



worcestershire
county council



Play Leader and Deputy Booklet

Summer Playschemes

**for children with
special needs and disabilities**

Early Years and Childcare Service
3 De Salis Court, De Salis Drive, Hampton Lovett, Droitwich, WR9 0QE
01905 790558 ~ Inclusion Team

Welcome

Welcome to the Early Years and Childcare Service.

The experience that you will gain from working at our specialist playschemes should assist you in all walks of life and we promise to support you in anyway we can.

We have written this booklet to help you in your hard work as a staff member at our schemes and we would like you to take the time to read through this as we have written some very important information.

General information

Hello, we are your Development Officers for children with special needs and disabilities based in the Inclusion team at the Early Years and Childcare Service within Worcestershire County Council. We develop and manage holiday playschemes on behalf of Health and the Children With Disabilities Team, Children's Social Care for the children and young people referred to us from social services. We also support childcare providers on issues surrounding special needs and inclusion. As playleaders your main contact will be the Development Officers at the EYCS, and all your queries and concerns should be directed to them. If you want to contact us you can call 01905 790558.

Ethos of Schemes

The schemes are for children with severe and/or complex needs, who would not be able to access appropriate care in mainstream settings. The majority of referred children are attached to a social worker, and as playleaders you may be privy to confidential information.

The schemes are child-led, so the activities that you organise should be flexible and adaptable, to suit each individual child's needs. Equipment and activities should be designed and planned for each individual child, so it is important to know which children will be attending which days, to know which activities or equipment you might need out. There should also be enough resources available for the children and young people to be spontaneous in their play, and the playworkers should be confident in facilitating this.

When organising the schemes and directing your staff team, always put the children first and aim for them to have as much fun as possible. Encourage children to foster friendships with other children, and direct your staff to facilitate this and to gradually remove themselves far enough away that they can observe (but are also able to step in to support the children if needed) when children are actively playing together. Children with complex needs have a lot of adult intervention within their lives, and the schemes aim to allow them just to be children, playing alongside others or together as a group, depending on what the individual child enjoys. Try to think creatively about how your staff can support a group of children playing, without necessarily getting involved.

Our ethos is to encourage the children to explore wide variety of play experiences whilst at the schemes. These play opportunities need to be adapted to accommodate each child's needs and should be planned with a focus around the Every Child Matters outcomes Framework. For a copy of this framework, please ask your Development Officer. We aim to offer play in a variety of form, using as many different materials as possible with scope for the children to extend the play further with their imaginations.

The Playschemes

We have only one scheme this year, Ipsely in Redditch. Staff are paid for 5 weeks of the summer with the first week a training and team building week. Training is mandatory for new staff members as they are trained in First Aid, Manual Handling and Behaviour Management. Existing and returning staff members are offered an alternative training package to suit their requirements. Team building gives each setting a chance to get to know the children as you spend the time

looking in depth at their files, getting to know your fellow colleagues, setting up the playschemes and going through the settings policies and procedures.

The children then have 4 weeks of the summer holidays at the playscheme. We run from 10am until 3pm for the children, with staff working an extra half an hour at the beginning and end of the day to set up, pack down and have meetings. This half an hour is a really important time to prepare the activities for each individual child attending, ensuring that the highest level of thought has gone into play activities to ensure they are imaginative, stimulating and exciting for each child. Meetings also give staff a chance to discuss any issues you might have with children, how to resolve these issues and what contingency plans you have put in place. It is a time to ensure all risk assessments have been done and there are no health and safety issues. It is also a chance to talk about the day's routine and the activities planned.

Allocation of Places

We have children being referred from different places and people, who pay different amounts to attend.

Social Services refer the majority of our children. These children must be referred from the social services teams in the north and south, not from parents/carers. These children are referred on a priority list requiring places starting at the highest, to medium priority. These children are only charged £10 per session with social services supporting the rest of the cost.

We also have children that are referred to us from parents/carers directly to us or from the Family Information Service. These children are charged the normal fee of £18 per session.

Where possible, we place children into mainstream settings and offer support to the settings with finances to help pay for an extra staff member, resources or training for the child.

All referred children attending the schemes are offered 2 sessions a week, for four weeks, with their parent/carer's fee of £10 per session. Some spaces are made available to these other non-referred children at their cost of £18 per session. If a referred child wishes to take up additional spaces over the allocated 8, then these sessions are charged at £18.

Parent/carers are asked to pay their charges before the child starts the summer club and in most circumstances, you will not have to deal with their charges. If charges have not been paid we ask that you follow the instructions for taking money and give parent/carers a receipt.

The Development Officers will work with you to allocate places and the majority of the allocation process will be done in advance before your 6 weeks start as we use previous registers and play leaders that know the children to allocate places.

We try to allocate places for children depending on their needs, so that like-minded children are placed together, or children requiring different ratios are placed on similar days to ensure there is enough staff each day to cater for the ratio.

They are allocated up to 8 days per summer, which are usually spread out into 2 days per week. We ask children for the days they cannot make and the days they can make and allocate their session accordingly.

The booking in process and confirmation of places is done at the office for you.

60 Hours Preparation time

The bookings for the children are taken by the Development Officer and the playleaders and deputies are then employed for 60 hours before the summer starts to allocate the children their

places and preparing for the summer. As playleaders you are employed for 10 hours a week, for the six weeks prior to the start of the schemes. You can be flexible when working the 60 hours, however we, your Development Officer's, advise you to try to spread the time out over the six weeks, to ensure effective planning and regular contact with the Development Officer, parents and children.

You must keep a timesheet record of what you are doing so that you can keep track of the hours you have spent and so that you can record at the end, what you did in your preparation time. These 60 hours should be spent doing the following things:

We expect the playleaders to make as much contact with the Development Officers as possible at this time. Our office should be used for phone calls and paperwork. We also ensure playleaders have a chance to meet with each other at certain times so we will be planning group meetings so that you can support each other.

At the beginning of this period you will attend a meeting with the Development Officers and other playleaders and be given the following:

- List of children to attend your scheme and collect child information sheets
- Policies and Procedures
- List of staff team
- Ofsted regulations, paperwork etc
- Paperwork to aid your role of playleader
- Useful contacts
- Budget information and money to purchase resources
- Venue information and playscheme leaflets

It is advisable to remember that some of the children have not been seen since last summer and that there may be significant changes in their day-to-day care, which may not always be updated by the parent or carer. As this is the case, every year we ask for updated information. We suggest that you take care to read through the updated information we receive from each parent/carer on their child, and where necessary, re-visit children or ask for more information.

During these 6 weeks, we expect you to:

1. Visit all new children - attending their school or home environment
2. Maintain contact with your development Officers, and ensure you ask for support or questions if you have them
3. Ensure you have correct equipment for your settings – visit the lock up and look through all equipment.
4. Organise a roles and responsibilities rota for your staff each day (ensuring jobs are shared equally between the team)
5. Organise your children's register
6. Ensure you have enough staff for the correct ratio of your children
7. Keep in contact with your Development Officer and maintain good communication links – ensuring you let your Development Officer know if there are any problems.
8. Allocation of children's places and confirming their places to their parent/carers with office help.
9. Completing all paperwork for the schemes (see paperwork section later).
10. Contacting all your staff and volunteers, introducing you and preparing them for the scheme. (Development Officers will have created your staff team before you begin.)
11. Managing your allocated budget, booking entertainers/activities/trips and ordering equipment.
12. Designing and creating your stimulating timetable of activities for the summer based on a theme of your choice which needs to be typed up, photo copied and sent to parent/carers

before the summer starts (see activity timetable section). Plan free play activities based on the every Child Matters Outcomes.

13. Visit your school setting and ensure you know the rooms you will be using. Introduce yourself to head teachers / caretakers etc. If you wish to use any extra rooms, these must be checked and inspected with Ofsted.

14. Ensure you register with Ofsted as the leader as soon as possible. You must fill in a DC2 and Health declaration form and have a Suitable Person Interview with Ofsted.

