

10.1 Admissions

Policy statement

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

Procedures

- We ensure that the existence of our setting is widely known in places accessible to all sections of the community.
- We ensure that information about our setting is accessible, in written and spoken form and where appropriate, in the one language. Where necessary, we will try to provide information in Braille, or through British Sign Language. We will provide translated written materials where language needs of families suggest this is required as well as access to an interpreter.
- We arrange our waiting list in birth order. In addition, our policy may take into account the following:
 - Children who have additional needs.
 - Siblings already attending the setting.
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
- We describe our setting and its practices in terms that make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders.
- We describe our setting and its practices in terms of how it treats each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion, and ethnicity or from English being a newly acquired additional language.
- We describe our setting and its practices in terms of how it enables children and/or parents with disabilities to take part in the life of the setting.
- We make our Equal Opportunities Policy widely known.
- We consult with families about the opening times of the setting to ensure we accommodate individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.

This policy was adopted at a meeting of **Stepping Stones play and learn group**

Held on **10th September 2013**

Signed on behalf of management committee: **CNice**

Name of signatory: **Carol Nice**

Role of signatory (e.g. chair/owner): **Chair**

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10.2 Parental involvement

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Policy statement

We believe that children benefit most from early years education and care when parents and settings work together in partnership.

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting.

Some parents are less well represented in early years settings; these include fathers, parents who live apart from their children, but who still pay a part in their lives, as well as working parents. In carrying out the following procedures, we will ensure that all parents are included.

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

The Children Act (1989) defines parental responsibility as '*all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property*'.

Procedures

- We have a means to ensure all parents are included – that may mean we have different strategies for involving fathers or parents who work or live apart from their children.
- We consult with all parents to find out what works best for them.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support families.
- We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.
- We encourage and support parents to play an active part in the governance and management of the setting.
- We inform all parents on a regular basis about their children's progress.
- We involve parents in shared record keeping about their children – either formally or informally – and ensure parents have access to their children's written developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We inform parents about relevant conferences, workshops and training.
- We consult with parents about times of meetings to avoid excluding anyone.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skill needs, or those for whom English is an additional language.

- We hold meetings in venues that accessible and appropriate for all.
- We welcome the contribution of parents, in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.

In compliances with the Welfare Requirement, the following documentation is in place:

- Admissions policy.
- Complaints procedure.
- Record of complaints.
- Developmental records of children.

This policy was adopted at a meeting of **Stepping Stones play and learn group**

Held on **10th September 2013**

Signed on behalf of management committee: **CNice**

Name of signatory: **Carol Nice**

Role of signatory (e.g. chair/owner): **Chair**

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10.3 Children's records

Policy statement

There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act 2018 and the Human Rights Act 1998.

This policy and procedure is taken in conjunction with the Confidentiality Policy and our procedures for information sharing.

Procedures

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

Developmental records

- These include observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports.
- These are usually kept in a cupboard and can be freely accessed, and contributed to, by staff, the child and the child's parents. This cupboard is locked at night.

Personal records

- These include registration and admission forms, signed consent forms, and correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.
- These confidential records are stored in lockable file or cabinet and are kept secure by the person in charge in an office or other suitably safe place.
- Parents have access, in accordance with our Client Access to Records policy, to the files and records of their own children but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.
- We retain children's records for a reasonable time period after they have left the setting, except records that relate to an accident or child protection matter, which are kept until a child reaches the age of 25 years. These are kept in a secure place.

Other records

- We keep a daily record of the names of the children we are caring for, their hours of attendance and the names of their key person.
- Issues to do with employment and staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.

- When students are observing in the setting, they are advised of our Confidentiality and Client Access to Records policy and are required to respect it.
- **Legal framework**
- General Data Protection Regulations 2018
- Human Rights Act 1998

This policy was adopted at a meeting of **Stepping Stones play and learn group** (name of setting.)

