



## Tickton Pre-school and Play Pals

### Children's Records, Record Keeping and Information Sharing Policy.

Working in conjunction with the Early Years Foundation Stage Statutory Framework (EYFS).

Quality and Consistency.

A Secure Foundation.

Partnership Working.

Equality of Opportunity.

Unique Child

Positive Partnerships

Enabling Environment

Learning and Developing

*'Children develop and learn in different ways and at different rates'.*

**Data Protection Act (DPA) 1998**

**Freedom of Information Act 2000**

**EYFS 2014**

#### **Record keeping/storing.**

Tickton Pre-school and Play Pals must ensure that there are record keeping systems in place that meet legal requirements of the EYFS 2014 sections 3.68 – 3.76.

**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. As a setting we are responsible under the Data Protection Act (DPA) 1998 and where relevant the Freedom of Information Act 2000.**

We keep confidential records of children attending our setting.

We maintain these records and obtain and share information (with parents/carers, other professionals working with the child, and the police, social services and Ofsted as appropriate) to ensure the safe and efficient management of our setting and to ensure the needs of all children are met.

Practitioner at Tickton Pre-school and Play Pals must ensure a regular two-way flow of information with parents.

Practitioners at Tickton Pre-school and Play Pals must work with other settings if the child attends more than one setting.

Parents/carers comments should be incorporated into children's records.

Children's records must be easily accessible and available for parents and other professional agencies (for example Ofsted) to access.

Developmental records/ Children's individual profiles, including observations of children in the setting, photographs, and samples of 'work' and developmental reports/assessments are kept in the settings store room and can be accessed by, and contributed to, by staff, children, the child's parents and other professionals where required.

**All staff at Tickton Pre-school and Play Pals must ensure and understand the need to protect the privacy of the children in our care as well as the legal**

**requirements that exist to ensure that information relating to children is handled in way that ensures confidentially.**

Parent/s/carers comments and observations are incorporated into children's profiles. We ensure that parents are given regular access to their child's records (*provided that no relevant exemptions apply to their disclosure under the DPA*).

We provide a regular two way flow of information to meet the needs of the family, child and setting.

**Information/records the setting must have from parents/carers.**

Tickton Pre-school and Play Pals has a set of admission forms that must be completed by a child's parents/carer before attendance and returned to the setting;

- The Childs full name.
- Date of birth.
- The name and address of every parent and/or carer who is known to the provider/setting (and information about any other person who has parental responsibility for the child).
- Which parent/carers the child lives with.
- Emergency contact details for parents.

**Information Tickton Pres-chool and Play Pals must make availbe to pens/acrers.**

- How we deliver the EYFS in the setting (this is done during admission visits, in our parent packs, via our newsletters/leaflets, during parent meetings (one-to-one), on our website and in our workshops) – we also provide parents with information about how to access more information via the internet, library, via FISH (Family information service), websites, books, posters and leaflets.
- Information regarding the types of activities and experiences we provide for children, information about of daily routines and information about how parents/carers can share learning at home. (this is done during admission

visits, in our parent packs, via our newsletters/leaflets, during parent meetings (one-to-one), on our website and in our workshops) – we also provide parents with information about how to access more information via the internet, library, via FISH (Family information service), websites, books, posters and leaflets.

- We provide parents with information about how we support children with special educational needs and disability (via our policies, procedures, through discussion and meetings, via our parent packs and during inductions).
- We provide parents/carers with information about the foods and drinks we provided for children – via displayed menus and printed menus in parent packs – we discuss food allergies and food requirements with parents at induction times and up-date as required. We request that parents provide healthy packed lunches for their children.
- All parents/carers are provided with a list and a CD ROM of all setting policies (full copies are available within the setting at any time and full paper copies made available to parent/carers upon request). This information includes the procedures followed in the event of a parent/carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from the setting.
- Information is provided to parent's carers regarding staffing at the setting, the name of their key person and their role and telephone numbers/contacts for the setting.

**Information that must be held at the setting.**

- Certificate of registration (which must be displayed and shown to parents on request).
- A daily record of the names of the children being cared for at the setting, their hours of attendance and the names of each child's key person.

- The names, home address and telephone number/s of the setting and everyone working/employed within the setting.