We will:

Help and support you wherever necessary and help with any problems you have. Please tell us straight away if you are concerned about anything so that we can sort it out quickly.

Children

All the information on the children will be given to you by your Development Officer from the records we have been given from parent/carers. The information we receive is typed up on the computer in a database format. You can also access the daily registers from previous years to see how children were grouped together.

Some children will have already have had dates allocated by the Development Officer's, however you will be responsible for grouping the majority of children. You will need to consider the following:

Developmental age of children

This allows you to organise appropriate activities for all the children to participate in, especially group activities.

Children requiring help with their toileting

Toileting and changing children can be very time consuming, and if there are a large number of children or young people who require it, some staff members tend to spend their whole day in the changing rooms! If the attendance of children with personal care issues is unavoidable on the same day (i.e. similar developmental ages and likes – girls group etc) then ensure that staff members are rotated.

Staff to child ratio's

It is not recommended to have too many 1:1 children attending on the same day, as it limits the number of children attending. Aim for a maximum of 4 1:1 children, and then match other children with similar needs together for one member of staff to supervise (1:2 or 1:3). Volunteers can support these workers. Very occasionally, we need to meet some urgent care needs, so some flexibility is essential.

Triggers and aggressive behaviour

Some children may be very vocal, whilst others are upset and agitated by loud noises. Try to ensure that children with conflicting needs are not placed together. Additionally, children who are naturally aggressive should not be placed together.

Children's Information Sheets

Your Development Officer will supply you with a list of all the children to attend the scheme, and the accompanying information on them, which comprises of:

Playscheme Passport

Completed by the parents/carers and children detailing all pertinent information relating to the child's care, including dates they can attend. (Some children may have already been allocated dates by the Development Officer's, and these will be supplied.)

School Information Sheet

Completed by teachers and teaching assistants who work with the child. It details strategies used within the school, which should be adopted by the playscheme staff to ensure consistency, and to avoid confusing the child.

Child Evaluation Form and Tips and Tricks sheet

These are completed by previous playleaders, detailing useful information on each individual child. These should be updated by you and made available to your staff team on a daily basis.

Individual Child Risk Assessments

Completed by previous leaders. These are to be reviewed and updated by you and new ones written for new children in attendance.

The Development Officer would have been working from April to gather all the pertinent information on the children. However there are always cases of parents/carers not returning their forms promptly, so some information might be missing, but the Development Officers and social workers will be working with the parents to get them returned.

Some of your children will be on a 'reserve' list. For whatever reason, if some children do not attend or pull out at the last minute, we can ask the 'reserve' listed children to take their places. By gathering all relevant information on the 'reserve' children, they can easily be slotted into the schemes.

When organising visits to children either at school or at home, it may be a good idea to prioritise the children for whom you have the least information, or you have never met before. These initial visits can be more time consuming so it is important to meet new children first. When doing visits, remember to think about your personal safety. (See Personal safety section)

Key Worker System

The key worker system is a valuable tactic in ensuring a child's needs are met. Each staff member should be allocated a child or children (depending on the ratios recommended) per day, and be given the background information to help them provide a high standard of care.

It is important that the staff know who is their key child / children early each day so they have time to read all the information. It is also important for the child and parent/carer to know exactly which staff member has which child. Ensure the staff member greets their child/children on arrival, asking how the child/children are, how they slept, what mood they are in and whether they are well. This time is also important at the end of the day for the staff member to feed back to the parent/carer of the key child. They need to detail what the child enjoyed, any achievements, what they ate, how they toileted, any medicine they took, any accidents or incidents (for parents/carers to sign the relevant forms) and general moods / emotions.

You might find it easier to use sticky address labels to stick to each child, with their name on and their key workers name on so everyone knows who everyone is supposed to be with.

You may find it easier to pair up staff so that they have a system of knowing which staff member to turn to for support or that they can use their partner to swap children with if one person has a particularly difficult child one day. This might also work by pairing up staff members with like minded children, so if one staff member is feeling bored or cannot find something for the child to do, they can buddy up with their partner and do a group activity.

Ideally as Playleaders, you should take it in turns to be supernumerary, so that at least one leader per day is not assigned an individual child, but is free to 'float' and troubleshoot. This will ensure that all the staff have someone they can call on for help or advice, or simply a pair of free hands to get the drinks etc.

Precautions with Key Working

Some staff members will form very close bonds with individual children, and will wish to look after them on a regular basis. As Playleader you should put the child's interests first – so if you feel that a particular child does not mind who cares for them, then rotate the key worker to ensure that they are all getting the opportunity to develop their skills with that particular child.

As Playleaders, you can be tempted to always allocate yourselves the most challenging children. This would be beneficial for the first few sessions, as you can model the techniques to your staff team, however to develop the playworkers skills they should all be given the opportunity to care for the more challenging children. Certain children can be very draining, so rotate the key worker throughout the day. Be flexible and responsive to the needs of the children, and the needs of your staff.

There is also the temptation of allowing you to be the free floating member of staff every day, and not having a child. Again it is important to ensure that you have children sometimes, and the deputy is free instead for example. Staff need to be reassured that you can deal with children and it is good practice to model behaviour strategies.

Free floating staff members often find themselves unsure of their role. Ensure that the free staff member:

- uses their time to sign children in/out of the day at appropriate times and welcomes children to the setting at the start / end of the day
- doubles up as the second person for toileting
- is always around to be used in emergencies
- checks on all staff and children to ensure everyone is having fun, being cared for and being stimulated
- manages staff times and deployment
- encourages staff to start new activities or move onto the next activity on a timetable
- is there to cover any staff needing 5 minute breaks
- supports staff with behaviour strategies

It is important that the free staff member does not sit and watch children and other staff. They must get involved and support. It is also important that the free staff member does not sit and do paperwork. All paperwork should be done before each day begins, or very quickly during the day for the medicine, accident or incident book.

A free staff member should be the busiest staff member! It should not be an easy job...

Parents / Carers / Transport

Remember that not all children have contact or are brought each day by a parent. Where necessary, always refer to them as parent/carers. Do not presume a child can make a car for their 'mum'. Try to encourage your staff to be sensitive about this situation.

To increase safety in the setting, ensure that all your parent/carers are writing the name of the one person that will collect the child at the end of the day, and that each child leaves only with this person.

Parent/carers of new children to the setting need to be reassured, as does the child. Make sure the child's key worker shows the child and parent/carer around the setting on their first day. The parent/carer might need some time to reassure the child in the new environment.

Some children are brought by transport in the mornings and collected by a different transport person in the evenings. These are always difficult situations, but try to ensure ID badges are checked before handing over the child. Ask for the name of the child that the transport is collecting. Ensure the escort for the transport is updated on the child's needs / behaviour that day.

Staff Team

As Playleaders your roles will include the management of your staff team. When you receive your staff list, arrange a time to come into the office and call all of your staff to:

1. Introduce yourself.
2. Find out more about their skills and abilities.
3. If a worker has a particular interest, you can ask them to be responsible for a certain session, which they can organise.
4. Arrange car-sharing arrangements. (WCC encourages car-sharing to limit the environmental impact of travel.)
5. Convey the ethos of your scheme.
6. Double check days they are available for work.
7. Ask them if they have any questions or concerns about the scheme and talk to them offering support and reassurance for the summer.

It is really important to create a friendship group. The summer will work perfectly if you jell as a team. Can you arrange a social gathering before the summer starts? It is also important to realise that as a playleader, you might not necessarily be the most popular person when it comes to managing staff teams. You are firstly their leader and secondly their friend, but with careful thinking and actions, they should trust you in both.

Staff must do everything in 2's. They must never be alone with a child, either in the toilets, an activity room, a sensory area or outdoors etc.

Staff must use a separate accident and incident book to children. Ensure they know this. Make sure you detail any issues with staff members in the incident book. This can be confidential and completed sheets can be handed to your development worker. Use the incident book as a support mechanism for you when dealing with any issues.

If you have any problems with staff during the summer you can contact your development workers for support.

