

FELTWELL PLAYGROUP  
(Charity Reg. No. 1028560)  
THE W.I. HALL, THE BECK,  
FELTWELL, THETFORD,  
NORFOLK. IP26 4DB



# Welcome Pack

# Feltwell



# Playgroup

Ofsted Registration Number: 254063  
Charity Number: 1028560

## Daily Routine and Expectations



Feltwell Playgroup is held at the W.I. Hall on each week day during school term time.

### Our Daily Sessions

Morning	Lunch	Afternoon
9:00am - 11:30am	11:30 am - 12:30pm	12:30pm—3:00pm
9:00am - 12:30pm		
9:00am-3:00pm		

Our normal charges are £4.00 per hour. Therefore, a morning or afternoon session costs £10.00, lunch-club is £4.00 per day or a full day is £24. Half fees are payable if the child is absent for any reason. All pre-school children are entitled to up to 15 hours of free childcare per week, starting the term following their third birthday. However, some parents of 3 and 4-year-old children will be eligible to claim the new extended 30-hour funding entitlement. Parents of some 2-year olds are also eligible to claim 15 free hours per week – if you are eligible, you should receive a letter from the county council informing you of this. They will send you a form that you will need to fill in and give to us at Playgroup during the registration stage so that we can confirm the eligibility. If you require any information about this, please feel free to contact us.

Sessional or full day care is available. Registration time lasts for 10 minutes at the beginning of each session, anyone arriving after this time for whatever reason, unless pre-arranged, will not be admitted as it causes disruption. When you drop off your child, please tell a member of staff if someone else will be picking them up. Please ensure your child is always picked up on time by whoever is collecting them. We reserve the right to charge parents/carers for late collection. These charges are to cover staff overtime as two members of staff have to remain on the premises until the child is collected. The current charge for late collection is £5.00 per child for every 5 minutes (or part thereof) after the first 5 minutes that the parent/carer is late, as shown on the Playgroup clocks. We aim to ensure that these are GMT accurate and are checked regularly. When dropping off your child for a session, please enter by the front door and check your child in with whoever is doing the register - any fees can be paid to them also. Take your child into the main hall and then leave through the kitchen. When you collect your child from Playgroup (at the end of the day) please come in the front door and wait in the kitchen until staff say that the children are ready to go - please then leave by the back door as this is safer for the children. Alternate arrangements may be made for earlier collection (for instance if collecting another child from school). If someone other than the child's legal guardians are going to pick him/her up from Playgroup, for safety and security reasons you must let the supervisor know at the start of the session. You will be asked to sign a book stating the person's name and giving them permission unless they are already on your child's pick up list.

## About our Playgroup



We are a registered charity and voluntary organisation, run by a committee formed from the parents and guardians of the children attending and occasionally interested friends. New parents/guardians are always welcome to attend committee meetings - details of which can be found in our regular newsletter and displayed on the notice board in the kitchen. As a charity, the only regular money we receive is the income from your child's fees. We do not receive any other money towards wages, upkeep of the hall, supplies, equipment, children's trips etc. therefore we are only able to keep our fees so low because we fundraise. As parents/guardians you will be asked to help out occasionally - if we do not have good parent support for our fundraising events we may have to consider raising our fees to be able to maintain the excellent standard of care that we offer, so please support us whenever you can.

Please remember that we have a set of policies, procedures and a constitution that we follow. A paper copy is kept at the setting—please ask a member of staff if you would like to take them home to read. These are reviewed and updated regularly and can also be accessed via our website: [www.feltwellplaygroup.com](http://www.feltwellplaygroup.com). There is an optional uniform available to purchase: red t-shirts and sweatshirts with our new Playgroup logo on. These can be found online from MyClothing ( <https://myclothing.com/feltwell-playgroup/9021.school> ) at a reasonable cost and we keep a limited stock at Playgroup too.