Held on **10th September 2013** (date)

Signed on behalf of management committee: **DMcWilliams**

Name of signatory: **Donna McWilliams**

Role of signatory (e.g. chair/owner): **Secretary**

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10.4 Provider records

Policy statement

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

- Records pertaining to our registration.
- Landlord/lease documents and other contractual documentation pertaining to amenities, services and goods.
- Financial records pertaining to income expenditure.
- Risk assessments.
- Employment records of staff including name, home address and telephone number.
- Names, addresses and telephone numbers of anyone else who is regularly in unsupervised contact with the children.

Our records are regarded as confidential on the basis of sensitivity of information, such as with regard to employment records and these are maintained with regard to the framework of the General Data Protection Regulations 2018 and the Human Rights Act 1998.

This policy and procedure is taken in conjunction with the Confidentiality and Client Access to Records policy and Information Sharing policy.

Procedures

- All records are the responsibility of the management team who ensures they are kept securely.
- All records are kept in an orderly way in files and filing is kept up-to-date.
- Financial records are kept up-to-date for audit purposes.
- Health and safety records are maintained; these include risk assessments, details of checks or inspections and guidance etc.
- Our Ofsted registration certificate is displayed.
- Our Employer's Liability insurance certificate is displayed in the office.
- All our employment and staff records are kept securely and confidentially.

We notify Ofsted of any change:

- In the address of the premises;
- To the premises which may affect the space available to us or the quality of childcare we provide;
- To the name and address of the provider, or the providers contact information;
- To the person managing the provision;
- Any significant event which is likely to affect our suitability to look after children; or
- Any other event as detailed in the Statutory Framework for the Early Years Foundation Stage

Legal framework

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- General Data Protection Regulations 2018
- Human Rights Act 1998

This policy was adopted at a meeting of **Stepping Stones play and learn group**

Held on **10th September 2013**

Signed on behalf of management committee: **CNice**

Name of signatory: **Carol Nice**

Role of signatory (e.g. chair/owner): **Chair**

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10.5 Transfer of records to school

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Policy statement

We recognise that children sometimes move to another early years setting before they go on to school, although many will leave our setting to enter a nursery or reception class.

We prepare children for these transitions and involve parents and the receiving setting or school in this process. We prepare records about a child's development and learning in the Early Years Foundation Stage in our setting; in order to enable smooth transitions, we share appropriate information with the receiving setting or school at transfer.

Confidential records are shared where there have been child protection concerns according to the process required by our Local Safeguarding Children Board.

The procedure guides this process and determines what information we can and cannot share with a receiving school or setting.

Procedures

Transfers of developmental records for a child moving to another early years setting or school

- Using the Development Matters in the Early Years Foundation Stage guidance and our assessment of children's development and learning, the key person will prepare a summary of achievements in the seven areas of learning and development.
- The record refers to; any additional language spoken by the child and his or her progress in both languages, any additional needs that have been identified or addressed by the setting, any special needs or disability, whether there is a EHC plan, and the name of the lead professional.
- The record contains a summary by the key person and a summary of the parent's view of the child.
- The document may be accompanied by other evidence, such as photos or drawings that the child has made.
- When a child transfers to a school, most local authorities provide an assessment summary format or a transition record, which we follow as applicable.
- If there have been any welfare or protection concerns, a star is placed on the front of the assessment record.

Transfer of confidential information

- The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in the setting and what was done about them.
- A summary of the concerns will be made to send to the receiving setting or school, along with the date of the last professional meeting or case conference. Some Local Safeguarding Children Boards will stipulate the forms to be used and provide these.
- Where there has been a s47 investigation regarding a child protection concern, the name and contact details of the child's social worker will be passed on to the receiving setting or school – regardless of the outcome of the investigation.

- This information is posted or taken to the school or setting, addressed to the setting or school's designated person for child protection and marked as 'confidential'.