Remember it is a busy time for staff during the day. If you have any problems with them, try to talk to them away from other people, in a private environment unless there are safety issues, which must be addressed immediately.

Always try to praise staff first, to encourage best practice, and then deal with improvements.

Playworkers

The success of the scheme will depend on how you instruct and oversee your playworkers. Lead by example, and never ask them to do something that you would not do yourself. From the first time you contact them, be approachable and friendly. Find out what they consider to be their strengths and weaknesses and plan appropriately. A successful team is one that can depend on each other to help and support one another, and aren't afraid to raise concerns or worries. Always respect other people's opinions, and foster an environment where everyone is open with their fellow workers.

Be clear on what the playworkers roles and responsibilities are, and make sure the playworkers are clear. This will include all aspects of care, including personal care, cleaning, supporting provision of activities. Always ask them to do things in a friendly way, with a big smile! It may sound patronising, but thank them for the small things they do, and make sure they know you appreciate them.

The playworkers day should be as follows:

Tea, coffee and breakfast should be consumed before 9.30 starts! (Though feel free to have a group breakfast and a 'natter' before you begin at 9.30am...)

9.30 – 9.45am

Staff arrive, sign in and put their bags and personal belongings away. (Remember to delegate one existing staff member to show any new staff around – you don't have time to do this but they need to be properly inducted meeting other staff, seeing the venue, looking through paperwork etc)

Staff need to be delegated to an area to set it up, get out fresh toys, get the resources out for the day's activities, cook/make any manipulative play, turn on lights/sensory toys, stock up and check first aid kits, nappy sacks, gloves etc, get snack times ready and risk assess all the areas.

9.45 – 10.00am

Team meeting where staff's key worker children are given (allocate the children the evening before so you are prepared) and the activities of the day are discussed (let the staff know what their roles are in delivering the activities). Every staff member must read through all the paperwork for the children they have been allocated. Talk to the whole team about any problems you might face in the day and what you must do to resolve them. (any children's behaviour or medical problems, issues with trips, staffing levels, routines etc) Give the staff a chance to ask any questions and rally them up for an exciting happy day! Make sure you are thinking about body language and attitudes of yourself and your staff. Do not sit in a position where your staff appear inferior to you because you are sitting in a highest position or away from the team. Make sure they are all focussed and paying attention. Use them to teach others with less knowledge of children and get them to give examples.

10.00am

Get the staff to wait around the reception area to meet and greet the children and parent/carers. Please relay to your staff the importance of fostering a good relationship with the parents/carers. Their duties should involve getting to know the parents when they drop off their children – find out how the previous day was, are there any activities they have specifically requested etc. We have a very high standard of staff and this friendly face in the mornings will allay parent/carers' worries. Excite the children with the plans for the day and take them to an activity. Remember the staff need to greet them appropriately – using signalong and pictures, getting down to their level etc. Children need to be stimulated into free play and you could get your first group activity going.

11 am ish

Toileting and wash hands! Timetabled break/circle/snack time for drinks and food. Depending on the needs of the children, try to encourage all the children and staff to sit down as this allows the children and staff to talk to each other and form friendships. Plan topics or games that can be played in this environment and let the playworkers take it in turns to lead – the table should be filled with chatter and laughter! Some children will not be comfortable in this environment, but try to encourage them to participate. If they do not settle then let them roam with their key worker, and hopefully they will start to participate more as they attend more sessions. It is of utmost importance to be flexible and adaptable in your daily plans.

12.30 ish

Toileting and wash hands! A structured lunch is very important as with the break – ensure all staff are sitting with the children to help them eat dinner, and to facilitate chats between the children. Each child will eat at a different pace, and be sensitive to this.

1pm ish

Children need to be encouraged into free play again and you could get a second group activity going for those that want it.

2.40pm ish

You could get the children to start to gather their work and belongings ready for home time. Some might benefit for being prepared for this time by showing them the timetable. With the right group

of children, you might like to wind down the day with action songs, stories and laughter – remember it is a play ethos not a specific learning environment and teaching.

3.00pm ish

Parent/carers to collect children. As with the drop off period, it is very important to ensure effective communication between the playworkers and the parents/carers to reflect on the child's day.

3.10pm ish

Once a worker's child has been collected, you will need to instruct the staff to start tidying up/setting up for the next day (this is included in their duties). Try to vary tasks. (so one person isn't stuck with cleaning the toilets every day!)

3.20pm ish

Aim to have a quick briefing meeting when tidying has been done. It is important to say how the day has gone, and how an individual child reacted to different situations etc. The tips and trips sheet should be completed on a daily basis to ensure that the skills are passed onto the next worker to support the child.

The playworkers on our schemes are an invaluable resource of enthusiastic and knowledgeable workers. Their skills should be acknowledged and praised daily and through their one to ones, and take the opportunity to help them develop their skills by delegating tasks and responsibilities to them. Many playworkers progress to leaders, and the necessary skills will be more prominent if they are given the opportunity to stretch themselves and progress their skills whilst working on the schemes.

Volunteers

Volunteers are with us to support the staff levels and it is vital that we work with them as part of a team. They are as equally important in the clubs as anyone else. Please work as a team in assisting each other in the responsibility you have all been given. **Please be aware that volunteers will not be asked to toilet children or administer First Aid.**

We make sure our policy is to stay in staff groups of two's. A volunteer should never be alone with a child.

Volunteers need to be properly inducted at the start of each session so allocate someone to do this. It also helps to allocate the volunteer to another staff member to shadow/support each other. (Normally a staff member with 2 or more children)

Volunteers are a very important part of the playscheme, and many volunteers come back in following years as paid workers. It is very important for the volunteers to receive as much support from the leaders as they give to the paid staff. The Development Officer's will provide you with a list and diary sheet of your volunteers, as with your paid staff, please contact them in advance. As volunteers, they are required to sign a Volunteer Agreement. Appendix L

Volunteers are working for free, in their own time and we should respect this contribution and ensure that their experience is a good one. Here are a few things to take into consideration when managing your volunteers

- Do not assume that they know what they are doing. Many volunteers are students or people looking to help their community, or to investigate a change in career. Always work from a baseline of him or her having no knowledge or experience.
- Until you are confident in a volunteer's ability, partner them with an experienced playworker – who they can shadow and help out throughout the day. This will ensure that they have someone to talk to and tasks to get on with. Neither you nor the playworkers should be shy about instructing the volunteers to do a task, as most people would rather be busy than idle.

- Once you are confident in their abilities to care for a child, assign them a child who has similar abilities to another child that is being cared for by a paid member of staff. Instruct them to work together, and encourage the children to interact together. The volunteer will be confident that help is at hand from the playworker, and they can learn skills by observing the playworker in action.
- As with the playworkers, ensure that the roles and responsibilities of the volunteers are clear. Treat them as a valuable member of the team.
- If a volunteer is not performing well, or you feel that they are being more of a hindrance than a help, you can seek guidance from your Development Officer.
- You can delegate the welcoming of volunteers and/or visitors to an individual playworker, and rotate it every day or week. This will give the playworkers more responsibility and ensure that a friendly face is always on hand to welcome people into the schemes.
- Make sure they sign into your visitor's book.

Visitors

Anyone may try to come in through the front door, or door you are using. Normally they are teachers of the school preparing for the next term, cleaners, caretakers, delivery people or people hired by the school to mend/repair things over the summer. Do not let anyone in unless you have seen their ID first. Everyone that comes in must sign into the visitors book and sign out again. If you are not happy with their ID, then ring the appropriate number on their badge to check.

Occasionally, members of the Early Years & Childcare Service will visit the playschemes, and act as volunteers for the day (dates will be provided.) Although many members of the EYCS are experienced childcare practitioners, please do not assume that they are confident in caring for children with complex needs. Treat them as volunteers, and team them with an experienced worker to ensure they have someone to shadow and show them where things are, and what to do.