On occasions you may hear about, or see for yourself, children that attend our setting behaving in a way that you do not agree with. You may also feel that not enough (or nothing at all) is done about these behaviours or about children that are often labelled as naughty, a problem or a bully, however please be aware that we have a duty of care to all the children that attend our setting and that we work through a number of strategies to deal with unwanted behaviour. Children develop at different stages and often 'bad' or 'difficult' behaviour is a sign of frustration or emotional stress. Some children have special educational needs (SEN) which could hinder their physical, social, emotional or educational progress, but these may not be easily identifiable and you may not be aware of any such issues that a child has. We understand that SEN is not an excuse for unwanted behaviour but it can often offer an explanation to the cause of the behaviour. We cannot generally inform parents whether or not a child that attends our setting has behavioural issues - often a diagnosis is not made until later in a child's life - however if you are concerned that your child seems to regularly clash with another particular child/group of children, please come and speak to us directly, in confidence. We realise that if your child comes home stating that they have again had a problem with one particular child it may feel like your child is being picked on. Please instil upon your child the need to tell an adult about anything that upsets them at Playgroup. Although we almost always have more adults in a setting than is legally necessary, as parents you know that every child cannot be watched every minute of every day and sometimes at Playgroup incidents happen that are not clearly witnessed by a staff member. In these instances, the same as when a child hurts themselves but continues to play, we are not aware of what has happened unless they come and tell or show us.

## Playing and Learning at Playgroup



At each session there will be at least 1 qualified childcare worker and enough staff to adhere to the correct adult : child ratio.

**1 adult: 4 children under 3 years old**

**1 adult: 8 children over 3 years old**



Each child, on joining our Playgroup, is assigned a Key Person. Although your child's allocated Key Person may change during the time your child is with us, each Key Person duties are the same. They have a special responsibility for a small group of children and will ensure that the needs of each child are recognised within the Playgroup records and monitor the child's progress. However, a Key Person does not shadow their allocated children throughout the session, liaise with only their key group of children, or prevent other adults from developing a relationship with their key children - all staff are able to assist any child or parent at any time. They will assist the child in settling into the Playgroup, liaise with parents/guardians, observe, keep records and monitor the child's progress.

It is our aim that each session we provide will include a wide variety of activities that will stimulate, challenge and encourage children to learn through the medium of play. We provide free-flow play activities that are both child initiated and adult led such as:

- Puzzles, games, play dough, role play, water & sand play, painting, handling of natural materials, cutting, gluing, dance, musical instruments & puppetry to name but a few.
- A free mid-session snack is provided (occasionally chosen and made by the children themselves). There are at least 2 choices of drinks and snacks available. Drinking water is available - both indoors and outdoors - throughout all sessions.
- There are trolleys provided throughout the room offering a wide selection of activities so that the children can independently exchange and alternate between them.
- We also have a comfortable quiet area available with cushions. If children want to sit quietly or nap they are able to do so.

Each child has their own 'pigeon pocket' hanging on the wall in the main hall where they can put the drawings etc. that they do during the day. Please check your child's regularly and take their masterpieces home with you.

We often spend time during sessions working together as a group, either in story time, music and movement, games or group discussions. This helps to build relationships, individual confidence, co-operation and respect for others. It also gives the children an opportunity to share their experiences together and begins the process of sitting, listening and taking turns, which is inevitable in their school years.

## Playing and Learning at Playgroup (EYFS Framework)



As previously explained in your registration pack, all registered providers of Early Years care are required to use The Early Years Foundation Stage (EYFS) statutory framework. This sets standards for the development, learning and care of children from birth to five. It is based around 4 themes, each linked to an important principle. They are:

### THE UNIQUE CHILD

EYFS principle: Every child is a competent learner from birth, who can be resilient, capable, confident and self-assured.

This principle celebrates the uniqueness of every child & urges practitioners to take the time to observe, listen & tune in, to understand what it is that makes each child tick. As children's strengths, interests, preferences and different developmental pathways begin to unfold, practitioners can plan responsively to capture experiences that are meaningful and tailored to individual needs.

### POSITIVE RELATIONSHIPS

EYFS Principle: Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Creating a secure emotional environment is paramount if everyone in the setting is to flourish. No-one learns effectively when they are worried or afraid & everyone should be able to try new experiences, explore new resources and share their thoughts & feelings in an atmosphere of mutual trust and respect. When we are encouraged to think creatively and know that our ideas and contributions will be valued, we develop positive attitudes to learning and confidence in ourselves as learners. Mistakes are then seen in a positive light, as a natural part of the learning journey and an opportunity to grow and learn, rather than something to be ashamed of.

### ENABLING ENVIRONMENTS

EYFS principle: The environment plays a key role in supporting & extending children's development & learning.