**Any changes to setting information listed in the EYFS 2014 section 3.77 and 3.78 must be notified to Ofsted.**

### **'Progress check'**

Children between the age of 2 years and 3 years have a 'progress check' recorded by their key person. This is where children's progress is reviewed and a short summary is written and shared with parents. This includes information about children's development in the 3 prime areas (Personal, Social and Emotional development (PSED), Language and Communication (LC) and physical development (PHYD) and information about a child's development in the 4 specific areas (Literacy (L), Expressive arts and design (EXAD), Understanding the world (UTW) and Mathematics (M)).

- The 'progress check' will identify the child's strengths and any areas where a child's progress is less than expected.
- The progress check will also seek to identify any significant emerging concerns or identify any special educational needs.
- Practitioners must plan to support the child's future learning and development
- Practitioners should look to involve any other outside professionals if required.
- The 'progress check' must describe the activities and strategies the key person and setting intends to adopt and provide to address any issues or concerns.
- Practitioners **must discuss** the progress check with parents/carers and encourage parents to share the progress check with other relevant professionals (health visitors, teachers). Parents/carers are encouraged to add to the progress check of their child.

- The setting must have parental consent to share information directly with other relevant professionals.

### **Planning records**

Records of individual planning, group planning and adult led planning for children or groups of children is kept and can be contributed to by children and parents/carers. These are stored in the setting and can be accessed by, and contributed to, by staff, the child and the child's parents.

**Child observations and assessment are stored confidentially in the children profiles. Some parents/carers have given written permission for photographs and observations to be shared appropriately within the setting and with other professional early years practitioners (this must be ensured before any observation is shared)**

### **Personal records**

A record of the child's key worker is kept in the child's profile and in the settings register file.

A profile must be completed for every child.

### **Individual personal records include:**

- Registration and admission forms (including full name, date of birth, name and address of every parent and/or carer (and information about any other person who has parental responsibility for the child), information about who the child lives with and emergency contact details.
- All signed consent forms,
- All correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, and ongoing record of relevant contact information with parents,

- Health, medication and allergies information.

**Parents only access to the files and records about their own children but do not have access to information about any other child.**

Any information or observations made by staff or about staff on any confidential matter involving the child, such child protection matters or under other specific circumstances are stored in a lockable file/cabinet and are kept secure.

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 awareness of the importance of confidentiality in the role of the key person.

We retain children's records for three years after they have left the setting. These are kept in a secure place, in the archive files.

**Our Ofsted registration certificate is displayed.**

**Our Public Liability insurance certificate is displayed.**

**Other records and staff records.**

- A record of all staff and volunteers CRB disclosure numbers and dates are kept.
- All staff members have an individual 'staff information file'.
- Issues to do with the employment of staff, whether paid or unpaid, remain confidential and are stored in a lockable file.
- Information about staff qualifications and training is kept.
- Information about staff reviews, training needs, appraisals and disciplinary procedures are kept in their individual staff files (these are confidential).
- All staff, students and volunteers are advised of our confidentiality policy (they must read and sign this policy) and abide to its requirements.

- All risk assessments are recorded and kept in the 'Risk Assessment' file, demonstrating how we are managing risk.
- Employment records of staff are kept in a lockable file.
- Health and Safety records are maintained; these include risk assessments, details of checks or inspections and guidance etc.

**All accident and injury records must be shared with and signed by the parent/carers of the child.**

***All employment, children's and staff records are kept securely and confidentially.***



**Witten and adapted by Helen Turner SEPTEMBER 1<sup>st</sup> 2014.**

<b>This policy was adopted at the meeting of: 1/9/14</b>	<b>Tickton pre School &amp; Play Pals out of school club management committee.</b>
<b>Held on:</b>	<b>01/09/2014</b>
<b><u>Date to be Reviewed:</u></b>  <b>(this policy must be reviewed annually – ensuring the setting remains ERSCB and Ofsted compliant.)</b>	<b>01/09/2015</b>
<b>Signed and adopted on behalf of Tickton Pre-school and Play Pals setting management (Manager)</b>  <b>DATE:</b>	<b>Helen Turner:</b>
<b>Signed and adopted on behalf of the parent management committee (Chair Person)</b>  <b>DATE:</b>	<b>Victoria Nordberg:</b>

