, which you will find in our Making a complaint policy, available at Cottontails or [on our website](#). Our phone number is given at the start of this document, along with the email address of our Pre-school leader and Committee chair.

Parents may approach Ofsted directly at any stage of our complaints procedure: the telephone number to call with regard to a complaint is **0300 123 4666** and our Ofsted registration number is **221770**. More information is provided by Ofsted on their website at <http://www.ofsted.gov.uk/early-years-and-childcare/for-parents-and-carers/how-complain>