The EYFS acknowledges the critical importance of both the emotional and the physical environment. We aim to ensure that there are sufficient opportunities for the children to get deeply involved, discover new lines of enquiry, experiment, explore, represent their thinking and solve problems. This enables us to see the environment from the child's point of view and reflect on the possibilities that it has to offer.

### LEARNING & DEVELOPMENT

EYFS Principle: Children develop and learn in different ways and at different rates. All areas of learning and development are equally important and inter-connected.

Children learn from everything they do and one of the best ways for this to happen is through carefully planned, play based experiences that start with their strengths, interests and capabilities. It acknowledges that young children are active learners and that they need opportunities to explore and make sense of the world, supported by knowledgeable, interested and sensitive adults.



## Playing and Learning at Playgroup



A Playgroup environment encourages children to develop socially, emotionally, physically and intellectually. It is our goal to provide your child with the maximum opportunities through play, in an environment that is non-threatening, safe, stimulating and interesting. As a Playgroup we follow the EYFS curriculum as detailed earlier. We encourage and promote maximum learning through play and fun. The following list of activities, which will be provided during your child's stay with us, will inform you of how we intend to achieve this.

### **Home Corner-Role Play & Den Making**

Children love to dress up & pretend. The home corner and den areas provide the scope to do this. They can use this as an opportunity to act out their own experiences and home life as well as involve others in their fun. We often change the areas: transforming them into different types of shops, a restaurant, post office, library, camp area, seaside scene, etc. This helps the children to explore, be imaginative while building and expanding their knowledge of the world they live in.

### **Constructional Play**

Handling and playing with manipulative toys such as Lego, stickle bricks, pegboards and puzzles not only strengthens and stimulates children's smaller muscles but also helps to lay the foundations for maths: sorting, comparing, building and counting all come into play when construction is going on. Simple pre-math concepts such as smaller, bigger, over, under, longer, shorter, etc. are all experienced when using constructional toys. Children learn about size, shape and colour whilst being encouraged to do simple addition and subtraction as they play.

### **Physical Play**

Climbing, sliding, running, jumping, riding bikes and throwing balls are all important to young children as they grow. Children have lots of energy to use up, offering activities that provide an opportunity to do this safely and enjoyably, helps a child to develop self-confidence, a sense of balance and co-ordination while also building an awareness of space and speed.

### **Mark Making**

There are always materials available for children to 'mark make' - be it with pens, pencils, chalk or other writing materials. We know that in order for children to build pre-writing skills they must be given the opportunities to practice making squiggles, forming letters, drawing and handling writing equipment. The process of writing is easy to follow. Once the child has taken an interest in writing and drawing (which does not always happen for each child at the same time), squiggles, lines, circular shapes and dots soon turn into letters of their name and also numbers. Children need a lot of praise, not pressure, when tackling pre-literacy skills. Handling a pencil is a challenge in itself and praise and encouragement to keep trying are great incentives to a child especially if it comes from the people they love. We use other forms of writing, too, such as typewriters/computers, stamping letters and sponge painting with letters, so that children begin to realise that writing is not restricted to paper and pen only.

### **Manipulative Mediums**

Dough, play dough, clay and plasticine are brilliant tools for imaginative and creative play. They initiate lots of conversation and are great relationship builders. Children are full of new ideas and creations. Dough and other malleable objects can help them to express those ideas and their experiences. Children enjoy the varieties of dough we provide - some are sticky and stretchy whereas others are hard and less pliable, but children always enjoy the opportunity to stretch, twist, cut and shape dough!

## Playing and Learning at Playgroup



### **Painting, Drawing & Colouring**

Children's ability to learn through creativity is boundless. Art enhances a child's ability to learn colours and textures. At Playgroup the children are unrestricted in their use of colour and design. They are free to express their thoughts and preferences through artistic means. Do not be discouraged if your child brings home paintings that have multi-coloured skies or red grass etc. as exploration as individuality through colour is encouraged here. Children see through magical eyes and paint what's in their mind, not necessarily what we see. Painting for instance is not limited to brushes and sponges: children like to explore and experiment with paint so we give it texture by adding flour, make it shiny by adding sugar or water it down to do water paintings. Letting children be free to explore and experience the magic of paint, creates a great learning environment and opens doors to many other learning experiences.