Policies and Procedures

There are extensive policies and procedures (Your Development workers will update these annually and feedback any updates to you) on all aspects of the scheme, to ensure that all staff members are working to the same principles. You must read through these and sign to say you have read them. Policies and Procedures tell you how to run your day and what to do in any situation. Ofsted Inspectors will also ask you details about them.

It is of utmost importance that all your staff members read these, and the Development Officer will provide you with booklets and Data CD's for this purpose. Please record when each worker has read and understood the procedures.

If you have any questions about the schemes, look at the policies and procedures first, as everything should have a corresponding policy. As leaders you are required to understand these issues.

It is also an Ofsted requirement that the Policies and Procedures are available for parents and carers to look at. For this purpose, please ensure that a copy is on display in your reception area. Two copies will allow parents to take one home and read, if they so wish.

If you feel there are any issues not covered in the policies and procedures, please let us know so that we can add them. We'd like you to use these as a working document, and together we can alter them, add to them and ensure they reflect our practice.

Other Paperwork

There is a lot of paperwork involved in being a playleader, and you will be provided with a CD disk of all the standardised paperwork you will be expected to use. Start as you mean to go on, and organise your paperwork in the folders that are easily accessible and well labelled. We have

updated all the folders so that they are identical throughout all the settings. You will be expected to use the following:

- Health and Safety Check – this should be done before the scheme opens, every morning. You can delegate this task to other members of your staff team. Ensure that they are filed, and any action needed is reported to the site manager, if our staff cannot deal it with.
- Risk Assessments – you will be provided with risk assessments on the venue, activities and trips etc from previous years. You will need to review and update them. If you are not confident doing this, please contact your Development Officer who will help and provide training if necessary.
- Individual Children's Risk Assessments – you need to review and update these, writing new ones for new children. If you need help, please contact your Development Officer.
- Daily register sheets (all staff, children and visitors MUST be signed in an out of the scheme.)
- Standard letters and scheme leaflets
- Venue information
- Administering Medication Forms – a staff member and the parent/carer must sign in all medication at the beginning of the day. Parent/carers must sign at the end of the day if it relates to their child.
- Accident and Incident Forms - Parent/carers must sign at the end of the day if it relates to their child.

You must keep all your paperwork in the locked box provided. The following needs to be left out on the admin desk:

1. Complaints Folder
2. Compliments Folder
3. Suggestions Box
4. Policies and Procedures – setting's copy
5. Daily Register for children with visitor/staff/volunteers sign in

Administering Medicine

Every child must complete their own medicine file sheet in the Medicine Folder. The parent/carer must sign this each morning. Medicine needs to be taken from them and placed immediately into a locked storage area.

Ensure that the label on the medication states the child's name and the required dosage. (Do not administer medicines over the dosage stated.) Store the medication in a lockable box, in a locked cupboard or room that is not accessible to the children. Ensure a second worker witnesses the administration of medication, and that the medicines are returned to the parents/carers at the end of the day and that this is recorded. Advice on administering medication will be given by the school nurse and/or the parents/carers. Sometimes there are little tricks used by people who know the child well (e.g. like bribing with crisps!) so be sure to ask. Get written instructions from parents on how to administer emergency medicines (e.g. Epi pens etc), and parents/nurses are normally happy to train you on the administration of them. Appendix I

Where possible, paperwork and administrative tasks should be done in the office at De Salis. If you are finding yourself pressed for time, contact the Development Officer as they can arrange for an Admin worker to send out letters, dates etc to parents on your behalf.

Training and Supervision

As a member of the Early Years and Childcare service, you can access the corporate training – you might be interested in Management skills, assertiveness training or time keeping for example. You can also access training in the Training update from our service. Ask your development officer

for more information. We support you in your training needs and will ask you about your requirements during your 1-2-1 at the end of the summer.

You can have a 1-2-1 with your Development Officer at anytime you need it. The same applies to your staff, should they need to talk to you. We will help you to carryout an official supervision 1-2-1 towards the end of the summer for your playworkers.

If you have an issue with your Development Officer please talk to the Inclusion Officer on 01905 790558.

Guidance for Completing Financial Records

It is very important that accurate records are kept for all monies coming in and out of the playschemes. All receipts on purchased goods must be kept, and any fees received from parents must be given a receipt (receipt books are provided.) Please use the financial records sheets provided.

Please follow the guidance below. If you have any questions, please contact your Development Officer.

Fees in and out

We endeavour to collect the fees off parents before the schemes start. However there will always be cases of parents bringing the money into the playscheme at the start of the day.

The following fees are charged to parents/carers per session:

£10 For children who are referred by Children's Services and Health every child is entitled to 8 sessions = £80 total.

£18 For self pay children (i.e. not referred)

If referred children want extra sessions over their 8-session entitlement, they are charged £18 per additional session.

- **Always give the parents a receipt and note the number on your records.**
- **Keep fees (cash and cheques) completely separate from your petty cash.**
- **Pass fees onto your Development Officer whenever possible, ensuring they check the amount and sign for it.**

Petty Cash

You will be given petty cash per week for use on the playscheme, to be decided at the start of each summer. This money should be used for:

Food and drinks

Treats for the children

Any other consumables you may need i.e. gloves, nappy sacks, wipes.

- **Get a receipt for every purchase.**
- **Number the receipts and store in numerical order.**
- **At the end of each petty cash sheet reconcile the amounts to ensure they are accurate.**
- **Petty cash should not be kept at the venue. Playleaders should take the cash box home every day, and keep in a secure location.**

Invoiced Items

Certain items may be invoiced into the office, if agreed by your Development Officer. For example, your trip budget will not be given to you in cash. We would expect you to arrange the trips in advance and ask the company to invoice the Early Years and Childcare Service.

Please ensure that invoices are sent to your Development Officer at the following address: Early Years & Childcare Service
3 De Salis Court
De Salis Drive
Hampton Lovett
Worcestershire
WR9 0QE

Evaluations and Diaries

The daily diaries are a very important part of the daily activities. They are your main communication with the parent or carer. While some parents/carers are more enthusiastic than others about completion of the diaries, it is essential that this home link is kept. Parents/carers may well read all of the comments but choose not to complete for many reasons. The diaries are also a very important evaluation tool as it can inform the practice in the setting in relation to the individual child.

Other evaluations are requested from parents, playleaders, playworkers and volunteers at the end of the scheme. The same degree of importance relates to all. The schemes will only continue to improve if honesty is used on completion. If there is a burning issue with any member of staff and it is not passed on to the Development Officer, it will never change. Only if the staff, the children and the parents/carers are happy, will the scheme be successful.

If a child comes on transport or with a carer you might feel it is appropriate to ring the parent/carers to increase the communication between you if the diary is not adequate.

Timesheets and Mileage Claims

Please ensure that all the paid staff members complete the weekly timesheets. As leaders you are required to check the timesheets to ensure that it is a true reflection of the hours staff have worked. Please collect these in to hand to the Development Officers at the end of the summer.

Mileage claims can only be made for journeys that are additional to your journey to and from work. For the Easter and summer schemes, the playscheme venue will be considered your place of work, and therefore the return mileage cannot be claimed. If you are travelling to a venue other than your playscheme venue (e.g. training venue) then you may be able to claim for the additional travel.

All volunteers are able to claim mileage to any place of work.

All time sheets and mileage claims must be returned to De Salis by the 8th of each month.

Venues

As you know, the main concept of the club is for staff and children to have fun! However, **the safety of each of the children is the top priority**, and I know that I can rely on you to ensure this is the case. Most of our venues allow us to lock each of the gates and doors to ensure maximum security. Please be advised, if you require to go outside of the school gates, to get a stray ball for example, get a member of staff with keys to let you out. Please do not climb over the gate, children will follow your example!

Make sure you create good links with the school, so you can contact someone if needed and so that you have adequate access into areas.

Remember the areas you use are registered with Ofsted. You can only use these areas. If these aren't adequate Ofsted will come out and inspect other areas to register them to be used.