Legal framework

- General Data Protection Regulation 2018
- Freedom of Information Act 2000
- Children Act 1989
- Human Rights Act 1998

Further guidance

- What to do if you're worried a child is being abused (HMG 2006)

This policy was adopted at a meeting of **Stepping Stones play and learn group**

Held on **10th September 2013**

Signed on behalf of management committee: **CNice**

Name of signatory: **Carol Nice**

Role of signatory (e.g. chair/owner): **Chair**

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10.6 Confidentiality and client access to records

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Policy statement

‘Confidential information is information that is not normally in the public domain or readily available from another source, it should have a degree of sensitivity and value and be subject to a duty of confidence. A duty of confidence arises when one person provides information to another in circumstances where it is reasonable to expect that the information will be held in confidence.’

Information Sharing: Advice for practitioners providing safeguarding services (DFE-00128-March 2015)

The GDPR and Data Protection Act 2018 place greater significance on organisations being transparent and accountable in relation to their use of data. All organisations handling personal data need to have comprehensive and proportionate arrangements for collecting, storing, and sharing information. (GDPR and data protection act 2018)

In our setting, staff and managers can be said to have a ‘confidential relationship’ with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet the legal requirements; means of storing and sharing that information take place within the framework of the General Data Protection Regulation (2018) and the Human Rights Act (1998).

Confidentiality procedures

- We always check whether parents regard the information they share with us to be regarded as confidential or not.
- Some parents sometimes share information about themselves with other parents as well as staff; the setting cannot be held responsible if information is shared beyond those parents whom the person has ‘confided’ in.
- Information shared between parents in a discussion or training group is bound by a shared agreement that the information is confidential to the group and not discussed outside of it.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our record keeping procedures) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to the child.
- We keep all records securely under lock and key (see record keeping procedures)

Client access to records procedures

- Any request to see the child’s personal file by a parent or person with parental responsibility must be logged and recorded when being taken off the premises and once it has been returned.
- The setting commits to providing access within 14 days, although this may be extended.
- The nursery co-ordinator and chair prepare the file for viewing.

- All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. Copies of these letters are retained on file.
- 'Third parties' include all family members who may be referred to in the records.
- It also includes and workers from any other agency, including children's social care, the health authority etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
- When all the consents/refusals to disclose have been received, these are attached to the copy of the request letter.
- A photocopy of the complete file is taken and kept securely under lock and key.
- The nursery co-ordinator and chair go through the file and remove any information which a third party has refused consent to disclose. A thick black marker is used, to score through every reference to the third party and information they have added to the file.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- The 'clean copy' is photocopied for the parents, who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by the nursery co-ordinator, so that it can be explained.
- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another (third party) agency.

All the undertakings the commitment of the setting is to the safety and well-being of the child. Please see also our policy on child protection.

Legal framework

- General Data Protection Regulation 2018
- Human Rights Act 1998

Further guidance

- Information Sharing: Advice for practitioners providing safeguarding services (DFE-00128-March 2015)

This policy was adopted at a meeting of **Stepping Stones play and learn group**

Held on **10th September 2013**

Signed on behalf of management committee: **CNice**

Name of signatory: **Carol Nice**

Role of signatory (e.g. chair/owner): **Chair**

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Safeguarding and welfare requirement: Information and records

Confidential information and records about staff and children must be held securely and only accessible and available to those who have a right or professional need to see them.

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10.7 Information Sharing

'Practitioners need to understand their organisations position and commitment to information sharing. They need to have confidence in the continued support of their organisation where they have used their professional judgement and shared information professionally.'

- Information sharing: Advice for practitioners providing safeguarding services (DFE-00128-March 2015)

Policy Statement

We recognise that parents have a right to know that information they share will be regarded as confidential as well as be informed about the circumstances, and reasons, when we are obliged to share the information.

We are obliged to share information without authorisation from the person who provided it or to whom it relates if it is in the public interest. That is when:

- It is to prevent a crime from being committed or intervene where one may have been or to prevent harm to a child or adult. Or;
- Not sharing it could be worse than the outcome of having shared it.