### **Natural Materials**

This activity is boundless in its learning resource and it provides an opportunity for children to discover that the world that they live in is jam packed with interesting, fun and "free" materials that are safe and stimulating. Providing sand, soil or water on a regular basis helps children to keep this concept in their minds and can be a real benefit to parents as it is inexpensive and full of learning opportunities. Playing with and discovering natural materials is a good stepping stone to science and pre-math skills. This is because a lot of quantity, measurement and consistency ideas are formed at these activities. It also begins the first steps to environmental and multi-cultural issues. We begin to discover that not all soils, sands or waters are the same and other parts of the world have more or less of these resources than us. It is a good foundation for respecting our environment.

### **Collage & Creative Making**

This may include such things as collage, junk modelling, papier-mâché etc. Children love to be free to express their thoughts and ideas as they often have vastly different colour and shape concepts to adults. At Playgroup they are not bound by adult direction and are free to be as creative as they wish. Praise from adults when they have independently created something builds a great sense of self-worth and confidence that they will carry with them all their lives. Offering a wide variety of materials to work with helps children to learn what each material's value can be and how one may differ from another; e.g. a child may use glue to stick a piece of tissue paper onto card, but may have to use tape to hold a twig on it. This teaches not only that some things are heavier & not flat but also that different adhesive materials do different jobs.

### **Simple Science**

Tackling science in a way that is interesting, simple to understand and fun is always a challenge. Children have a built-in desire to want to know everything. They are always asking questions, forming opinions and showing an interest in new ideas. Because of this, teaching them simple science is very rewarding. Surprisingly for adults, children can retain a vast amount of information and never seem to be unwilling to learn.

Discovering how their bodies function, how the air moves, how water, sun and soil feed the plants and trees, are all concepts that are new and exciting to young children. Learning about magnets and looking under microscopes - viewing a variety of leaves and plants - are all foundational steps in scientific skills.

## Playing and Learning at Playgroup



### Music & Dance

Singing, playing instruments, dancing and clapping all play a vital role in a child's development. As children learn to balance and co-ordinate their arms and legs, they become more aware of shape and speed. Children like to hear their own voices and are given opportunities to sing solo regularly. Children learn hand/eye co-ordination when playing instruments and they also begin to experience rhythm and sound. Having fun with music and dance encourages children who tend to be shy or inhibited to be more confident and outgoing. We often see remarkable developments in confidence, in children who normally are quite shy, when it comes to music and dance.

### Cookery

Children enjoy cooking and making foods, especially if they get to eat it at snack time. We often incorporate cookery into our snacks - food preparation is a lot of fun for us all. Cookery is a great opportunity for children to learn about quantities, textures and tastes. We try not to choose recipes that are rigid in their ingredients because we know that what we see as a tablespoonful of flour is different to what a child sees.

### Book Corner

Pre-reading and literacy skills inevitably begin here. Children love stories that are read with momentum and enthusiasm. They love the uniqueness of books and the magical qualities they contain. Books provide a variety of experiences such as humour, sadness, joy, wonder, make believe and reality. Reading has a vital role in our lives and allowing children to handle, look at and choose books for you to read to them builds a sense of importance about reading. Children find it easy to relate to books, when they read about things that they are feeling or experiencing - it helps them to realise that others may have had those experiences, too. We try to be very selective and wise about our book corner, hoping to provide a wide variety of books that are: multicultural, real life, fictional, funny, informative and challenging. Reading for us is a fun experience! We often use puppets, music or props to retell stories or make them more interesting. Of course the benefits of learning to sit with the rest of the group and listen for a short span of time are obvious. Reading on the mat with an adult - one to one - is sometimes just what a child needs especially if they have not had too brilliant a start to their day. We often find that reading and looking at books with a small group of children is relaxing and enjoyable for both them and us.

Please send your child in appropriate play clothes or our uniform t-shirts/sweatshirts and comfortable shoes so they can be involved in all of the lovely activities listed previously. Your child should also bring a change of clothes in a clearly named bag (in case of accidents). Please take into account a child who has to undo lots of buttons, buckles or belts to use the toilet is easily frustrated. We do provide aprons for wet and messy play which we like all the children to wear, but for craft sessions the children do not necessarily wear the aprons unless they want to.

Please dress children appropriately for the weather and remember to send a coat even if your child travels to and from Playgroup by car. On hot days please apply any sun cream to your child before they come to Playgroup. If they are spending the whole day with us and you would like more sun cream applied, you will need to supply the spray on type. This should have your child's name clearly written on it and given to a member of staff when you arrive. You will then be asked to sign a permission slip allowing us to apply the sun cream.

