



Little Dragons Pre-School

Established 1977
Ofsted Inspected

Registered with Pre-School
Learning Alliance

Church Meadow Bungalow
Hall Road
Great Bromley
Colchester
Essex
CO7 7TR

Landline: 01206 231823
Mobile: 07857 503103

Manager: Karen Montgomery
Deputy Manager: Karen-Anna Green



Breakfast Club: 8.00am – 9.00am

Morning Session: 9:00am - 12:00am

Lunch club: 12.00am - 12.30pm

Afternoon Session: 12:30pm - 3:30pm

After School Club 3.00pm – 5.30pm

We are currently open term time only. A holiday list is available from a member of staff.



Little Dragons Pre-School

The staff and committee members would like to welcome you and your child to our pre-school. We are registered for 24 children in any one session and take children from the age of 2-5. Our staff qualifications range from Level 2 to Level 6 Manager, with our Deputy holding a teaching qualification. All our staff ensure all children feel safe and happy within our environment.

Our setting aims to:

- provide a safe, caring and stimulating environment for children aged 2+
- work in partnership with parents and carers to help children learn and develop;
- allocate a suitable key person who will form relationships with the whole family;
- add to the life and well-being of the local community;
- provide opportunities for children and adults to play and learn together;
- build on children's current knowledge and understanding; and
- offer children and their families a service that promotes equality and values diversity

Parents

Parents/carers are regarded as members of our setting who have full participatory rights. These include a right to be:

- valued and respected;
- kept informed;
- consulted;
- involved and
- included at all levels.





The management of our setting

Our pre-school committee-whose members are elected by the parents of the children who attend the setting are overall responsible for the business. Elections take place at our Annual General Meeting in the Autumn term. The Annual General Meeting is open to all the parents/carers whose children attend the setting. It is our shared forum for looking back over the previous year's activities and shaping the coming years plan.

The committee is responsible for;

- managing the settings finances;
- employing and managing staff;
- making sure the setting has and works to policies that help to provide a high quality service; and
- making sure the setting works in partnership with the children's parents.

As a committee run pre-school we depend upon the good will and commitment of our parents and carers to play an active role in the successful running of our business. Please speak to a member of staff if you would like to find out more information about joining our committee.

Equality of opportunity: Valuing diversity and promoting inclusion and equality

Policy statement

We will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:





- provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- make inclusion a thread that runs through all of the activities of the setting.

Please feel free to ask a member of staff for a copy of our Valuing diversity and promoting inclusion and equality



Karen Montgomery	Manager EYP BA in Early Years Level 6 Early Years and Child Care Appointed person (First Aid) Designated person for Safeguarding Children Designated person for Health and Safety Designated person for 2-3's Eklan Level 2 Speech and Language Support
Karen Anna Green	Deputy Manager Early Years Practitioner BA Hons in Primary Education Designated person for Safeguarding Children (in managers absent) Appointed person (First Aid)
Jane Calderbank	Senior Early Years Practitioner Level 3 Pre-School Practice Appointed person (First Aid) Responsible for Bromley Messenger/Grapevine/Website Woodwork, Weekly parent activities
Lucy Taylor	Early Years Practitioner Level 2 Children & Young People's Workforce Appointed Person (First Aid)
Rebecca Tingey	Early Years Practitioner Level 3 Diploma for the Children & Young People's Workforce Food and Hygiene Co-ordinator Appointed Person (First Aid)
Emma Stacey	Early Years Practitioner Level 3 Diploma for the Children & Young People's Workforce SENCO ENCO Appointed Person (First Aid)
Michelle Turner	Early Years Practitioner Early Years Care and Education Level 3
Lucy Bird	Business Support Manager Data Protection Officer



Committee

A Voluntary parent management committee – whose members are elected by the parents of the other children who attend pre-school – manages the setting, the elections take place at our Annual General Meeting, Which parents will be informed of annually. The committee is responsible for:

- Managing the settings finances
- Employing and managing the staff
- Making sure that the setting has – and works to – policies that help it to provide a high quality service and
- Making sure that the setting works in partnership with the children's parents

The Annual General meeting is open to the parents of all of the children who attend the setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

We are always looking for parents to join the committee, to help in the above matters. Without the committee, pre-school would cease to run. So, should you feel you are able to spare a little time and effort, for your child's best interest, please let our pre-school managers know, or speak to one of the following people.