The decision should never be made as an individual, but with the back-up of management and committee officers. The three critical criteria are:

- Where there is evidence that the child is suffering, or is at risk of suffering, significant harm.
- Where there is reasonable cause to believe that a child may be suffering or at risk of suffering significant harm
- To prevent significant harm arising to children and young people or serious harm to adults, including the prevention, detection and prosecution of serious crime.

Procedures

- Our procedure is based in the 7 golden rules for Good Practice as set out in Information Sharing: Advice for practitioners providing safeguarding services (DFE-00128-March 2015)
1. *Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.*
 - Our policy and procedures on Information Sharing provide guidance to appropriate sharing of information with external agencies.
 2. *Be open and honest with the person (and/or their family where appropriate) from the outset about why, what how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.*
 - We ensure parents receive information about our information sharing policy when starting their child in the setting and they sign a form to say that they understand circumstances

- when information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult. This is on our registration form.
 - We ensure parents have knowledge of how they can access information about our Safeguarding Children and Child Protection policy.
 - We ask parents to read our home nursery agreement when their child starts the setting this is done annually.
 - We ensure parents have information about the circumstances when information will be shared with external agencies for example with regard to any special needs the child may have or transition to school.
3. *Seek advice if you are in any doubt, without disclosing the identity of the person where possible.*
- Managers contact children's social care for advice where they have doubts or are unsure.
4. *Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.*
- Guidelines for consent are part of this procedure.
5. *Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.*
- We record concerns and discuss these with the setting's designated person and/or designated officer from the management committee for child protection matters.
 - We record decisions made and the reasons why information will be shared and to whom.
 - We follow the procedures for reporting concerns and record keeping.
6. *Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.*
- Our Safeguarding Children and Child Protection procedure and record keeping procedure set out how and where information should be recorded what information should be shared with another agency when making a referral.
7. *Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.*
- Where information is shared, the reasons for doing so are recorded in the child's file; where it is decided that information is not to be shared that is recorded to.

Consent

Parents have a right to be informed that their consent to share information will be sought in most cases, as well as the kinds of circumstances when their consent may not be sought, or their refusal to give consent overridden. We do this as follows:

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We cover this when the child starts in our prospectus.
- Parents sign a form at registration to say they understand this.
- We consider the following questions when we need to share:
 - Is there legitimate purpose to sharing the information?
 - Does the information enable the person to be identified?
 - Is the information confidential?
 - If the information is confidential, do we have consent to share?
 - Is there a statutory duty or court order requiring us to share the information?
 - If consent is refused, or there are good reasons not to seek consent, is there sufficient public interest for us to share information?
 - If the decision is to share, are we sharing the right information in the right way?
 - Have we properly recorded our decision?

All the undertakings above are subject to the paramount commitment of the setting, which is to the safety and well being of the child. Please also see out Safeguarding Children and Child Protection policy.

Legal framework

- General Data Protection Regulations 2018
- Human Rights Act 1998

Further guidance

- Information Sharing: Advice for practitioners providing safeguarding services (DFE-00128-March 2015)

This policy was adopted at a meeting of **Stepping Stones play and learn group**

Held on **10th September 2013**

Signed on behalf of management committee: **CNice**

Name of signatory: **Carol Nice**

Role of signatory (e.g. chair/owner): **Chair**

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Safeguarding and welfare requirement: Information and records

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

10.8 Working in partnership with other agencies

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Policy statement

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

Procedures

- We work in partnership or in tandem with, local and national agencies to promote the well-being of children.
- Procedures are in place for sharing of information about children and families with other agencies. These are set out in the Information Sharing Protocol, Safeguarding Children procedures and Special Educational Needs Procedures.
- Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles respected.
- We attend Team Around The child meetings, sharing information with other professionals and also hold 6 monthly reviews with parents, where other professionals may be invited.
- We follow the protocols for working with agencies, for example on child protection and additional needs.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the setting (unless permission gained from parent/carer) and do not have access to any other child(ren) during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary, we consult with local and national agencies who offer a wealth of advice and information that help us to develop our understanding of the issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.
- When necessary we consult with local and national agencies who offer a wealth of advice and information that help us develop understanding of issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.
- All parents are asked to sign a home nursery agreement which includes not sharing information about any children who may attend the setting or about the nursery to vent on social media.