We hope that your child's stay with us at Playgroup is an enjoyable one, and that we meet our goal as a group to adequately equip your child in their early years of education.



## Tapestry Online Learning Journal



My Playgroup Journal is an online record of your child's achievements during their time at Feltwell Playgroup. It is based on the four Early Years Foundation Stage (EYFS) Themes as detailed previously and will incorporate the EYFS Curriculum covering seven areas of learning:

Prime Areas	Specific Areas
Personal, social and emotional development	Mathematics
Communication, language and literacy	Understanding of the World
Physical Development	Literacy
	Expressive Arts and Design

Tapestry enables us to have an online learning journal for every child at Feltwell Playgroup. Tapestry, an online system hosted on secure servers in the UK, records photos, observations and comments and therefore we are able to build up a record of your child's experiences during their time with us. You will have secure access (via your email address and password) to your child's personal learning journey. Not only can you view this at any time, on your PC, tablet or mobile, but Tapestry also allows you to add your own observations, comments and photographs of your child.

At Playgroup examples of what your child achieves will be collected through the normal everyday activities of the group. It could include a variety of observations, photographs and conversations between both adults and children.

We welcome and encourage your comments and additions to the online learning journal—please feel free to add to the journal about events at home or anything that is of interest to your child. This could include (but is certainly not limited to):

- Photos of family celebrations, outings and holidays.
- Things your child tells you about their time at Playgroup.
- Anything new your child does at home (e.g. fastening their coat, writing their name, drawing a picture, role play and imaginative games, etc.).

E-safety is extremely important to us and therefore we ask you to provide us with some information and to sign the agreement (on the green consent form) to show that you have read, understood and agree with our guidelines. We can then provide you with a secure log-in to access only your own child's journal. If you have any questions, please feel free to ask any member of staff. Although the Tapestry system is easy to understand it is fairly new to us and therefore there may be some questions we cannot answer, however, there is excellent online support so we are sure we can answer any questions asked if given a couple of days to investigate! The guidance page may help with any additional queries you have about using Tapestry.

Although we enjoy using Tapestry to share your child's experiences at Playgroup with you, and for you to share their experiences at home with us, we also have 'High 5' slips available at Playgroup. These slips are for you to take and fill in whenever your child does anything at home that makes you or them feel proud. They can then bring these slips in and share their experience with the group. High 5 slips are kept on the worktop in the kitchen, or are available to download from our website.

However, if you can't find them, please ask a member of staff for some.

## Tapestry Online Learning Journal



### How do I start?

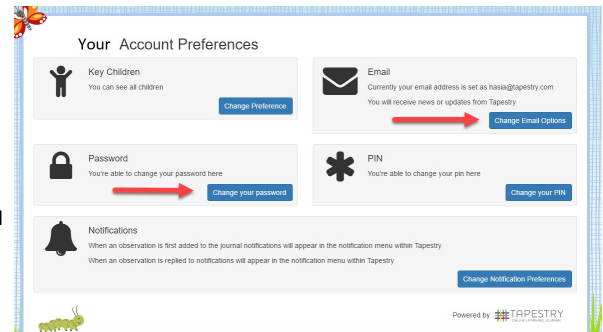
We set up an account for you as soon as we can after we receive the email address/addresses at the bottom of this page. You can visit a website on PC or it is available as an app on Apple, Google and some Amazon devices—go to your app store and search for Tapestry (look for the image on the right). Login using your email and password we give you. We recommend you change your password, on your first visit, for security.



### How can I change the settings?

#### On the website (PC)

At the top right of your screen you will see your name. Selecting this will give you the option to 'Edit Preferences'. Choose this option and you will be presented with a screen giving you the option to change your email address and password. You also have the option to receive an email whenever a new observation is added to your child's Learning Journal – just tick or untick the relevant box if you would like to change this setting.



#### On the app (mobile/tablet)

To change your settings on the app, click the 'cog' button on the bottom right hand side of the application. This enables you to change settings.

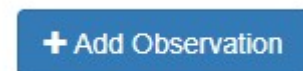
### How can I view my child's learning journal?

Once logged in, you will see your child's observations on your home screen in a list – selecting any one of these will open up the observation for you to look at. You may add comments in the box at the bottom – we would love to receive such comments!



