



Parkroyal Pre-school

Lyon Street

Macclesfield

Cheshire

SK11 6QX

07449 311825

Operational Plan 2020/21

1. Aims and objectives of the pre-school

It is our aim as a pre-school to:

- Enhance the development and education of children under statutory school age in a parent-involved community group.
- Provide a safe, secure and stimulating environment.
- Work within a framework which ensures equality of opportunity for all children and their families.
- Deliver the Early Years Foundation Stage curriculum through stimulating play activities.

2. Policies and Procedures

All stakeholders (parents, members of the committee and staff) will work in partnership to develop and review policy documents. Policies provide an essential framework for stakeholders when making decisions about the day to day running of the pre-school. Policies will be reviewed and amended as necessary, on an annual basis or if legislation demands.

Copies of all policy and procedure documents are available on the group's website www.parkroyalpre-school.co.uk, alternatively parents can be supplied with paper copies on request.

3. The use of space and activities

Space will be utilised to maximum benefit. The layout may be altered to facilitate children's interests or adult planned activities.

The setting comprises of a main room, staff kitchen, office area, small group room and toilets. The preschool is linked to the main school by a corridor. There is an enclosed, secure garden which is accessed from the main playroom. There is also shared access of the school's artificial turf pitch, the use of which has been suspended during the Coronavirus Pandemic.

Access to the Pre-school and waiting area:

Access to the Pre-school is via the gate into the garden during the opening and closing hours of:

8.45 – 8.50

11.45- 11.50

12.20 – 12.30

3.20 – 3.30

Outside of these hours' access to the Pre-school is made by ringing the specified doorbell or calling ahead.

Parents may wait in the garden area until opening hours. There is a covered area in the event of bad weather. There are coat stands outside the main door and parents are asked to help their child to hang their coat up prior to

admittance. This is not applicable during the current Coronavirus restrictions. Parents hand children over at the gate.

Staff members gain access to Pre-school via this gateway now (between the hours of 8.15 and 4.30). No access is made via the main school, in the event that any staff member needs to access the school building masks must be worn.

Notice boards on the fence keep parents informed about the activities within the group, legislation, local authority news and committee items. Notices are also displayed in the windows.

Main room

On entry children will register using a self-registration system. The children are grouped according to their ages (Raindrops and Rainbows and colour group). A member of staff is by the door to help children to find their name cards and to take them to the central area. Key personnel are available around the room to settle children upon arrival. One keyperson from each group will take a daily register with a child and display the name cards on the register line. The supervisor will keep a register of all children present on the computer and display the number of children present on the chalkboard. This number will be in agreement with the 2 paper registers. A record is kept in the main office, highlighting the number of children present and the number of staff. We also record the adult to child ratio required, the actual number of adults and any non contact staff or students.

The room is divided into specific zones to allow for appropriate activities for the different age groups, abilities and interests.

An amended routine during Covid restrictions : Children are still allocated a keyperson however they are now grouped in two groups (Apples and Bananas). Parents hand their child over at the gate and a member of staff guides them to their entry door. The two groups enter pre-school through different doors and are supported by a member of staff to remove their

coats and hang them up and then to wash their hands. Once hands are washed the children have free access to all activities. Where possible children are now attending either morning or afternoon sessions to limit the number of contacts.

Each half of the room is zoned to provide areas for collaborative play and individual play. Areas covered include:

- Book area (presented with a cosy corner and a choice of reading materials).
- Mark making area (varied resources, regularly restocked and reviewed). Additionally, mark making opportunities are available throughout the setting.
- Construction area (wide range of resources, freely accessible and freely chosen).
- Role play area (regularly reviewed to reflect children's interests). A variety of resources both real life and play and dressing up clothes.
- Craft/messy play. Activities are freely accessible and monitored for interest. Messy play includes, sand, water, sensory and malleable materials.
- Painting (easels and table top).
- Jigsaws/games (reviewed daily and rotated from store)
- Small world (Chosen to reflect current interests. Children may choose independently, boxes labelled to show content).

Some activities/resources are not always accessible to children. These items will be kept in locked or covered cupboards.

The office area is generally open to allow children to engage with the learning opportunities there (writing, computer, telephone etc.).

All toys and equipment are monitored for their suitability with regard to age and stage of development, material and condition.

During the coronavirus restrictions, toys, equipment and resources are limited to allow for cleaning and rotation at each different session. Resources which are difficult to keep clean may have been suspended or replaced with items which are easier to disinfect (i.e. plastic instead of wood).

Kitchen

The kitchen area is gated and secure from children. Kettle, hot water heater, microwave and toaster are all kept in this area and used here safely. The first aid cupboard is located in the kitchen, and the accident/incident forms are in the office area. Relevant medical information is displayed in the kitchen and any care plans are stored in the first aid cupboard. This information is also stored in the children's individual files. COSHH information is displayed on the cupboard door in the kitchen and also on-line. Children's information regarding food allergies, medical conditions and dietary needs are displayed in the kitchen. Guidance for students can be found here too.