Position on Committee

Chairperson	Rob Lord
Secretary	Laura Wainer
Treasurer	Vanessa Bateman



Safeguarding Children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices ensure children against the likelihood of abuse in our settings and we have a procedure for managing complaints or allegations against a member of staff. Our way of working with children and their parents ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

If staff are concerned about a child's welfare, parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Local Safeguarding Children Board does not allow this. This is usually the case where the parent is the likely abuser. In these cases the investigating officers will inform parents. If you require further information please read our Safeguarding children policies, which are displayed on our web site.

Special Needs

- As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The setting works to the requirements of the Special Educational Needs and Disability Code of Practice (DfE & DoH 2014) and Children and Families Act 2014

Our Special Educational Needs Co-ordinator (SENCO) is Emma Stacey



Most children, at some time, will have particular needs, all children whatever their needs will have the same entitlement to an invigorating and enriching play curriculum. Children in their early years can have special educational needs which will, in many cases be temporary. With Individual Educational Plan these needs can be addressed. Please feel free to inform us of any concerns you may have, no matter how small, so we can help you to monitor the situation and offer help advice and if necessary extra professional support.

Accidents/Injuries/Illness

Please ensure pre-school has up-to-date contact numbers (the more the better) so if at any time your child becomes ill or has an accident we are able to contact you without any delay. You will be required to check your contact numbers on a termly basis.

If your child has sickness or diarrhoea then they are required to stay away from the Little Dragons for at least 48hrs after the last episode.

We need to know if your child has contracted any contagious illness i.e. chicken pox, measles, so other parents/carers can be notified.

If your child requires any type of medication you will be required to complete a consent form and follow our Administering Medicine Policy.

Please ensure you have completed our registration form so that all our staff are aware of any special dietary requirements or food allergies, as throughout the year your children will be involved in many food preparation and taste activities.

If your child at anytime cuts or grazes themselves which results in an open wound, then it will be cleaned using water and covered with a hypo allergenic plaster. If you object to this please state this in writing. If your child has an accident no matter how small, the parent/carer will be asked to sign the accident/incident book.



Head Lice

Unfortunately head lice is a natural factor in your child's social interaction. If you notice that your child has head lice it would be appreciated if you could treat them at home before they return to pre-school.

Parents/carers will be informed of the occurrence of any head lice infestation, without breaching individual confidentiality.

Fire Drill/ Evacuation procedure

If the whistle is blown or the smoke detector goes off whilst you are visiting, please help the children to line up next to the member of staff who is wearing a high visibility jacket, offering reassurance to the children as you escort them. The staff will then follow procedures in leading the children safely and calmly outside, where the register will be taken. The Fire Marshal will check the building for missing people.

No-Smoking

Policy statement

We comply with health and safety regulations and the Welfare Requirements of the EYFS in making our setting a no-smoking environment - both indoor and outdoor.

Fees

A registration fee is required for children aged 2-3 years old at a cost of £25.00 per child. This fee includes a Little Dragons polo shirt, a book bag and 2 lunch club vouchers .

For children 2 years, fees are £16.00 per 3 hour session unless they satisfy specific criteria for claiming the Governments Free Funding Entitlement (please ask for details).

A morning snack is available at 30p per day and lunch club is £2.75 per day.



All children over 3 years are eligible to receive Free Funding Entitlement for up to 15 hours of sessions per week and subject to criteria up to an additional 15 totally 30 hours, any additional hours are charged at £15.00 per session. A Parent Declaration Form stating the number of hours per week your child would like to attend our setting must be completed and returned promptly at the start of the Autumn, Spring and Summer terms.

Breakfast club runs between 8.00am and 9.00am for children aged 2-5 and 5-11 years (St Georges Primary School). The cost for children aged 2 years + is £4.00 this includes cereal, fruit, toast and juice.

After School Club will run from 3.00pm-5.30pm for pre-school children and children from St Georges Primary School at a set price of £2.50 per half hour of care.

All fees are payable in advance every month. If a child cannot attend, payment is still required as their place is booked. If a long-term illness prevents attendance, a letter should be presented to the Treasurer, Vanessa Bateman; the fees will then be discussed confidentially. We also have a policy for the collection of late fees as prompt payment is crucial to the cash flow requirements of the pre-school.

A month's paid notice is required should you wish to withdraw your child.

Government Grant Funding

We are in receipt of nursery education funding; where funding is not received, then fees apply.

