

Staffing

Safeguarding and Welfare Requirement: Staff: Child Ratios

Staffing arrangements must meet the needs of all the children and ensure their safety

EYFS key themes and commitments

A Unique Child – 1.2 Inclusive practice 1.3 Keeping safe 1.4 Health and well-being

Positive Relationships – 1.1 Respecting each other 2.2 Parents as partners 2.3

Supporting learning 2.4 Key person

Enabling Environments – 3.1 Observation, Assessment and planning 3.2 Supporting every child 3.3 Learning Environment

Working as part of the pre-school team

It is the aim of the pre-school to provide a friendly and respectful working environment for all staff where they are able to feel valued by their colleagues and be assured that any problems which might arise will be dealt with in an appropriate and professional manner. Staff conduct also has a big impact on the learning environment for the children and staff should be aware of this at all times.

In order for the above to be achieved all staff have a responsibility to conduct themselves in the following professional manner:

- To respect their colleagues as individuals and be aware of their needs
- To work as a team and support each other as much as possible
- To sort out problems promptly so that they are not allowed to fester
- Never to talk derogatorily about a member of staff to anyone behind that person's back
- To keep personal conversations to a minimum and for appropriate times – always putting the needs of the children first
- To value the views of all staff so that they feel that their contributions will be listened to
- To offer help if they see other staff members struggling and to ask for help if they need it themselves
- To work in such a manner which promotes teamwork and support to the whole pre-school team

While the pre-school appreciates the fact that staff may at times experience difficulties in their personal lives, it remains imperative that the undertaking of the role of working in a pre-school requires a positive attitude and approach at all times. If it becomes apparent that this is not possible, the Team Leader will discuss the situation with the member of staff and seek a way of helping to resolve the matter.

Staff should promote an open culture where small problems can be sorted out between themselves. However, if the situation is not resolved or the concern is of a more serious nature, the matter should be referred to either the senior member of staff or the manager

The Team Leader will arrange regular staff meetings where all staff are able to discuss and contribute in a positive manner. The Team Leader will encourage staff to contribute to the development and quality of the programme of activities provided.

Members of staff are expected to conduct themselves at all times in a professional, courteous, helpful, warm and consistent manner.

Members of staff are expected to display both knowledge and understanding of multi-cultural issues and inclusion, and a commitment to treating all children as individuals and with equal concern and respect.

Staff to Children Ratios

Our pre-school is committed to placing the best interests of children's welfare, care and development at the centre of all staffing matters. We believe a high adult-child ratio is essential in providing good quality pre-school care. We also provide a staffing ratio in line with the Safeguarding and Welfare requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and we carry out checks for criminal and other records through the DBS in accordance with statutory requirements

- To meet this aim we use the following ratios of adult to children:
 - children aged two years of age: 1 adult : 4 children; and
 - children aged three to five years of age: 1 adult : 8 children in childcare situations
- A minimum of three staff/adults are on duty at any one time.
- Students on short term placements are not included in the staff ratio.
- Staffing levels are always maintained during outings.
- We have suitable contingency arrangements in place to cover emergencies and unexpected staff absences.
- We inform parents and/or carers about staff deployment, and when relevant and practical, aim to involve them in these decisions.
- Children must always be within sight and hearing of staff.

Each child is assigned a key person to help the child become familiar with the setting from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key person plans with the parents for the child's well-being and development in the setting. The key person meets with the family for discussion and consultation on their child's progress and offers support in guiding their development at home.

Working with parents and carers

The pre-school aims to provide a positive environment for all parents and carers who use the pre-school so that they feel respected, valued, supported and listened to. We recognise that the way staff conduct themselves with parents plays a major part in achieving this. Staff therefore have a responsibility to conduct themselves with parents and carers in the following way:

- To be respectful and supportive of parents at all times
- To be sensitive to the needs, stresses and concerns of working/studying parents
- To be respectful and understanding of the differing cultures and beliefs of parents as long as they adhere to pre-school policies and procedures and the current law of the land
- To be respectful of information shared with them in their role as key person and understand that more sensitive information will only be shared with the further team on a 'need to know' basis in adherence with the confidentiality policy
- To not talk about individual incidents or the behaviour of children in front of parents/carers and other children.

The pre-school believes that if this policy is adhered to, the best environment will be created for both staff, children and their families.