

BASIC PRINCIPLES OF CARE AND EDUCATION

1.0 POLICY STATEMENT

- 1.1 FSN's projects take care to provide activities and equipment appropriate to the age and stage of development of the children/young people attending. FSN aims to stimulate interest and encourage investigation as well as enabling children/young people to use existing skills, to build on those skills and acquire new ones.
- 1.2 FSN is aware of the importance of reflecting all members of society, not just those who attend our setting, but also the local community and society in general in a positive way. FSN ensure that activities, equipment and displays provide a balanced view and allow children/young people to show their own individuality.

2.0 CARE / EDUCATION

2.1 **Achieving Positive Behaviour**

FSN staff will positively encourage good behaviour giving consideration to the age of the child/young person and their emotional state which may influence their behaviour. (FSN.006.A, and annexes)

2.2 **Attendance Monitoring**

To ensure quality of delivery FSN monitors attendance at its projects. The monitoring also supports FSN's Safeguarding Policy and ensures that there is written evidence. (FSN.006.B and annexes)

2.3 **Collection of Children**

To ensure the safety of children/young people in FSN's care, FSN has a set of agreed policies and procedures that children/young people are collected by an authorised adult at an agreed time. Children not collected within 30 minutes of that time will become the responsibility of the Social Services Department (FSN.006.C and annexes)

2.4 **Emergency Contact**

To ensure the safety of children/young people in its care FSN will take two emergency contact numbers per child/young person Emergency contact numbers will be available to staff supervising care at all times (FSN.006.D Emergency Contact)

2.5 **Evaluation**

FSN operates a range of evaluation tools to measure how well each project is providing a quality service that meets its aims and objectives and has a positive outcome/impact for its service users (FSN.006.E and annexes)

2.6 **EYFS**

FSN is committed to implementing the EYFS Government framework which can be accessed at

www.gov.uk/government/publications/early-years-foundation-stage-framework--2.

The framework sets the standards for learning, development and care for children between birth to five years. To support the framework FSN has a range of supportive documents to record each child's development and learning whilst in our care. (FSN.006.F and annexes)

2.7 **Inclusion Policy**

FSN is committed to providing equality of opportunities and anti-discriminatory practice for all children and families and aims to provide a secure environment in which all children can flourish and in which all contributions are valued

2.8 **Key Person Policy**

FSN operates a key person policy, each child will be allocated a Key Person that will ensure that the child's learning and care is tailored to meet their individual needs. (FSN.006.H)

2.9 **Missing Child**

Children's safety is the highest priority at all times both on and off premises. Every attempt is made through carrying out the procedures to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, our missing child policy and procedure is followed. (FSN.006.J)

2.10 **Nappy Policy**

FSN aims to ensure that health, hygiene and privacy of each child in its care. To ensure an agreed procedure with parents/carers FSN operates a nappy changing policy. (FSN.006.K. Nappy Policy)

2.11 **Outings**

Children's safety is of the utmost priority. FSN aims to ensure children/young people's safety by operating an Outings Policy and Procedures with consent details forms. (FSN.006.L Outings FSN.006.L.a Outings Form)

2.13 **Parental Involvement**

FSN respects parents/carers as their first and most important carer educator and therefore is committed to encouraging active parental involvement in all aspects of the care of their child whilst they are in FSN's settings. (FSN.006.M Parental Involvement)

2.14 **Partnership Working with other Agencies**

FSN aims to ensure that every child/young person receives a service to meet their individual needs. FSN work in partnership with local and statutory agencies to promote the well-being of all children and families. (FSN.006.N Partnership)

2.15 **Planning**

To ensure the delivery within the EYFS framework and within the guidelines set for approved learning centres (e.g. City and Guilds) FSN operates a range of planning tools and documents. (FSN.006.O and annexes)

2.16 **Settling In**

FSN aims to make transition from home to nursery as smooth as possible. Every child is unique and this is taken in to account during the settling in period. FSN operates a settling in procedure and key person system to support the child. (FSN.006.P Settling In Plan/Induction for new children)

2.17 **Progress Check at age two years**

When a child is aged between two and three, practitioners are required to review their progress in partnership with parents/carers, and provide a short written summary of their child's development. This progress check (Two Year Old Progress Check FSN.003.F.n) will identify the child's strengths, and any areas for development. If there are significant emerging concerns, or an identified special educational need or disability, practitioners, in partnership with parents/carers, will develop a targeted support plan to support the child's future learning and development involving other professionals (for example, Special Educational Needs Co-ordinator) as appropriate. Where possible the progress check should be completed in time to inform the Healthy Child Programme Health and Development Review at Age Two.

Practitioners will encourage parents and/or carers to share information from the Summative Assessments, (FSN.003F.l and 2 year old checks with other relevant professionals, including their Health Visitor and/or a teacher (if a child moves to school-based provision at age three).

2.17 **Transition**

FSN aims to support each individual child as they make their transition from nursery to primary school ensuring that it is an enjoyable experience enabling them to continue to develop to the best of their abilities. (FSN.006.Q)