Little Dragons is registered under the government to receive 2 year old funding subject to criteria.

All children are eligible for FREE grant funding from the first term after their third birthday. All three and four year olds are entitled to 15 hours of child care. Subject to criteria an additional 15 hours maybe awarded totally 30 hours per week.

Please speak to Karen Montgomery or Lucy Bird.



Registration System

Staff, volunteers and visitors are required to sign in and out on arrival and departure.

Parents are requested to do the same for their children. This is a Health and Safety requirement from Ofsted, ensuring everyone is accounted for.

Children sign their own register and self register using their photo.

One member of staff takes an additional register.

Should your child be collected by another person, we ask you to write down their details in our collection book and notify a member of staff, to ensure prior notice is given where possible. If the person is unfamiliar to us but you have informed us we will ask them for your child's password. This is for your child's own safety

Key Person and your child

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each setting must offer a key person for each child. The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings. Please see our key person policy and display board about The Key Person Approach at Little Dragons Pre-School for more information.

Before your child starts at pre-school a home visit will be arranged with a senior member of staff and the child's key person, this benefits the transition stage from home to pre-school. We want your child to feel happy and safe with us. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle into the setting. The setting has a policy about helping children to settle into the setting: If you would like a copy please ask a member of staff.

Your child's key person will monitor your child's progress through written and photographic observations in line with the Governments Early Years Foundation Stage in the form of a Learning Journey.



What is a Learning Journey?

Learning is a continuous journey through which children build on all things they have already experienced and come across new and interesting challenges. Every child's learning journey takes a personal path based on their own individual interests, experiences and the curriculum on offer. All areas of learning and development are connected and all equally important. The support children receive as they learn is personalised to meet their individual needs and to extent their talents.

Why do we want parents and carers to participate?

Parents and practitioners have a lot to learn from each other. This can help them to support and extend children's learning and development. **Parents as Partners 2.2**

How can parents and carers participate?

By making valuable contributions to your child's learning and development at home through photographic and written observations you are supporting your child at home and at pre-school. Home observations and photographs will be stuck into your child's learning journey allowing staff to develop those interests.

Learning Journeys are kept at pre-school but are accessible to staff, children and parents/carers. Termly next step meetings allow the key person, child and parent/carer to discuss their next steps ready for the next term. When your child leaves they will be passed onto you. We ask you to share them with the next setting your child attends.

Learning through play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the practice guidance Early Years Foundation Stage to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity.



Children's development and learning

The provision for children's development and learning is guided by The Early Years Foundation Stage (DCSF 2007). From September 2008 the Early Years Foundation Stage became law. Our provision reflects the four key themes and 16 commitments of the Early Years Foundation Stage. In April 2017 the revised Statutory Framework for The Early years Foundation Stage document became effective.

A Unique Child

- Principle: Every child is a unique child, who is constantly learning and can be resilient capable, confident and self-assured.

Practice (what we do)

Practitioners

- understand and observe each child's development and learning, assess progress, plan for next steps
- support babies and children to develop a positive sense of their own identity and culture
- identify any need for additional support
- keep children safe
- value and respect all children and families equally

Positive Relationships

- Principle: Children learn to be strong and independent through positive relationships.

Practice

Positive relationships are



- warm and loving, and foster a sense of belonging
- sensitive and responsive to the child's needs, feelings and interests
- supportive of the child's own efforts and independence
- consistent in setting clear boundaries
- stimulating
- built on key person relationships in early years settings

Enabling Environments

- Principle: Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers

Practice

Enabling Environments

- value all people
- value learning

They offer

- stimulating resources, relevant to all the children's cultures and communities
- rich learning opportunities through play and playful teaching
- support for children to take risks and explore

Learning and Development

- Principle: Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including



children with special educational needs and disabilities.

Practice

- Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

They foster the characteristics of effective learning

- Playing and Exploring
- Active learning
- Creating and thinking critically

How we provide for development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Learning and Development

Prime Areas

- personal, social and emotional development;
- making relationships, self-confidence and self-awareness and managing behaviour
- communication and language;
- listening and attention, understanding and speaking
- physical development;
- moving and handling and health and self-care

Specific Areas

- literacy;
- reading and writing



- mathematics;
- numbers, space and measure
- understanding the world;
- people and communities
- expressive arts and design;
- exploring and using media and materials and being imaginative

For each area, the practice guidance sets out the Early Learning Goals. These goals state what it is expected that children will know and be able to do by the end of the reception year of their education.

