

## General Welfare Requirement: Suitable People

Glebe House School Early Years Staff must ensure that adults looking after children, or having unsupervised access to them, are suitable to do so.

## Employment

### 2.1 Employment and staffing

(Including vetting, contingency plans, training and development)

#### Policy Statement

At Glebe House School we 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 Disclosure and Barring Services in accordance with statutory requirements, for every person aged 16 years or over. The manager is qualified to a level 3+ Qualification and must have over 2 years experience working with early years.

#### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
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#### Procedures

##### *Ratios*

- To meet this aim we use the following ratios of adult to children, however staff/volunteer/students under the age of 17 years can not count towards the ratio and should be supervised at all times. Individuals aged 17 and over who are on long term placements may be included in ratios provided we are satisfied they are competent and responsible:
  - children under two years of age: 1 adult : 3 children;
  - children aged two years of age: 1 adult : 4 children; and
  - children aged three to seven years of age: 1 adult : 8 children, within nursery and 1 adult : 13 children within the Reception Class.
  - Children of 18 months will from time to time mix with older children, but will never be in groups bigger than 12 children per room
- Exceptions to the requirement that staff included in the ratios must be working directly with the children may only be made in limited circumstances, such as when the children are sleeping or resting. In these circumstances all the adults need not to be present in the room with the children, but should be available near by on the premises should they be needed.

- A minimum of two staff/adults are on duty at any one time.
- We use a key person approach to ensure that each child has a named member of staff with whom to form a relationship and who plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time. On a Thursday, we have monthly meetings, which are detailed meetings or Inset Training, lasting 2-3 hours. On a daily basis we discuss any concerns which may arise such as safeguarding or Health and Safety concerns.

#### *Vetting and staff selection*

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff have job descriptions which set out their staff roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We use Ofsted guidance on obtaining references and enhanced criminal record checks through the Disclosure and Barring Services for staff and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006 for the vetting and barring scheme.
- We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced DBS check, references, full employment history, qualifications, interviews, identity checks and other checks e.g. medical suitability
- Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children-whether received before, or at any time during, their employment with us.
- Staff sign in daily and simultaneously to declare that they have nothing new to disclose, due to a statement they all sign during Induction.

### *Disqualification*

- Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, the person's employment with us will be terminated. Ofsted will be notified of any concerns and staff may be suspended until Ofsted have investigated the situation.

### *Changes to staff*

- We inform Ofsted of any changes in the person responsible for our setting, e.g. change of address, telephone number of premises, change of manager, change of hours

### *New Staff*

- To make all members of staff welcome by giving them a tour of the nursery and completing a risk assessment sheet simultaneously, whilst introducing them to the team. This visit will also include induction training, to help staff understand how the provision operates and their role within it (please see induction check list attached)
- All staff should be given a job description, which is a working document and should be amended by all staff as and when necessary and then handed back to the Head of Nursery/Headmaster for alteration.
- Each new member of staff should be allocated a mentor to care for them during their early days, usually head of the room/department. They are responsible for guiding them and ensuring quality care is being given to all around them and that they are working as a team.
- EYFSA Statutory Frameworks and Nursery/School Policies to be read and signed by all new staff, prior to starting work with the children or as soon as possible.
- To liaise with colleagues ensuring that new and current staff are working as a team and promoting good practice
- Review probationary periods for new staff.
- Hold appraisals with staff to help maintain high standards of care and continuing professional development for each member of staff.
- Be responsible for students, ensuring that they have a mentor who will guide them during their time at Glebe House.

### *Training and staff development*

- Our setting leader and deputy hold NNEB, or Level 3 equivalent qualifications and a minimum of half of our staff hold the CACHE Level 2 Certificate equivalent or higher qualification.
- We provide regular in-service training to all staff - whether paid staff or volunteers - through using various reputable external agencies, also we regularly try and access training through the Early Years Training Team and Early Years Development Team.

- Our setting budget allocates resources to training.
- We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures will be introduced within an induction plan, so staff have a clear understanding of roles and responsibilities.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice. Senior staff attend training on Safer Recruitment.

#### *Staff taking medication/other substances*

- If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. Staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.
- Staff medication on the premises will be stored securely and kept out of reach of the children at all times.
- If we have reason to believe that a member of staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly with the children and further action will be taken.

#### *Managing staff absences and contingency plans for emergencies*

- In the Pre Prep, our staff take their holiday breaks when the setting is closed. Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the Headmaster with sufficient notice.
- In the Nursery, the manager organises staff annual leave so that ratios are not compromised, this means that only one member of staff can take holiday at a time, unless there are exceptional circumstances.
- Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained, where possible using either staff who work part time or with regular temps so the children have as much continuity as possible.
- Sick leave is monitored and action is taken where necessary in accordance with the contract of employment.
- We have contingency plans to cover staff absences, as follows:

In the Pre Prep – staff contact the Head/Deputy Head of School who will arrange the necessary cover from using existing staff who are not working that day, or may use staff from the Main School to cover. In exceptional circumstances supply staff may need to be used.

In the Nursery - when staff are unwell they contact the Manager and in her absence the Deputy Manager, who are on call from 7am to 9pm to arrange emergency cover. They will then either contact a part time member of staff who is not already working that shift or a temp on our current staffing list, therefore providing the children with continuity of familiar adults to care for them. If we run out of Nursery staff then they would contact the Headmaster or Deputy Head of Main school who loan either a Gap Student or Member of staff who also hold up to date DBS. In the unlikely event of not being able to use one of our DBS checked staff, they would contact a reputable agency and hire a temp. Although this member of staff may hold an existing DBS, they would not be allowed to toilet children or change nappies, they must always be supervised by current staff.

For both departments - if the supply cover had to cover a long term sickness or maternity cover the school would obtain an enhanced DBS as for regular staff.

Please see attached staffing structures.

This policy was adopted at a meeting of	Glebe House School Nursery	name of setting
Held on	September 2018	(date)
Date to be reviewed	September 2019	(date)
Signed on behalf of the management committee		
Name of signatory	Susie Pull	
Role of signatory (e.g. chair/owner)	Setting Manager	

#### **Other useful Pre-school Learning Alliance publications & other sources of information**

Employment in Early Years Settings (2007)

For more up to date information about ISA go to

[www.everychildmatters.gov.uk/independentsafeguardingauthority](http://www.everychildmatters.gov.uk/independentsafeguardingauthority) and [wwwisa.gov.org/index.htm](http://wwwisa.gov.org/index.htm)

For further guidance on ratios whilst mixing reception class and nursery refer to practice guidance for Early Years Foundation Stage

Right to Work checks – <https://www.gov.uk/government/news/changes-to-identity-checking-guidelines>