### How do I add an entry to my child's learning journal?

Choose the 'Add Observation' option (or the 'plus' icon on the app) and add the relevant information in the boxes on screen. Photos and videos may be uploaded by choosing the 'add media' option. When you have saved your observation, you may go back to the home screen at any time by choosing 'home'.



**Please write the name, email and relationship of any family member who would like access to your child's online learning journal (don't forget your own!). We are then able to set up a log-in on Tapestry for you and them.**

Full Name		Relationship		Email	
Full Name		Relationship		Email	
Full Name		Relationship		Email	

## Say "Hello" to our team!



Please share these photos with your child as we hope it will help them settle when they join us.



**June**

Early Years Setting  
Manager



**Carolyn**

Early Years Setting  
Deputy Manager



**Emily**

Early Years  
Practitioner



**Emma**

Early Years  
Practitioner



**Kirsty**

Trainee Practitioner /  
Cleaner



**Pippa**

Early Years  
Practitioner



**Kerryanne**

Early Years  
Practitioner



**Alicia**

Early Years  
Practitioner



**Lisa**

Lunch Time Assistant



**Merle**

Administrator

We occasionally have other people that help out in the setting to ensure staff: child ratios are correct or to cover staff absences etc.. This means sometimes you may see an unfamiliar face. We will try to remember to introduce any new staff members, even if they are only with us a short while, but often we are so busy we may overlook this so please feel free to ask if you don't recognise someone.

## **PRIVACY NOTICE**

### **Feltwell Playgroup's Privacy Notice**

*We are a small committee led setting operating as a charity. We are processing data with your consent (where appropriate) and because we have legal obligation to process certain information.*

Feltwell Playgroup  
W.I. Hall, The Beck, Feltwell, Norfolk, IP26 4DB

We have no official data protection officer, Feltwell Playgroup is the data controller, but please contact our committee chairperson if you have any concerns about how your data is processed.

### **Introduction**

We are committed to ensuring that any personal data we hold about you and your child is protected in accordance with data protection laws and is used in line with your expectations.

This privacy notice explains what personal data we collect, why we collect it, how we use it and how we protect it.

### **What personal data do we collect?**

We collect personal data about you and your child to provide care and learning that is tailored to meet your child's individual needs. We also collect information in order to verify your eligibility for free childcare as applicable.

Personal details that we collect about your child include:

- your child's name, date of birth, address, health and medical needs, development needs, and any special educational needs

Where applicable we will obtain child protection plans from social care and health care plans from health professionals.

We will also ask for information about who has parental responsibility for your child and any court orders pertaining to your child.

Personal details that we collect about you include:

- your name, home and work address, phone numbers, emergency contact details, and family details

This information will be collected from you directly in the registration form.

If you apply for up to 30 hours free childcare, we will also collect:

- your national insurance number or unique taxpayer reference (UTR), if you're self-employed.
- we may also collect information regarding benefits and family credits that you are in receipt of.

## **PRIVACY NOTICE (continued)**

### **Why we collect this information and the legal basis for handling your data**

We use personal data about you and your child in order to provide childcare services and fulfil the contractual arrangement you have entered into. This includes using your data to:

- contact you in case of an emergency
- to support your child's wellbeing and development
- to manage any special educational, health or medical needs of your child whilst at our setting
- to carry out regular assessment of your child's progress and to identify any areas of concern
- to maintain contact with you about your child's progress and respond to any questions you may have
- to assess your eligibility for funding (2 year funding, 3 / 4 year funding, 30 hours funding, etc.)
- to process your claim for up to 30 hours free childcare (only where applicable)
- to keep you updated with information about our service

With your consent, we will also record your child's activities for their individual learning record. This may include photographs and videos. You will have the opportunity to withdraw your consent at any time, for images taken, by confirming so in writing.

We have a legal obligation to process safeguarding related data about your child should we have concerns about their welfare. We also have a legal obligation to transfer records and certain information about your child to the school that your child will be attending (see *Transfer of Records* policy).