The practice guidance also sets out in 'Development Matters' the likely stages of progress a child makes along their learning journey towards the early learning goals. Our setting has regard to these matters when we assess children and plan for their learning.

Festivals

We celebrate various festivals throughout the year, i.e. Harvest Festival, Christmas, Diwali, Chinese New Year and Easter. If there are any parents or relatives who have anything extra to offer regarding these subjects and would like to share/show information with the children we would be pleased to welcome you. We are currently working on a project with 2 schools in India we are able to share ideas and information between the settings to promote an inclusion and diversity.

Home/Pre-School Diary

Pre-school staff write comments about your child's day in the diary. The diary is a means of communication between parent/carer and key person. If you are a working parent and you rely on others to bring your child to pre-school this is a regular way of communicating. Please make sure your child's diary is brought to pre-school every day.



On some occasions it may not be possible for staff to write comments daily due to circumstances.

Working together for your children

In our setting we maintain the ratio of adults to children in the setting that is set through the Safeguarding and Welfare Requirements. We also have committee members and volunteer parent helpers where possible to complement these ratios. This helps us to:

- give time and attention to each child;
- talk with the children about their interests and activities;
- help children to experience and benefit from the activities we provide; and
- allow the children to explore and be adventurous in safety.

Achieving Positive Behaviour

Policy statement

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

Rewarding Positive Behaviour

At Little Dragons Pre-School we use a star award system which promotes positive behaviour amongst the children. The star awards are awarded to the children during carpet time allowing children, staff and parents to share in the celebration. Photographs of the children receiving their awards are displayed at children's eye level. All awards given to children are monitored on a checklist.



If you would like to see our behaviour policy please ask a member of staff.

Clothing

Little Dragons offers a simple uniform for your child consisting of a red polo shirt and a red fleece both embroidered with the Little Dragons logo. Please see uniform board for prices and sizes.

As 'messy' activities are fun, we do advise uniform or casual clothes to be worn. Although all products used state that paints and glue wash out, it can be difficult to remove all marks.

Please can you provide a spare set of named clothes in case of any accidents. These can be kept on your child's peg along with a pair of named wellington boots and a waterproof all in one for wet and muddy days.

In the summertime, we ask you to contribute to the cost of sun cream in your March invoice. We ask your consent to apply sun cream in the Registration Form, for more information see our Sun Protection Policy.

We provide sun hats or your child can bring their own if they wish.

Potty/Toilet training

If your child is still in nappies/pull ups please provide appropriate supplies along with wet wipes. We will always assist your child and you through your chosen method of potty training, so please let us know if you are in the process of training and we can support what you are doing at home.

If you would like to see our Nappy Changing Policy please ask a member of staff

Snack time

Children have the opportunity to vote for healthy snacks each week, choosing from our snack board, allowing them to make their own choices about what they would like to eat. At around 10.15am clock each morning and 2.30pm each afternoon, we open our snack table. Milk and water are offered to the children alongside a variety of snacks which



children select themselves using tongs to promote hygiene and fine motor control. The setting makes snack time a social time during which children eat together alongside a member of staff who aids in the promotion of a good role model. Water is also available to drink throughout the session.

Please ensure that pre-school staff are aware of any food allergies your child may have.

Lunch club

This costs £2.75 per day. Parents/carers are asked to provide their child with a healthy packed lunch in line with our Food and Drink policy. The lunch box should also contain a drink in a suitable container. In hot weather we ask parents to provide a cooler block inside the lunch box. The children are allowed to choose who they would like to sit next to and a members of staff are there to assist. The children are taught to clear away after themselves. **Please ensure all lunch box items are nut free. Can all solid food items like grapes, tomatoes sausages be cut to minimise the risk of choking please.**

Policies

Copies of all our setting policies and procedures are available for you to see within our setting and on our website.

The setting's policies help us to make sure that the service provided by the setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents. The staff and parents of the setting work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling the setting to provide a quality service for its members and the local community.