We use the following venues for our specialist playschemes (facilities listed):

- **Chadsgrove School, Bromsgrove** (if unavailable we have successfully used Meadows First School.)
Bathroom Management Area
Soft Play Room
Physically disabled adapted playground
Sensory Garden
Sensory Room (with prior agreement with Head)
- **Ipsley School, Redditch**
Bathroom Management Area and changing room with portable hoist
2 large, joined halls
Music Practice room for use as sensory room (need to push for this)
- **Cherry Orchard School, Pershore**
Disabled Toilet with portable hoist and changing bed (hired)
1 large hall
Adjoining classroom for arts and crafts
Large and extensive playground and climbing frames
- **Dines Green School, Worcester** (Children's Fund)
Disabled Toilet with portable hoist
1 Large Hall
Adjoining enclosed courtyard
Large playground, grassed area etc
- **Blakebrook, Kidderminster in partnership with Blakebrook Palms** (Children's Fund)
Disabled toilets and changing room with hoists
1 large hall, 4 classrooms and sensory areas surrounding a playground courtyard.
Concreted playground and shaded field

All venues have wheelchair access (CO has a portable ramp for the front entrance which is stored on site.)

Your main contacts at the venues are the school caretakers or site supervisors. They should be on site daily to open up and lock up, although they all should give you contact details so they can be contacted throughout the day. Any issues surrounding the venue (broken windows, overflowing drains etc) should be directed towards the site manager. Also aim to maintain a good relationship and high profile with the head teachers (see contact sheet). Regular visits prior to the schemes will ensure open communication, and will familiarise you with the venue and its facilities.

Ofsted Requirements and Paperwork

Your Development Officer will provide you with any Ofsted paperwork that you are required to complete. Please do so ASAP and send it to Ofsted as this can affect the scheme's ability to open and offer care if it is not completed and returned ASAP. If you are new to the role of Playleader you will need to complete a DC2 and a Health Declaration Form that must be signed by your Development Officer. You will also need to have a 'Suitable Person Interview' with your Ofsted Inspector. These will all need to be done at the beginning of your 6 weeks, to ensure that Ofsted have enough time to process the paperwork and collect your references.

You will also be given:

- Ofsted Full Day Care Standards and Ofsted Guidance – please ensure that this information is read and understood. The policies and procedures correspond to the Ofsted standards.
- Child Protection Booklet – this outlines your responsibilities for child protection, and the procedures for Worcestershire County Council.

- Infectious Disease Booklet – this outlines recommended action for children attending with an infectious disease.
- Challenging Behaviour Booklet

Please see Ofsted section below for more information.

Ofsted and Guidelines for Ofsted Inspections 2007

All Playleaders will be required to complete a DC2 and a suitable person interview, if new to the role. Playleaders will also be required to know the policies and procedures, national day care standards and other relating information.

All the schemes are registered with Ofsted to care for children 4 years and over, with no more than 12 under 8's per day. The schemes are open 10.00am – 3.00pm for the children to attend.

Playleaders hold responsibility for the day to day running of the scheme; ultimate day-to-day responsibility lies with the Development Officers and the EYCS.

Ofsted will and can inspect your scheme at any time, and if they do they will normally give you a few days' notice. However, if there has been a complaint or issue they will turn up at any time. Ensure that all your paperwork is up to date, that all the staff and children's details are stored in a confidential manner, and that the building is secure, etc. The Ofsted inspector will spend the majority of the day with the Playleader, but may also ask to speak to other staff members and children.

The Ipsley and Cherry Orchard schemes received their inspections in summer 2006. Read through the Ofsted reports to identify the areas for improvement, or the inspector's comments might indicate ways you can improve your own scheme.

Dines Green had an Ofsted Inspection in 2007 over Easter – look through their report for areas of improvement. Cherry Orchard and Ipsley were inspected in 2006 and some of the key points of those inspections are included for your help.

The following guidelines may be useful:

Premises, people, facilities and paperwork

Inspectors will need to see evidence that correct procedures have been followed in respect of premises, facilities and people and that accurate records are kept for which there are clear guidelines.

Premises and facilities

- The premises should reflect the registration certificate and **only the rooms which have been registered** should be used. If another room is to be used the certificate will need to be amended.
- An initial risk assessment should be made to identify any potential hazards and a daily update should be carried out.
- All facilities should be clean and in full working use. Any problems in services should be reported to the Caretaker **and** the Development Officer immediately as this can affect the opening of the club.
- Outside areas should also be checked daily within the risk assessment.
- You should have sole use of the building, unless Ofsted have been notified in advance.
- You should be aware of all emergency exits and the evacuation procedures for the building.
- Any changes to the length of the day will also need to be notified to Ofsted, but there should not be any changes during the course of the schemes.
- The Ofsted Certificate must be displayed as well as the Certificate of Insurance. A notice informing people of where they may see the complaints records and also how they can

access the current Ofsted report should normally be displayed in the reception area. Also any literature sent to parents at the onset of schemes should include this information as some children access the playschemes using transport and parents/carers do not have sight of a notice board.

People

- Ofsted will need to know of any changes to the registered person or the nominated person and/or organisation.
- They will also need to be informed of any change to the Person in Charge/ Playleader.
- ALL staff should hold a current CRB enhanced disclosure and be prepared for an Ofsted Inspector to have sight of it – we will ask everyone to bring their CRB certificate at the start of the training week and take a record of the number for you.

The Inspector will need to see the following documents at the inspection:

- The name, address and date of birth of each child who is looked after on the premises. (Child records)
- The name, home address and telephone number of a parent of each child.(Child records)
- The name, home address and telephone number of any person who will be looking after the children on the premises. (Staff records – including volunteers)
- A daily record of the names of the children looked after on the premises, their hours of attendance and the names of the persons looking after them. (Daily signing in sheet and allocation of worker)
- A record of accidents occurring on the premises. (Accident book)
- A record of any medicinal product administered to any child on the premises, including the date and circumstances of its administration, by whom it was administered, including medicinal products which the child is permitted to administer himself/ herself, together with a record of the parent's consent. (Individual records for each child, consent forms plus copies of any other agreed procedures with parents)
- The name, address and telephone number of the registered/nominated person and every other person living or employed on the premises. Example – Caretaker.
- A statement of the procedure to be followed in the event of a fire or an accident. (Relevant fire notices and policies and procedures – all of which should be appropriate for the range of children attending).
- A statement of the procedure to be followed in the event of a child being lost or not collected. (Policies and procedures and correct ratios)
- The procedure to be followed where a parent has a complaint about the service provided by the registered person. (Complaints records and policies and procedures – Ofsted address and tel. no – to be kept for 10 years). This should be made available to parents at the desk or on the notice board.
- A statement of the arrangements in place for the protection of children, including arrangements to safeguard children from abuse or neglect and the procedures to be followed in the event of abuse or neglect. (CP guidelines (ACPC) and policies and procedures)

Provision

Ofsted will then focus their attention on the provision for the children and how well it meets their needs. All aspects of the areas for inspection will have been considered during the overall planning. The 5 key areas and the corresponding National Standards are:

- Helping children to be healthy (Standards 7, 8.)
- Protecting children from harm and neglect and keeping them safe. (Standards 4, 5, 6, 13.)
- Helping children enjoy and achieve (Standard 3.)
- Helping children making a positive contribution to the provision and the wider community (Standards 9, 10, 11, 12.)
- The organisation of childcare (Standards 1, 2, 14.)

Equipment

Hoists

Many of the children require the use of hoists when toileting, or lifting from wheelchairs to floor mats. Universal hoists will be provided for each scheme, and the children will be expected to bring their own slings. Ensure that this is made clear to parents/carers.

Training on hoists will be provided, and it is good practice to ensure two members of staff are involved in these situations. Make sure different staff, where possible, are hoisting with you so that they all gain experience in hoisting.

The hoists are simple to use. Adjustable tables can also be made available if required. The Development Officer's will arrange for this equipment to be delivered to the schemes, however they will normally ask leaders to help with the collection, so that we do not need to hire a minibus.

Remember – Never unplug the chargers without first turning it off at the wall socket!