### **Who we share your data with**

In order for us to deliver childcare services we will also share your data as required with the following categories of recipients:

- Ofsted – during an inspection or following a complaint about our service
- banking services to process chip and pin and/or direct debit payments (as applicable)

the Local Authority (where you claim up to 30 hours free childcare as applicable)

the government's eligibility checker (as above)

our insurance underwriter (if applicable)

our setting software management provider (if applicable)

the school that your child will be attending

We will also share your data if:

We are legally required to do so, for example, by law, by a court or the Charity Commission;

to enforce or apply the terms and conditions of your contract with us;

to protect your child and other children; for example, by sharing information with social care or the police;

it is necessary to protect ours and others' rights, property or safety

We transfer the management of the setting, in which case we may disclose your personal data



## **PRIVACY NOTICE (continued)**

the police;

- it is necessary to protect ours and others' rights, property or safety
- We transfer the management of the setting, in which case we may disclose your personal data to the prospective buyer so they may continue the service in the same way.

We will never share your data with any other organisation to use for their own purposes

### **How do we protect your data?**

We protect unauthorised access to your personal data and prevent it from being lost, accidentally destroyed, misused, or disclosed by:

We store personal data (both paper and digital) at the Playgroup setting and at the homes of the committee.

#### At the setting

All paper data containing personal information at the Playgroup setting is kept in locked cabinets which only staff members are able to access. Similarly, all digital data on the Playgroup devices is protected by passwords: a single laptop which is locked away and individual tablets for each staff member, also locked away when not in use. After photos are uploaded to Tapestry\* they are securely deleted from the laptop and tablets. The Playgroup mobile can be used by all members of staff and on occasion used by the chairpersons of the committee to make contact with parents.

#### Away from the setting

There is a limited amount of paper data at the homes of the committee (chairperson and treasurer only) and it is locked away. Digitally stored data is on password protected computers. Committee only have access to registration forms and funding claim forms however committee do not have access to children's Tapestry accounts nor do they have access to photos.

### **How long do we retain your data?**

We retain your child's personal data for up to 3 years after your child no longer uses our setting, or until our next Ofsted inspection after your child leaves our setting. Medication records and accident records are kept for longer according to legal requirements. Your child's learning and development records are maintained by us and handed to you when your child leaves.

In some instances (child protection, or other support service referrals) we are obliged to keep your data for longer if it is necessary to comply with legal requirements (see our Children's and Provider Records policies).

## **PRIVACY NOTICE (continued)**

### **Automated decision-making**

We do not make any decisions about your child based solely on automated decision-making.

### **Your rights with respect to your data**

You have the right to:

- request access, amend or correct your/your child's personal data
- request that we delete or stop processing your/your child's personal data, for example where the data is no longer necessary for the purposes of processing; and
- request that we transfer your, and your child's personal data to another person

If you wish to exercise any of these rights at any time or if you have any questions, comments or concerns about this privacy notice, or how we handle your data please contact us. If you continue to have concerns about the way your data is handled and remain dissatisfied after raising your concern with us, you have the right to complain to the Information Commissioner Office (ICO). The ICO can be contacted at Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or [ico.org.uk/](http://ico.org.uk/)

### **Changes to this notice**

We keep this notice under regular review. You will be notified of any changes where appropriate.

### **Additional Information**

#### Tapestry

Tapestry is the online learning journal that Feltwell Playgroup uses to compile a record of your child's experience at Playgroup. Please refer to: <https://tapestry.info/privacy.html> for Tapestry's own privacy notice.

## **Privacy Notice**

### **EMERGENCY EVACUATION / FIRE PROCEDURE**

1. One of the staff will be permanently designated "EMERGENCY EVACUATION / FIRE OFFICER" and will ensure that emergency evacuation and fire drills are carried out regularly.
2. If fire is suspected or an emergency evacuation is needed, the alarm will be raised immediately. It will consist of three (3) loud blows of a whistle – to which all staff members have access.
3. The children will be lined up and taken outside to the playground (via the back door), or across the road (via the front door), to a safe site by members of staff. The register will then be taken and any missing persons will be immediately reported to the session supervisor.
4. While the evacuation is in progress the session supervisor or a delegated member of staff will contact the fire brigade. The person who detected the emergency will try to close all the doors and windows if safe to do so. Having ensured that the building is evacuated and secured, they will then leave the building and await the emergency services to report the situation to them.

***NO ATTEMPT SHOULD BE MADE TO FIGHT A FIRE UNLESS IT IS SAFE TO DO SO.***

5. The children will then be taken to the school, where arrangements will be made for them to either: (a) return to Playgroup if / when it is safe to do so or (b) go home.