Parental involvement

As a member of the pre-school Learning Alliance, our setting recognises parents as the first and most important educators of their children. All of the staff see themselves as partners with you in providing care and education for your child. There are many ways in



which parents take part in making the setting a welcoming and stimulating place for children and parents, such as

- Exchanging knowledge about their children's needs activities, interests and progress with the staff.
- Helping at sessions of the setting.
- Sharing their own special interests with the children.
- Helping to provide, make and look after the equipment and materials used in the children's play activities.
- Being part of the management of the setting.
- Taking part in events and informal discussions about the activities provided by the setting.
- Joining in community activities in which the setting takes part; and
- Building friendships with other parents in the setting.
- Attending Mums/Dads weeks

Lending a hand

At Little Dragons pre-school we value parents and carers support. We encourage you to play an active part in the development of your child in a variety of ways. One example is lending a hand during session times, you will see for yourself the wide range of experiences your child has access to and you too can have fun! Please feel free to sign the parent/carer rota if you would like to help at a particular session or sessions of the setting.

The parent/carers skills register

All of us have a talent or skill of some kind. Maybe you can knit, play the guitar or you enjoy reading stories, we value all your skills so please complete the slip at the end of the prospectus.



Learning opportunities for adults

As well as gaining qualifications in early years care and education, the setting staff take part in further training to help them to keep up-to-date with thinking about early years care and education.

The setting also keeps itself up-to-date with best practice in early years care and education, as a member of the Pre-school Learning Alliance, through the Under 5 magazine and publications produced by the Alliance.

From time to time the setting holds learning events for parents. These usually look at how adults can help children to learn and develop in their early years. Please see events chart for the next training session for parents.

Timetable and routines

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in the setting are provided in ways that:

- help each child to feel that she/he is a valued member of the setting;
- ensure the safety of each child;
- help children to gain from the social experience of being part of a group; and
- provide children with opportunities to learn and help them to value learning.

The session

We organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-initiated and adult-led activities, as well as those provided indoors.



Daily Timetable

Morning Session

- 9.00am Children arrive - opportunity for parents/carers to speak to key person
Free play indoor/outdoor
- 10.00am Open snack, Nappy change/clean toilet area
- 10.40am Tidy up time inside/outside
- 11.50am Story/singing time
- 12.00 Lunchtime starts (morning children leave)

Lunch Club

12.00 – 12.30pm

Afternoon Session

- 12.30 pm Lunchtime finishes (morning children leave)
- 12.45pm Free play children's choice
- 1.00pm Nappy change/clean toilet
- 1.15pm Indoor/Outdoor play
- 2.15pm Mat time
- 2.30pm Snack
- 3.10pm Tidy up time inside/outside
- 3.30pm Home time opportunity for parents/carers to speak to key person

School Collection: 3.00pm Afternoon School Club: 3.00pm – 5.30pm

The timetable is flexible allowing opportunities for unplanned activities

Other Important Information

Staff are always available to talk to you and discuss any questions or concerns you or your child may have. However if you feel you unhappy with our service please follow our Complaints Procedure Policy which is displayed on the parent's noticeboard and our website www.littledragonspreschool.org



Please note your children are not covered by Pre-School Insurance until you enter the building where they are registered by a member of staff. Please continue to read the information below regarding the Data Protection Act 1998.

We thank you for your support and look forward to working with yourselves, as parents and your children, throughout their stay at pre-school.



Fair Processing Notice – Early Years Settings

DATA PROTECTION ACT 1998

Why do you need information about my child?

Early Years Settings, Schools, Local Authorities (LAs), the Secretary of State for Children, Schools and Families and the Department for Children, Schools and Families (DCSF)(the government department which deals with education and children's services), the Qualifications and Curriculum Authority (QCA), Her Majesty's Chief Inspector for Schools and the Office for Standards in Education (Ofsted),and the National Assessment Agency (NAA) all process information on children and pupils in order to help administer education and children's services and in doing so have to comply with the Data Protection Act 1998. This means, among other things, that the data held about children must only be used for specific purposes allowed by law. We are therefore writing to tell you about the types of data held, why that data is held, and to whom it may be passed on.

Why do you record information about my child?

The **Early Years Setting** holds information on children in order to support their development, to monitor their progress, to provide appropriate pastoral care, and to assess how well the Setting as a whole is doing. This information includes contact details, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information.

Is information about my child used for anything else?

From time to time Early Years Settings are required to pass on some of this data to LAs, the DCSF and to agencies that are prescribed by law, such as QCA and Ofsted. In particular, at age five an assessment is made of all children (the Foundation Stage Profile) and this **information is passed to the Local Authority and receiving maintained school.**

The **Local Authority**(LA) uses information about children for whom it provides services to carry out specific functions for which it is responsible. For example, the Local Authority will make an assessment of any special educational needs the child may have. It also uses the information to derive statistics to inform various decisions. The statistics are used in such a way that individual children cannot be identified from them.