Sensory Equipment

Each scheme is equipped with a range of sensory equipment (see itinerary) for a sensory room or area, depending on your venue. Historically the sensory room have been used as a chill-out area, and a quiet place to calm children. (It is important to get your staff to realise it isn't a 'quiet' room because some children are not able to be quiet. If they need a space that has less or no noise, we need to create another one for them as the sensory room should be used by all)

We wish to utilise the equipment as much as possible, and encourage the play staff to use it to stimulate and help support development in the children. For visually impaired children and for some children on the autistic spectrum it is imperative to avoid noise clutter. Start with big objects and then get smaller, and always give them plenty of time to respond – as they could still be processing your instructions.

Try to ensure that your area or room is completely blacked out, purchase materials from the scrap store for this purpose. Purchase additional material that is tactile and interesting to the eye, as images can be projected onto them to create an interesting environment. Try not to overload the senses by having everything switched on at once, a successful sensory room is one that you can control, manipulate, intensify and reduce the stimuli.

Umbrellas

Create a mini sensory environment, by sticking and hanging interesting and tactile objects on the inside of the umbrella. This is a mobile sensory room and can be taken to a child who needs to calm down. The umbrella cuts off other stimuli, and it also changes the sound.

Tactile Wall

Purchase a net and then tie lots of different materials off it, hanging down towards the floor. This is an easy craft idea that all the children can get involved in – perhaps ask the parents to bring in old rags and t-shirts. It can be added to daily and can be a diary of events on the scheme. Alternatively, make a tactile tree using old carpet tiles, to provide lots of tactile stimulus.

UV Lights

The Black boxes must be used in a dark room to be effective. Use any objects that are white or can glow in the dark. You can also buy 'Glow Paint' that light up under UV. Paint it onto a board, and then using a torch you can draw patterns onto it.

Projectors

Wherever possible leave the projector mobile, so that it can be used effectively with the children. (Obviously consider the needs of the individual children on the day.) Buy white sheets for

projecting on, and these sheets can be draped over the children, used for shadow puppets, dance etc. **Always ensure that the disc is rotating, as this is part of the cooling mechanism.**

Music

There is the belief that panpipes and whale music are suited to sensory rooms. Although they do have their place in calming and relaxing children, we do wish to stimulate the children and not send them to sleep! Use music that the children enjoy and identify with. For the vibrating bed, the more bass a piece of music has, the greater effect it will have on the equipment.

Remember that pop music is enjoyable to some children, but not to others. Whilst staff might prefer this other children might not. Remember some pop music has extremely adult lyrics and words in that must not be played.

Try to enhance the children's experience of music by playing different types – classical at snack time, African in the afternoon, animal noises, piano or musical noises, music from different cultures etc.

Not all children can tell you what noises / music they like so watch their eye movements, or body language.

Toys

The EYCS has purchased a range of equipment for each scheme, and a list will be provided. Consult with your Development Officer as to whether you will need to arrange for this equipment to be transported from its place of storage.

The Borrowers Toy Library also provides the schemes with a large range of equipment. A number of items will be put aside by the library staff for each scheme; however I would advise all leaders to visit the library and add additional items that will be appropriately used. The Development Officer will arrange for this equipment to be dropped off during your set-up days. The library will also collect the equipment at the end of the scheme, so please ensure that all games, equipment etc, is kept together and also that any breakages are recorded. The toy library will provide you with a coded list of all the equipment borrowed, and you will need to ensure that it is all ready for collection. Make sure that all their equipment is checked when they deliver it, to ensure you have received what they have given you and to return immediately, any items that are broken or you cannot use – don't assume all toys will be given in the best / usable condition.

Activity Timetable

Try to plan two activities each day. Even if they aren't followed it is important that you have planned the activities in case you need them. There might be times when you swap activities over, and it's great to be flexible depending on the children's moods. Ensure the floater staff member is organising the activities. Try to encourage all the staff to get their children enthused and excited about the activities.

You need a range of activities covering all aspects of play in the activities. Remember to plan for free play activities and 2 whole group activities each day. They need altering and changing, as does the equipment you put out.

Try to create activities and games around the Every Child Matters Outcomes so that you have a range. They need to suit different ages, abilities, skills and interests.

The evaluations have pulled up the issues that Activity plans needs to be sent to parents/carers before the summer starts so they can prepare their child. Make sure the booklet you send them with the activities in has information on what the child should wear i.e. messy clothes for art work, wellies for long walks, swimming costumes for water play and sparkly clothes for disco's etc.

Try to get the parent/carers and children involved in the activities, if you are making fruit salads, ask them to bring in a piece of fruit each, if you are making puppets, ask them to bring in socks, if you are painting clothes ask them to bring in a t shirt etc.

Type up each days activities and place them on the wall in a display for everyone to see. Try to make a visual timetable of each day's events for children to follow.

Remember to risk assess each different activity, event, entertainer or game.

Here are some ideas, make sure you have items out from each of these areas for free play:

Role Play

Household Equipment, Babies, dollies & Prams Train, Cars & Garage, Shopping area & food, policeman, fireman, lollypop man areas and clothing. Dressing up clothes, accessories like jewellery, hats, shoes, scarf's etc, building equipment to make rooms and houses, resources to create their own areas and set up their own scenario's and equipment to create the role play such as food, money, cups, saucers, plates, trolley's, dolly's, a staff member dressed up etc. (jumble sale, charity shops are excellent for these!)

Intellectual

The usual books and games – but picture books, feely books, noisy books, great big books, books with pictures and buttons to press, board games that you make with chalk on the ground or big mat ends from carpet shops, big hand made dice and hats to wear to be the counters. Marble run, Big connect 4, Big Jenga, (things that go up and down or left and right are popular with children on the autistic spectrum) floor puzzles, mix toys, match colours, stacking toys, bags to collect things, smelly toys hidden in wrapping, smelly areas with candles and perfumed equipment, different feely bags with different things in, squeaky balls and prickly things – thinks senses. (Try hanging lots of different materials to a fence for them to feel!)

Construction toys

Think beyond Lego & bricks... big cardboard boxes they can sit in, smaller boxes they can stack, big piping and bottles to create water flows, planks and wood to create bridges, big mats and soft play to create assault courses, different materials to use as tents and tops to construction, roping and threads to tie things together, big funnels and cylinder plastic ends they can roll, resources from factories at the scrap store they can create into a tower. (Worcester Recycling centre is good for this or a parent/carer might have bits from their work place – check for safety and encourage safe, controlled and supervised risk taking)

Manipulative play

Play-dough but with glitter in, colour dye, dried rice, wetter than usual, let them make it themselves. Cornflower mixed with water in a bowl, on a plate, smacked on the table under a plastic table cloth, dyed red, or with sequins in. Cooked spaghetti in a bowl, cooked pasta twirls and hoops. Water trays with different things in, like spoons, cups, bottles, funnels, pipes to make the water move, lots of buckets to move water from one place to another, add glitter, dye, bubbles, colour, sand, washing up liquid etc. This play is really good with children that have less communication than others. (Check children don't have any allergies to anything you are putting in, and watch the children that like to eat the play, have an area that constantly has manipulative play in, with warm water to wash their hands or baby wipes next to it. It might be good to use plastic aprons too!)

Early years sensory toys

Sound toy, hammer & pegs, light toys, manipulative toys. Toys that make noises or light up different colours when rolled or thrown, toys that feel different or you have to hold them differently. Think about where you are putting them, can you get out some big bean bags and mats to lift those in wheelchairs out onto the floor?

Music area

Selection of music, CD Player, musical instruments, tape players and blank tapes for them to make their own music, karaoke machines, resources to make their own music, different equipment to make noises like pans upside down with wooded spoons, plastic bottles filled with different materials, musical instruments from different countries, in different sizes.

