



## **Staff and Employment Policy**

The URC pre-school provides 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 Disclosure and Barring Service in accordance with the statutory requirements.

A high adult child ratio is essential in providing good quality pre-school care.

- In our Nursery class we usually have three members of staff present with every group of 8 children.
- In the younger group we have at least one staff member to each four children, including Rainbow room.
- Our keyperson system ensures each child and family has one particular staff member who takes a special interest in them.
- Regular staff meetings provide opportunities for staff to undertake curriculum planning and to discuss the children's progress and any difficulties.
- Most staff members hold or are working towards a relevant childcare qualification.
- Induction training for all new staff is given.
- Full staff meetings will be held once ever half term and a briefing each morning.
- Regular in-house training is available to all staff, both paid and volunteer members.
- All staff are First Aid trained.
- The staff are dedicated to giving appropriate support to the children's learning. Activities are adapted to meet the children's individual needs. The staff respond to unexpected learning opportunities and help children to persevere with tasks. At the United Reformed Pre-School, the children are given plenty of encouragement and praise.
- Mrs L Robinson & Mrs H Bowden are fully trained Safeguarding officers.

The United Reformed Pre-School & Nursery is owned by the Church.

## Supervision Talks

Supervisions are now a statutory requirement of the revised Early Years Foundation Stage Framework.

*The EYFS Framework now makes the following statement:*

Providers must put appropriate arrangements in place for the Supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioners and promotes the interest of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues.

At the URC pre-school we carry out regular supervisions in order to maintain a high-quality performance management team. This is one of the most important elements of our setting to ensure that we provide a positive outcome for all the children in our care. It plays a critical role and is an effective tool for supporting all staff in developing personal and professional skills and creating a culture of mutual support. These supervisions are received by all paid staff every half term on a regular basis.

The preparation for supervisions is as follows:

- A supervision date is set in advance so that they are planned and valued.
- Review the supervision record of the previous session.
- To ensure that no unavoidable interruptions during the supervision

At the URC preschool, supervisions provide the following opportunities for staff to:

- Ensure that they are clear and competent about their roles, rights, tasks and responsibilities.
- Reflect on, analyse and evaluate their practice.
- Discuss any issues confidentially about any concerns they may have regarding the development and well-being of both their key children and themselves.
- Be treated in an anti-discriminatory manner taking into account their own feelings and to have their opinions recognised.
- Talk about any disagreements they may have.
- Be confident with the agenda and to add any additional items.
- Feel that they are being listened to
- Be able to use open ended questions- what, where, who, why, when and be able to explore ways of thinking creatively about a problem. If there are any conflicts and problems relating to work, assist in providing a solution wherever possible.
- Discuss and evaluate training and personal development needs.
- Be able to share any relevant information.
- Be able to discuss work and practice issues.

At the end of the supervision or as soon as possible thereafter, both the Manager and Key person will sign and date the minutes taken throughout the session to confirm its accuracy. A copy of the minutes will be given to the keyperson and another will be placed in the member of staff's personal

file. Although this is a confidential document, it is also an organisational document which does not belong solely to the management or the key person, meaning that they are not secret or private and should any of the following circumstances arise:

- Auditing
- Grievance
- Discipline
- Internal/external inquiry
- Complaints

These matters may need to be discussed with the Church Elders. At the URC we ensure that all members of staff are comfortable in discussing all aspects of their work.

### Appraisals

At the URC preschool we have annual appraisals on all our staff, the purpose of this procedure is to enable us to measure our staff's development in their work to establish a framework so that the URC preschool can support and develop them further. Our meetings are held in an appropriate and private place and the members of staff are given at least a fortnight's notice. The member of staff will have the right to see a copy of the appraisal form before the meeting. To ensure that these discussions are fair, the staff carry out their own review of their performance in the previous twelve months. By reviewing their performance and job progress both parties are able to prioritise, improve work planning and establish personal development and career plans. By doing this, it will lead to improved working arrangements, increased job satisfaction and appropriate staff training.

### Objectives of Appraisals

- To review past performance and progress within a twelve-month period.
- To discuss employees' strengths and weaknesses- areas of development and strategies to achieve them.
- To discuss specific work arrangements and make necessary changes to enable them to do their jobs more effectively.
- To discuss any barriers or problems and to look at the solutions.
- To recognise personal achievements
- To review last year objectives (if appropriate)
- To agree any performance objectives (task/actions) for the next twelve months
- To identify training and development needs in relation to current job and future jobs
- To identify ways in which the pre-school needs to change to allow staff to be more effective.

Final copy of the appraisal minutes will be given to the employee and the original will; be filed in their personal file. The URC pre-school will keep a report of the appraisal for a period of three years.

## Legislation

There is no specific legislation relating to supervision, but a number of employment acts and regulations influence how they must be provided, including:

- Employment Relations Act 1991
- The Employment Act 2002
- The Working Time Regulations 1998
- Part Time Workers (Prevention of less favourable treatment) Regulations 2000
- Health and Safety at Work Regulations 1999

## Student Placement

We recognise that the quality and variety of work which goes on in a pre-school makes it an ideal place for students on placement from school and collage childcare courses. Students are welcome into the pre-school on the following conditions:

- The needs of the children are paramount. Students will not be admitted in numbers which hinder the essential work of the pre-school.
- Students must be confirmed by their tutor as being engaged on a bona fide childcare course which provides necessary background understanding of children; development and activities.
- Students who are required to conduct child studies will obtain written permission from parents of the child to be studied.
- Any information gained by the student about the children's families or other adults in the pre-school must remain confidential.
- Students are never left unsupervised with the children.

## ***EYFS key themes and commitments***

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.2 Parents as partners	3.4 the wider context	

## Staff Contingency Arrangements

In the event of a member of staff being unable to attend pre-school for any reason, they are expected to ring the pre-school leader before 8am on the day in question.

The leader will firstly ring other staff that are not expected at pre-school that day to see if they can fill the need for supply. In the event of a member of staff being called away from the pre-school

during a session, the leader will assess the ratio of qualified adults: children and decide whether to call upon a supply assistant.

Fewer staff, even for a short time, may require the leader to change the routine of the morning so that every area of pre-school provision is adequately covered.

#### Primary legislation

Children Act (1989 s47)

Protection of Children Act (1999)

Data Protection Act /GDPR (2018)

The Children Act (Every Child Matters) (2004)

Safeguarding Vulnerable Groups Act (2006)

#### Secondary legislation

Sexual Offences Act (2003)

Criminal Justice and Court Services Act (2000)

Equalities Act (2010)

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