The **Qualifications and Curriculum Authority (QCA)** uses information about children to administer national assessments such as the Foundation Stage Profile. Any results passed on to the DCSF are used to compile statistics on trends and patterns in levels of development. The QCA can use the information to evaluate the effectiveness of the national curriculum and the associated assessment arrangements, and to ensure that these are continually improved.

Her Majesty's Chief Inspector for Schools and Ofsted use information about the progress and performance of children to help inspectors evaluate the work of Early Years Settings, to assist them in their self-evaluation, and as part of Ofsted's assessment of the effectiveness of education initiatives and policy. Inspection reports do not identify individual children.

The **National Assessment Agency (NAA)** uses information for those, relatively few, Settings undertaking the Foundation Stage Profile. The resulting data is passed on to the NAA which also uses information in working with schools, the QCA, and Awarding Bodies, for ensuring an efficient and effective assessment system covering all age ranges is delivered nationally.

The **Secretary of State for Children, Schools and Families and the Department for Children, Schools and Families (DCSF)** use information about children and pupils for research and statistical purposes, to allocate funds, to inform, influence and improve education policy and to monitor the performance of the education and children's services as a whole. The DCSF will feed back to LAs information about children for a variety of purposes that will include data checking exercises, and use in self-evaluation analyses.

Information about children may be held to provide comprehensive information back to LAs to support their day to day business. The DCSF may also use contact details from these sources to obtain samples for statistical surveys: these surveys may be carried out by research agencies working under contract to the Department and participation in such surveys is usually voluntary. The Department may also match data from these sources to data obtained from statistical surveys.

The DCSF may also disclose individual child and pupil information to independent researchers into the educational achievements of pupils who have a legitimate need for it for their research, but each case will be determined on its merits and subject to the approval of the Department's Chief Statistician.

The Children Act 2004 permits the disclosure of information from registered childcare providers for inclusion on Contact Point. The purposes of Contact Point are to:-

- help practitioners working with children quickly identify a child with whom they have contact;
- determine whether that child is getting the universal services (education, primary health care) to which he or she is entitled;
- enable earlier identification of needs and earlier, more effective action to address these needs by providing a tool to help practitioners identify which other practitioners are involved with a particular child; and
- encourage better communication and closer working between practitioners.

Contact Point will hold for each child or young person in England (up to their 18th birthday):



- basic identifying information: name, address, gender, date of birth and an identifying number;
- name and contact details for a child's parent or carer;
- contact details for services involved with a child: as a minimum educational setting (e.g. school) and primary medical practitioner (e.g. GP Practice) but also other services where appropriate; and
- the facility to indicate if a practitioner is a lead professional for a child and/or if an assessment under the Common Assessment Framework has been completed.

Contact Point will NOT contain any case information (such as case notes, assessments, attendance, exam results, medical records or subjective observations).

Access will be strictly limited to those who need it to do their job. All authorised users must have undergone relevant mandatory training, have security clearance and have a user name, a password, a PIN and a security token to access Contact Point. To ensure high standards of accuracy, information on Contact Point will be drawn from a number of existing systems, including the termly School Census from which pupils' home address will be collected.

For further information go to <www.everychildmatters.gov.uk/contactpoint>



What rights do my child or I as a parent/guardian have to access information stored on a child's records?

Children, as data subjects, have certain rights under the Data Protection Act 1998, including a general right of access to personal data held on them, with parents exercising this right on their behalf if they are too young to do so themselves. If you wish to access the personal data held about your child, then please contact the relevant organisation in writing:

- the Early Years Setting at ;
- the Local Authority at: Children and Younger Adults Department Data Protection/Freedom of Information Officer, County Hall, Matlock, Derbyshire, DE4 3AG;
- the QCA's Data Protection Officer at QCA, 83 Piccadilly, LONDON, W1J 8QA;
- Ofsted's Data Protection Officer at Alexandra House, 33 Kingsway, London WC2B 6SE;
- the NAA Data Protection Officer at NAA, 29 Bolton Street, London W1J 8BT;
- the DCSF's Data Protection Officer at DCSF, Caxton House, Tothill Street, LONDON, SW1H 9NA.

In order to fulfil their responsibilities under the Act the organisation may, before responding to this request, seek proof of the requestor's identity and any further information required to locate the personal data requested.