There is an additional box in the office to be used in the event of a suspected case of Covid 19. This contains PPE and instructions for staff.

Small room/Rainbow room

We have sole use of this room. The room is used for small group activities, colour group activities, settling children and one to one support for individual children.

Toilets

There are two bathrooms. Bathroom 1 consists of 2 child sized toilets and one for adults. This area also houses the nappy change area (with supplies of wipes, bags, gloves and aprons), potties and the washing machine.

Procedure for the changing of children is signposted on the wall. Disinfectant spray used during the session should be kept on the high shelf well out of reach of the children.

The second bathroom comprises of 3 child sized toilets, primarily used by the older (raindrops) children.

We have a supply of spare clothing in bathroom 1, in the event of a child having an accident.

The sinks are of child height; the water is controlled thermostatically. Liquid soap and automatic hand dryers are provided. For any child not wanting to use the hand dryer there is an ample supply of paper towels.

Hands are washed at the beginning of each session and regularly throughout the session. Paper towels have replaced the use of the electric hand dryer.

Parents are no longer asked to bring in a supply of nappies and a change of clothes. These are provided from our own stocks.

When children are changed any clothes are double bagged to be returned to parents.

Outside play area

Garden area

There is sufficient storage areas for the outdoor equipment. The garden area is organised into zones to allow for imaginative, physical and investigative play.

A large allotment area is utilised to encourage the children to grow produce and a section of the allotment is given over to a digging area.

There are two sheds, one smaller shed provides a role play area (shop, house, railway station) and the larger, shed provides an exploration/quiet zone.

There is room for children to play on bikes and scooters and to play with balls. The climbing frame allows children to climb and to negotiate the slide and they can use this area to create dens.

The area is staffed as required dependent on the number of children outside.

The main play area is used as much as possible, dependent on the weather and amount of shade available. The area is an extension of the indoor play space with opportunities to experience a full range of curriculum activities.

During the Coronavirus pandemic, outdoor play is encouraged. All equipment and resources are sprayed with anti-viral spray between sessions.

4. Deployment of staff

We have at least 5 members of staff working at any one session. Staff are suitably qualified and trained (see table).

	Pre-school Leader –Lindsey Scott BA Early Years (Open University) NCFE Leadership and Management (L4) SOCCO SENCO DSL Food safety L2 June 2021 Safeguarding L3 April 2020 Paediatric First Aid Mar 2019	
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Operational Plan

November 2020

Lisa Williams Advanced apprenticeship in Children and Young people's workforce (L3) Keyperson Food safety L2 June 2021 Safeguarding L2 April 2020 Paediatric First Aid Mar 2019	Kelly Illingworth CACHE NVQ in Children's Care, Learning and Development (L3) Keyperson Food safety L2 June 2021 Safeguarding L2 April 2020 Paediatric First Aid Mar 2019	
Kay Soller CACHE L3 NVQ in EY care and education Deputy Supervisor, Keyperson Keyperson Food safety L2 June 2021 Safeguarding L2 April 2020 Paediatric First Aid Mar 2019	Michael Prior NCFE Cache Diploma for the Early Years workforce (L3) Keyperson Food safety L2 June 2021 Safeguarding L2 April 2020 Paediatric First Aid Mar 2019	Shirley Rowley CACHE L3 NVQ EY care and education Keyperson Food safety L2 June 2021 Safeguarding L2 April 2020 Paediatric First Aid Mar 2019
Rachida Hatna CACHE L3 EY Care and Ed Food safety L2 June 2021 Safeguarding L2 April 2020 Paediatric First Aid Mar 2019	Carol Barker NNEB & CACHE L3 EY Care & Ed Deputy Supervisor, Additional Keyperson (as required) Assistant SOCCO/SENCO Food safety L2 June 2021 Safeguarding L2 April 2020 Paediatric First Aid Mar 2019	

All staff receive level 2 training in food safety, LA safeguarding and child protection and Paediatric first aid. These basic requirements are re-visited on a three year rolling program to ensure continuity. This applies to all staff with the exception of the Administration supervisor.

During the Spring lockdown all staff undertook a wide range of online training, through EYA/Educare and DfE.

Being a keyperson in an early years setting	Characteristics of effective teaching and learning	Effective safeguarding practice
Equality and inclusion in an early years setting	Improving children's learning through play	Infection prevention and control in an early years setting
Introduction to Yoga with young children	Speech, language and communication	Supporting children with SEND in an early years setting
Supporting early language development	Sustained shared thinking in the early years	The Prevent Duty in an early years environment
Theories underpinning the EYFS	Understanding and addressing behaviour in the early years	ACES – the effect of Adverse childhood experiences on children.
Jun 2021 Online Food Safety	Jun 2021 Getting to grips with the revised EYFS	

The children are grouped into 2 groups. All staff work part-time therefore other staff within the group may stand in when a keyperson is not present. When numbers demand the Deputy Supervisor takes the role of Keyperson where needed. The pre-school leader works 4 days and is supernumerary, the deputy works 4 mornings and 1 afternoon and provides support for individual children and small groups.