This policy was adopted at a meeting of **Stepping Stones play and learn group** (name of setting.)

Held on **10th September 2013** (date)

Signed on behalf of management committee: **DMcWilliams**

Name of signatory: **Donna McWilliams**

Role of signatory (e.g. chair/owner): **Secretary**

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10.9 Making a complaint

Policy statement

Our setting 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. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

Procedures

All settings are required to keep a written record of any complaints that reach stage two and above, and their outcome. This has to be made available to parents, as well as to Ofsted inspectors on request. A full procedure is set out in the Pre-School Learning Alliance publication *Complaint Investigation record (2012)* which acts as the 'summary log' for this purpose.

Making a complaint

Stage 1

- Any parent who has concern about an aspect of the setting's provisions talks over, first of all, his/her concerns with the setting leader.
- Most complaints should be resolved amicably and informally at this stage.

Stage 2

- If this does not have a satisfactory outcome, or the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing to the setting leader and the chair of management committee.
- For parents who are not comfortable with making written complaints, there is a template form for recording complaints in the *Complaint investigation record*; the form may be completed with the person in charge and signed by the parent.
- The setting stores written complaints from parents in the managers file. However, if the complaint involves a detailed investigation, the setting leader will store all information relating to the investigation in a separate file designated for this complaint.
- When the investigation into the complaint is completed, the manager meets with the parent to discuss the outcome.
- Parents must be informed of the outcome of the investigation within 28 days.
- When the complaint is resolved at this stage, the summative points are logged in the complaints Investigation Record.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the manager/chair of management committee. The parent should have a friend or partner

- present if required and the leader should have the support of the chairperson of the management committee, present.
- An agreed written record of the discussion is made as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

Stage 4

- If at the stage three setting the parent and the setting cannot reach an agreement, an external mediator is invited to help settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.
- Staff or volunteers within the Pre-school Learning Alliance are appropriate persons to be invited to act as mediators.
- The mediator keeps all discussions confidential. S/he can hold separate meetings with the setting personnel (manager/chair of management committee) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

Stage 5

- When the mediator has concluded her/his investigation, a final meeting between the parent, the setting manager and the chair of management committee is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
- A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

The role of the Office for Standard in Education, Early Years Directorate (Ofsted) and the local Safeguarding Children Board

- Parents may approach Ofsted directly at any stage of this complaint procedure. In addition, where there seems to be a possible breach of the setting's registration requirements. It is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Welfare Requirements of the Early Year Foundation Stage are adhered to.
- The number to call Ofsted with regard to a complaint is: **0300 123 1231**
- The website address is: ***www.gov.uk/government/organisations/ofsted***
- These details are displayed in our setting notice board.
- If a child appears to be at risk, our setting follows the procedure of the Local Safeguarding Children Board in our local authority.

- In these cases, both the parent and setting are informed and the setting manager works with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.

Records

- A record of complaints against our setting and/or the children and/or the adults working in our setting is kept, including that date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all the complaints is recorded in the Summary Complaints Record which is available for parents and Ofsted inspectors on request.

This policy was adopted at a meeting of **Stepping Stones play and learn group**

Held on **10th September 2013**

Signed on behalf of management committee: **CNice**

Name of signatory: **Carol Nice**

Role of signatory (e.g. chair/owner): **Chair**

| Date checked and updated when required. | Date to be reviewed. | Checked by | Date checked and updated when required. | Date to be reviewed. | Checked by |
|---|----------------------|------------|---|----------------------|------------|
| September 2014 | September 2015 | | | | |
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| March 2020 | March 2021 | STownsend | | | |