Should you wish to read more, we encourage you to look through our policies. You can also view them or download them on our website:

[www.feltwellplaygroup.com](http://www.feltwellplaygroup.com)

This includes our detailed *Childcare Terms and Conditions* and our *Early Years Prospectus*.

-----

Please could you tear off and complete this section to confirm that you have read, and are in agreement with, our Privacy Notice. Thank you.

Print Name: \_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## Feltwell Playgroup's Policy on Communicable Diseases

	EXCLUSIONS/RESTRICTIONS	NOTES
<b>Athletes foot</b>	None, but socks must be worn	Dry between toes after bathing. Apply fungicidal powder.
<b>Chicken pox</b>	Exclusion for at least 5 days after spots first appear or until spots become dry	Infection confers long immunity. Second attacks are rare.
<b>Cold sores</b>	None	Good personal hygiene can minimise transfer of infectious material.
<b>Conjunctivitis "Pink eye"</b>	Exclusion until eye no longer inflamed or 'runny' - medical treatment and / or advice should be sought	Very infectious while eye is inflamed - good personal hygiene can minimise infection transfer.
<b>Covid-19</b>	If your child shows symptoms of COVID-19 (new persistent cough, high temperature or loss of taste or smell) they must NOT attend Playgroup. Parents should contact 111 to arrange a test and keep the child at home until results come through. Please inform Playgroup that your child is absent due to COVID-19 symptoms. If the test results show negative the child may return to Playgroup if well enough to do so. If the test is positive the child should isolate at home for 7 days (or until well, depending on severity) and their household should isolate for 14 days.	
<b>Gastroenteritis (Diarrhoea &amp; / or vomiting)</b>	<u>Exclusion until 48 hours after the last symptoms have stopped.</u>	
<b>Glandular fever</b>	Exclusion until clinically well	Particularly infectious during period of acute illness but sometimes longer.
<b>Hand foot &amp; mouth</b>	Exclusion until 24 hours after treatment ends	Good lavatory hygiene important for 2 months after illness.
<b>Head lice</b>	Exclusion until 24 hours after treatment has started	All members of the family should be treated.
<b>Hepatitis A "Yellow Jaundice"</b>	Exclusion until 1 week after jaundice appears plus clinically well	Scrupulous hand washing after lavatory use and regular cleaning of WC's will help prevent spread.
<b>Influenza "Flu"</b>	Exclusion until well	Immunisation available for certain vulnerable groups e.g. asthma/diabetes/heart or kidney disease.
<b>Impetigo</b>	Exclusion for 48 hours after treatment commences & lesions should be covered	Medical treatment, covering lesions and personal hygiene are important.
<b>Measles</b>	Exclusion for 5 days after rash appears and until well	Unimmunised persons can usually be vaccinated successfully if within 3 days of contact.
<b>Meningitis &amp; Meningococcal Disease</b>	Advice should be sought at an early stage from the local HPU.	
<b>Mumps</b>	Exclusion until swelling has subsided	
<b>Ringworm</b>	Exclusion until treatment has started	Pets and farm animals may be a source of infection.
<b>Rubella "German Measles"</b>	Exclusion for 7 days after onset of rash	
<b>Scabies</b>	Exclusion until 24 hours after treatment starts	The mites make tiny burrows in the skin which itch intensely, especially at night.
<b>Scarlet fever &amp; Scarletina</b>	Exclusion until 48 hours after start of antibiotic treatment	
<b>Slapped face disease "Fifth disease"</b>	Exclusion until clinically well	"Slapped face" appearance on cheeks followed a day or so later by a lace like rash on body.
<b>Threadworms</b>	Infectious until treatment.	Good hygiene and adequate treatment are essential. Eggs can be transferred to mouth on fingers if the anus is scratched.
<b>Verrucae and warts</b>	Infectious while lesions are visible. No exclusion but socks must be worn.	Usually disappear spontaneously. If pain on walking medical advice should be sought.
<b>Whooping Cough</b>	Exclusion for 3 weeks from onset. If treated with antibiotics, child can return after 5 days but only if well	If outbreak occurs, under 5's should not be admitted unless known to be immunised.

Please note that our policy on exclusions may differ from advice given by your GP.  
If we feel that your child is not well enough to be in the setting, or that they may be a health risk to others attending you will be asked to take them home.