Children receive transitional support from their keyperson but are then supported by all staff during free play activities. During the session we provide adult led activities in small and large groups and free play allows children to initiate their own play.

Keypersons will be responsible for gathering and collating evidence of children's development and interests. They will be available at the end of the session to take time to talk to parents or at other times when arranged with the Supervisor. This has been disappplied currently.

Observations of children are made using an online tool, Tapestry. This enables the staff to respond instantly to children's interests and developing skills. Parents can access their child's journal at any time and are alerted to new posts. They can contribute to the journal by adding comments and posts. The Pre-school Leader, monitors Tapestry on a daily basis and each child's journal and progress half termly. The leader and deputy liaise termly to identify children who may require small group interventions.

Weekly, several children are nominated as focus child. These children will be monitored closely by all members of staff and these observations will be collated by their keyperson. An assessment will be made of their current level of development (moderated by either the Manager or colleague) and a brief report will be written for the parent. This will all be made available to parents via the Tapestry link. This information will help to identify strengths and interests and inform the next steps for the child, the keyperson and the setting. The child will be nominated as a focus child approximately 12 weeks later (termly). This has been suspended, currently. This is to support staff members workload which has increased with the enhanced cleaning schedule, however all keyworkers are monitoring and assessing their key children and the Manager is overseeing this.

5. Equipment and resources

Resources and equipment are assessed regularly for wear and tear and for their suitability for the particular cohort of children. All equipment is sourced from reputable suppliers or checked to ensure it is suitable. Examples of work, plans and activities are kept on file or on display in the main room. Displays of the previous activities are displayed in the setting or outside and updates on the groups closed facebook page keep parents updated. The group subscribes to publications (Nursery World, Teach Nursery and Early Years Educator) to ensure that activities and thinking is current and up to date.

All small equipment is currently changed or sanitised at the end of each session.

6. Staffing and Management structure

The group is managed by a parent committee. DBS clearance is sought for any committee member likely to have contact with the children. The committee comprises of:

Chairperson	Secretary	Treasurer/Admin	Fundraisers
Adam Shah Pickles	Stephanie Ellison	Rachel Beswick	Lisa Hodgkinson Hannah Bentley

The staff matrix can be found in section 4. The staff meet formally once per fortnight to share information and to plan for groups of children. These meetings may be used for staff training and the team attend local authority training when applicable. They have a daily feedback at the end of each day to highlight children's interests and any "in the moment" planning.

The high ratios of staff to children ensures contingency in the event of staff absence/illness. In the event of an emergency, committee members or parent helpers may be deployed to ensure adult ratios are sufficient. No holidays are to be taken by staff in term time without seeking permission from the pre-school Leader and the committee.

Currently, the committee has suspended meetings and fund raising until further notice. Any imperative decisions will be made using a remote platform.

7. Volunteers and students

A file is kept for information about students and regular volunteers. An induction process is followed with all new students and volunteers. A policy regarding students is in the suite of policies around “suitable persons”. All students/volunteers are allocated to a colour group to aid mentoring.

Students and volunteers will be encouraged to work with children at an activity. This helps them to understand how the keyperson ensures that children are making good progress within the EYFS and helps them to feel a valuable part of the process.

Currently, we have no additional support (students or volunteers) within the setting.

8. Management of staff

All staff receive an induction. During this induction health and safety, fire safety, toilet procedures for children, contact with parent and general routines are all made clear.

Staff are employed on a provisional contract and nobody will be left with a child unsupervised without a successful enhanced DBS in place.

Staff appraisals are carried out on an annual basis. Professional development plans will be drawn from these meetings.

Staff supervision takes place regularly. Each half term the pre-school leader gives feedback with relation to the monitoring and tracking of key groups.

Staff meetings take place half termly, these may involve planning, training or feedback about children.

Staff members may attend the meetings in person or virtually.

9. Parental feedback

The child's keyperson will be the first point of contact for parents. They will keep parents informed of the child's progress on a half-termly basis.

The notice board, newsletters, website, blogs, twitter and Facebook are all means to ensure that parents are kept informed of forthcoming events and projects.

The introduction pack ensures that parent are aware of who the key people are in each group and who their own particular keyperson is.

There is a compliments, comments and complaints box on the entry table and parents are encouraged to make suggestions or raise issues through this medium. The complaints procedure is made available to all parents through the website and a poster in the indoor notice board directs parents to the process should it be needed.

Contact with parents is at a minimum, currently. Opportunities for parental feedback are limited to Facebook, tapestry and email/text/phonecall. Where a parent feels that a face to face discussion is required a separate risk assessment will be undertaken.

Parent's review meetings, social events and open evenings/mornings give the parents the opportunity to talk to members of staff and committee. The pre-school operates an Open door policy and parents are encourage to talk to staff or the pre-school Leader informally or appointments can be made if preferred. This information is available on the notice board and in the prospectus. As physical contact is being kept to a minimum, parents are advised to contact by phone or email.