Creativity and intellect area

Ready cut hearts, Tissue Paper, sequins, glue and paint, aprons, different paper, try painting with sticks and twigs, leaves and flowers, cut up fruit and vegetable and use to paint with, try to use different resources in craft, not just brushes and glue sticks. Go on walks to collect things to stick down, get the children to save up yoghurt pots, old clothes, old shoes, decorate umbrellas, make picture frames, make jewellery. Have resources out for free creativity play – try to encourage huge artwork, taller than the child themselves. Try to hang up washing lines all over the room with pegs so that they can make things and stick them up. Put names on so they can take them home! Have colour themes, animal themes or different places themes like the seaside. Print out photos of the day and let them use them in their creativity.

Cooking ingredients

Try making fruit and vegetable smoothies, help them cut or break up the ingredients and blend them up and drink them straight away. Make vegetable pizzas using the vegetables as face features. Try making spaghetti Bolognese from loads of blended vegetables. Grow your own fruit and vegetables and look after it, eating it after it has grown. Visit supermarkets and buy unusual food for them to taste. Have sample days and cook up different foods from different cultures for them to try to eat. Boil up rice and add different vegetables to see who can make the most colourful meal. Make up food to take home as gifts, some carrot and fruit-cakes. Make normal scones but add lots of vegetables to it and be experimental. (Make sure you tell the parent/carers what they are going to be eating to check they are allowed.)

Physical learning & Outdoor play

Water Play, Sand Play, Mats & Chairs, Bikes, small tricycles, Football Cones to dribble, Obstacle courses, prams and buggies, chalk out some routes, make some stripes for a level crossing, play games that everyone can join in with such as table top football or chair ball games so wheelchair users can be at the same level.

Multicultural play

As well as ensuring we add variety to all our equipment and activities, we need to ensure we add variety from different cultures. Children need to be playing with and using items from different countries to enhance their play opportunities. Try playing music from different cultures, cooking different foods, having toys that represent different cultures, celebrating different traditions and festivals etc. When representing different people, try to include toys and books with children with disabilities in, as well as children from different backgrounds.

We have a database of entertainers you can use, and you could ask the staff that work in the Inclusion team for Kids West Midlands. The Family Information Service also might have ideas of entertainers or workshops for your setting.

Remember to book visits from people in the community – the police, fire brigade, ambulance. Why not ask the local community to come and visit your setting so that they children can show them what they have been doing. You might like to ask the local vicar, Community Support Officer, head teachers of local schools, the local MP etc. you could use this as a publicity opportunity for your setting as well as helping the children to make a positive contribution to their community.

Every child matters

Some examples of how every child matters at our playschemes:

Being Healthy:

- Health

Their staff are informed and kept up to date with hygiene procedures.

Their club is cleaned every evening.

Any staff member on kitchen duty does not toilet a child.

There is a clear policy regarding the administration of medicine.

Much of their day is dedicated to improving their physical skills.

They are given the opportunity to explore outdoors in the fresh air.

At least 1 staff member is first aid trained at each club.

They play in a no smoking environment.

- Food and Drink

They are encouraged to eat fresh fruit and vegetables for routine snack times.

They have fresh drinking water (in a covered jug) freely available all day for them to help themselves to.

Their staff take heed of all information provided about their dietary requirements.

Their staff discourage sweets and food products that are high in salt, sugar and fat.

- Emotion

They are encouraged to enjoy and be happy at the scheme.

Their happiness is taken into account and catered for.

Their emotional state is always checked to ensure they are content and continue to play with things that stimulate their minds.

Protection from Harm or neglect and staying Safe:

- Physical Environment

They have access to the sensory room at any time of the day.

They do not have access to the kitchen as it is not safe for them.

Their environment is full of the things that safely encourage them to have fun and be happy.

- Safety

Their physical environment is thoroughly risk assessed daily.

Their play areas are secure and always supervised.

Their safety is at the top of the staff's agenda for their care.

- Equipment

Their equipment is clean and safe for them to use.

They have stimulating activities and play opportunities.

Their equipment is laid out for them depending on their specific needs and is thought through as to how they can enjoy it.

- Child Protection

Their playleaders are suitable people, adequately trained and have a high level of experience in catering for their needs.

Their play workers all have CRB checks.

They have extremely high adult to child ratios of care.

They have designated child protection officers.

Enjoyment and achievement:

Care, Learning and Play

They are encouraged to be confident, independent and develop their self-esteem.

Their play opportunities give first hand experiences that allow them to build on their natural curiosity as learners.

They are helped to learn what is right and wrong.

They are encouraged to build positive relationships with other children.

They are valued and listened to.

They are observed and records are made of what they do.

They have resources readily available to support their play.

They have opportunities to be active, indoors and out.

Making a positive contribution to our provision and the community:

Equal Opportunities

They are all treated with equal concern.

Their play care promotes equal opportunities .

Special needs

Their physical environment is suitable for children with disabilities.

Their welfare and development is promoted.

Their needs for special services and equipment is consulted with parents/carers.

We ensure their privacy when intimate care is being provided.

Behaviour

Their environment encourages and rewards good behaviour.

They are respected for their individual levels of understanding and maturity.

Physical punishments or threats are never used.

Working in partnership with parents/carers

Their activities are communicated to you through positive play stars.

We maintain privacy and confidentiality.

Organisation:

Suitable Person

Their staff and volunteers have not been convicted of an offence.

Their staff always work together in two's.

Their club leader has at least a level 3 NVQ.

Their staff have appropriate experience, skills and abilities to do the job.

Organisation

Their club never exceeds 12 children.

They are allocated to a member of staff on a daily basis.

Their club is run by policies and procedures, available to parents and updated frequently.

Their minimum staffing ratios are: 1:4 1:2 or 1:1.

Documentation

Their records, policies and procedures are maintained.

Child Led:

Their scheme is designed for them.

They are at the forefront of all the planning.

They are able to recycle all resources where possible and use recycled materials in their play because their world is considered important.

The Every Child Matters Outcomes should be used in planning and with a little thought and imagination; it is easy to incorporate the outcomes into the children's scheme.

Your role and responsibility during the scheme

Please arrive promptly, a few minutes before the staff arrive. Make sure the staff ring you before 8am on the day they are unwell. We try to avoid staff absence at all costs, but as soon as you know that a staff member is unable to attend, check to see if you can manage without them. If you need another staff member we will use the bank of staff list to recruit another staff member.

Epilepsy and allergies

Please get the staff to check their child's profile for epilepsy and read any warning signs on the profile. Also check for allergies and other medical conditions, which may need to be maintained during the day with some form of treatment e.g. creams for eczema, tablets for hay-fever, inhalers for asthma.

Breaks and lunchtime

You and your staff will not be allowed to go off site during any breaks or lunchtime so it is important that you bring food and cold drinks with you. We do not offer lunch breaks however you will have the chance for 5 minute breaks during the day if necessary, but they are not specific so please ask if you need it. These will be staggered to ensure that supervision of the children remains high. Timing of breaks are very flexible, due to the nature of our job it means that the children in our care is paramount. **Please make sure that your child is supervised by another member of staff and relieve them immediately after.**

Lifting and toileting

When lifting children for toileting, use the hoist where possible, but only if you have been shown how to use it. In saving your backs we don't want to injure other people! Please do not pick up the smaller children unless you have done the training and only then if it is entirely necessary. They should be walking or in their wheelchairs/buggies whenever possible and should not be carried around unnecessarily.

Gloves will be provided for toileting children in nappies/pads. These must be worn and the changing mat must be sprayed clean and dried after **each** use. Please use appropriate toilets for their gender and respect utmost privacy whenever possible i.e. not changing children in full view of others. Disposable nappies should be disposed of by wrapping securely in a nappy sack and placing in a waste bin. At the end of each day the bin sacks *must* be emptied into the large collection bin in the playground. Thorough hand washing must be undertaken following nappy changing, or contact with changing mats.

There will be specific times for toileting, although if your child needs additional changes make sure other staff know where you are and that the rest of your group is supervised. All toileting must be completed with **two** staff members present.

Activities and timetable

Help all the children with activities by encouraging them to participate, talking to them and showing them what you are doing. Many of our children understand much more than you may think, so please encourage them to help themselves. Any clothes taken off by children must be noted so they can be found easily later on (if possible put clothes straight into their home bags).

Fire procedure

Staff should familiarise themselves at the beginning of each event with fire escape routes. You are responsible, as a team, for getting the children out of the building.

Uniform

To give the parents confidence in who is looking after their children, you and your staff will be encouraged to wear a white shirt each day that you work with dark coloured bottoms.

Badges

Each child that attends the club could be given a name label to wear. The badges could show the children's names and underneath, the name of their carer for the session. They might also have a star which means that the child is on a 1:1 ratio or two stars which means that they are on a 1:2 ratio. These ratio's must be adhered to. They also might have a capital 'E' at the top right of their badge, this means that the child is epileptic.

Evaluation forms tick list

- q You must ensure that all children have filled one in with their key worker during their last session – make sure you are using different methods of evaluating their sessions, some children might need smiley faces, some might benefit from photos etc and some might be able to write in detail what they enjoyed

- q Please make sure that all parents/carers fill in and return their evaluation forms. Do not let them leave the premises with promises of returning them as they rarely return them. Instead, try to give them an area where they could fill them out on their last morning or ask them to come 5 minutes early to collect their child on the last day. Mark on your register when it is the child's last day to remind you to get this done.
- q Please make sure that all your staff, including volunteers, are able to fill out an evaluation sheet too. Make sure that you are not in the room when you ask them to fill it out, and provide them with a box or envelope to place completed forms. They do not have to write their names on their forms, but again, make sure they complete them before they go home on the last day.
- q Please make sure that parents/carers know about your complaints and compliments books, which should be located on the admin desk. Try to encourage them to fill in the compliments book. Please also make yourself a suggestions box that anyone can post in.
- q Think about how you can evaluate each day – it might be with photographs displayed on the wall, or with smiley faces next to the timetable. You might decide to make a diary up with each day's activities and the children's comments in. Remember to think about photograph consent. If you are able to send home photos of the children enjoying sessions, it helps the parents/carers to see what they have done.

Personal Safety

We do expect you to go on visits to see children and their families. Please ensure you carry your personal mobile phone, and the mobile phone for the setting. Please ensure you tell a friend or family member, or your development officer when you are going on visits. It is important to tell them when you are home from your visit.

If you are going into a situation that is unknown and you are worried, please go in two's, 2 playleaders or the playleader and deputy together.

Please wear your ID badge when visiting children and families or schools. Your photo should be taken during the first meetings and sent to you as soon as it is made.

Please talk to a Development Officer if you are ever concerned.

Confidentiality

All paperwork on the children and staff should be stored in a locked container or filing cabinet. This is an Ofsted regulation.

Paperwork should not be left in your car or public places.

Please take the greatest of care when dealing with this paperwork.

All paperwork no longer needed, of a confidential nature should be shredded at the office.

Your Setting

Please use this tick list to ensure that you have the following in your setting. Remember you have part of the training week to set the following things up, and remember to delegate!

Tick as you do it...

- q You must have a table to display information and leaflets from the Family Information Service telling parents/carers what support they can get in accessing work, sitters for their child, wrap around care and contact numbers etc. This could be please near the doorway, away from your scheme, but in a place where parents/carers can access it.
- q A visual timetable needs to be displayed for your parents/carers, staff and children to see – even if you don't stick to it every day, it's important to have it in case you need it. Children on the Autistic spectrum might benefit from having a visual timetable with now, next, later, finished, home, lunch time, snack time etc in pictures. Ask your development officer to get these pictures from the computers in the office.

- q A timetable needs to be sent to parent/carers before the summer starts. It needs to detail the plans and activities for each day, tell the children what they need to bring each day, tell the parent/carers what they can contribute and ensure they know the time, venue, contact phone number etc of the setting.
- q We would encourage you to use the digital cameras and print off photos to show what you have done each day – this could be done through the evaluation process.
- q You need to display the following things on the wall – Ofsted certificate, Insurance Certificate, Plan of the area you use detailing fire escapes, fire extinguishers and the dates of expiry, how a parent/carer should complain about your setting, how you make sure every child matters from the Every Child Matters Outcomes, photographs of your staff with names and job titles, who your child protection officers are, who your first aiders are,
- q You need to have a sign to say your staff have read the policies and procedures, with their names and signatures on the front of the folder.
- q You need to signpost these areas- Lost property, first aid kit and first-aiders, sensory room rules, No entry signs, Stop signs, Toilet signs, Parent/carers sign your child in and out here sign, help yourself to water sign for the children wash hands sign at the toilets, changing children rules detailing the use of aprons and gloves and how to prevent cross infection
- q Your front door needs a welcome sign, with your settings mobile phone number in case they cannot access the front door. You could detail the times of the sessions on this poster – ensuring parent/carers know you cannot open the front door to let the children in until 10am.
- q You need to think about how your setting could contribute to the environment. You could simply get the children to decorate the area with their art – but you could also ask the school if you could have a garden area to plant in, or buy some pots. You could decorate their play area with sensory toys or ribbons and wind chimes.
- q Your admin desk needs to have the settings policy and procedures on for parent/carers to see, your register for children, staff and visitors to sign in and out of, your suggestions box, compliments and complaints book, receipt book etc.
- q Your first aid box needs to be located easily, with nappy sacks and gloves with it. Staff need to grab the gloves and put them on before administering any first aid.
- q You need to have different coloured clothes for the three different areas – art and craft cleaning, toilets and bathroom cleaning and kitchen cleaning. Make sure there are clear signs up saying which coloured cloths to use for which area.
- q You need to have your paperwork, cleaning products, petty cash and medicine stored in locked boxes, cupboards or cabinets.
- q You need to notify the local CSO's that your setting is running in case there is a problem. You might like to ask them to drop by and visit.
- q You must make sure you give your child a bang to the head form if there is an injury to their head, and follow the correct procedure for this.
- q You need to carryout daily risk assessments. It might be that you delegate staff members to do this, or you might have a tick chart on the wall for staff to tick or sign to say they have risk assessed an area – this is in addition to the risk assessments of whole areas that you do before the settings begins.
- q You must have a record of all your staff's CRB forms to say that you have seen them with the number of the CRB forms. You cannot take photocopies of their forms.
- q You must ensure your staff sign their health declaration forms, no current conviction forms and the form detailing what their emergency contact details are.

Contacts

You will be provided with the contact details of all relevant professionals, school staff and equipment outlets.

Budget information and money to purchase resources

You will be given a budget which you may spend on equipment and trips out, along with petty cash for each week on the scheme. Please be as creative as you can. In previous years leaders have found pound shops a very good resource. Contact local businesses to see if they will donate

things to the scheme. Many of them require letters first which we can do for you. (Fruit, art and craft materials, food for cooking sessions, clothing for dressing up, etc).

Chadsgrove School, Bromsgrove

Meadow Road, Catshill, Bromsgrove, B61 0JL

office@chadsgrove.worcs.w.sch.uk

Head teacher	Richard Aust	01527 81511
School Nurse	Helen	

Ipsley School, Redditch

Winyates Way, Redditch, Worcs, B98 0UB

enquiry@iplsey-mid.worcs.sch.uk

Head teacher	M Revell	01527 525725
Site Manager	Graham Howles	07759 702850

Cherry Orchard School, Pershore

Cherry Orchard, Pershore

Head teacher

Site Manager	Heather Hockham	
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Dines Green School, Worcester

Tudor Way, Dines Green, Worcester, WR5

Head teacher	Steve Gough	
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Site Manager

Birchen Coppice School, Kidderminster

Woodbury Road, Kidderminster, Worcs, DY11 7JJ

Head teacher	Mrs Taylor	01562 824024
Site Manager	Philip Lambert	

Borrowers Toy Library

borrowers@supanet.com

Manager	Sue Rogers	01684 891081
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Worcester Scrap Store

Children with Disabilities Team

North – Team Manager: Moira Terrett/Sonya Miller	01527 575 855
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South – Team Manager: Dave Hull	01905 765 725
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Development Officers	01905 790558
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