

The Riverside



Nursery School

Prospectus

The Riverside Nursery School

Winchester City Football Club, Hillier Way, Abbotts Barton

Winchester, SO23 7SU

Telephone: 01962 890 892

E-mail: riversidenurseryschool@gmail.com

Web site: theriversidenursery.co.uk

A place with space to learn

The Riverside Nursery School provides children with an early years experience that is centred on educating the whole child. We give children time and space in which to learn and develop and offer an adaptable environment where we encourage the children to make choices, and give them time to explore activities in both the indoor and outdoor environments throughout the year.

At **The Riverside** we value the teaching and learning opportunities available through the outdoor environment, which offers unique opportunities that cannot be replicated indoors.

The Riverside aims to:

- Enhance the development and education of children under statutory school age through an emphasis on using the outdoor learning environment.
- Provide a safe, secure and stimulating environment where the children are given the freedom to move between the indoor and outdoor environments when and if they choose.
- Work within a framework which ensures equality of opportunity for all children and families.

We offer your child:

- Activities and learning experiences that will follow the Early Years Foundation Stage curriculum.
- Opportunities to develop high self-esteem and the confidence to learn.
- Opportunities to meet their developmental needs through free flow between the indoor and outdoor learning environments as children learn by moving and moving needs space.
- A wide range of carefully planned activities with the emphasis on fun and learning.
- A dedicated team of fully qualified, caring staff.
- Opportunities for you and your family to be involved in your own child's progress.

Riverside Forest School Sessions

- We offer Forest School Sessions on a weekly basis for our children age 3 and above. This is offered during children's year before starting school, but can be sooner, depending on the number of children we have.
- Sessions take place over a period of weeks with the same group of children. We don't make any additional charges for these sessions giving us the flexibility to make it inclusive for all.
- The Nursery Manager is a trained Forest School Leader. Adult: child ratios are high, ensuring the safety of your children at all times and any risks at the site, or with activities, are assessed to reduce them to a low level.
- At Forest School we use a holistic approach, offering children activities that use all of their senses. Touch, feel and taste. When children experience activities where they; feel it, touch it, smell it, and importantly, do it for themselves, they will be more likely to remember what they are learning.
- Forest School supports learning across the curriculum; developing listening skills, learning from practical activities, co-operation and team work, and most importantly, the children are having fun.



Staff

There is an adult to child ratio of 1:8 for children aged between 3 and 5 years and 1:4 for 2 year olds.

The regular staff at the nursery are:

Beverley Feeney Nursery Manager	BA Early Years Practice Awarded Early Years Professional status (EYPS) - Level 6 Level 3 Forest School Leader Paediatric First Aid & Forest School First Aid trained
Alison Paulley Deputy Nursery Manager & Key Person	CACHE Level 4 Certificate for the Early Years Advanced Practitioner First Aid trained
Tina Turnbull Nursery Practitioner & Key Person	Early Years Care, Learning and Development - Level 3 First Aid trained
Joanna Bellchambers Nursery Practitioner & key person Special Educational Needs Co-ordinator	Children and Young Peoples Workforce - Level 3 First Aid Trained
Demi Griggs Nursery Practitioner & Key Person	Level 3 Diploma in Early Years Education & Care (Early Years Educator) First Aid Trained
Natalie Fletcher Nursery Practitioner & Key Person	Early Years Teacher Status Level 6 First Aid Trained
Emily Bennett Nursery Practitioner & Key Person	Children's Care, Learning & Development—Level 3 First Aid Trained
Antonia Sullivan Nursery Practitioners & Atelier Co-ordinator	Children & Young Peoples Workforce—Level 3

Session times

The Riverside Nursery School is open during school term time and offers education and care for children from the age of 2 years to below school age. Up to 30 children can attend each session. A healthy snack is provided during the morning and afternoon sessions.

Session times are flexible:

The morning begins at 8.30am and the day ends at 4.00pm from Monday to Thursday and is open until 12.30 on Friday. Please ask about the flexibility available for start and finish times. We can offer hours that cover the morning, afternoon and 'all day'. We do however request that each child attends for a minimum session time of 3 hours.

Morning sessions can be extended to include 'lunch' between 12 and 12.30 / 1.00 pm. Children bring their own packed lunch.

Fees

For children who are not in receipt of Early Years Education funding
Minimum session time 3 hours @ £6.00 per hour - £18.00

The following tables provide you with examples of the pricing structure

<u>Morning sessions (flexible)</u>		
8.30 to 12.00	3 ½ hours	£21.00
9.00 to 12.00	3 hours	£18.00
8.30 to 12.30	4 hours	£24.00
9.00 to 12.30	3 ½ hours	£21.00
9.30 to 12.30	3 hours	£18.00
9.30 to 1.00	3 ½ hours	£21.00

<u>Afternoon sessions</u>		
1.00 to 4.00	3 hours	£18.00

<u>All day sessions (flexible)</u>		
9.00 to 3.00	6 hours	£36.00
8.30 to 4.00	7 ½ hours	£45.00
9.00 to 4.00	7 hours	£42.00

Children entitled to Early Years Education funding

Universal entitlement

Every 3 and 4 year old is entitled to 15 hours free childcare per week for 38 weeks of the year – a total of 570 hours per year.

Extended entitlement (30 Hours)

From 1 September 2017 this entitlement increased for eligible working families. Eligible, working parents will be entitled to an additional 15 hours of free childcare a week to make a total of 30 hours. We will offer this over 38 weeks of the year making a total of 1,140 hours per year.

When might my child be eligible?

From 1 January, 1 April or 1 September following your child's 3rd birthday.

Please go to the Childcare Choices website to check your eligibility.

<https://www.childcarechoices.gov.uk/>

Attendance Patterns

The hours you require must be agreed, in writing, at the beginning of each term, or on starting at The Riverside. If your child attends more than one setting your entitlement can be shared between the settings.

Funded places for 2 year olds

The Riverside Nursery School is registered to provide places for funded 2 year olds.

If you are a family, living in England and receiving some forms of support, you may be entitled to 15 hours free childcare per week for your 2 year old, for 38 weeks of the year – a total of 570 hours per year.

When might my child be eligible?

From 1 January, 1 April or 1 September following your child's 2nd birthday.

Please go to the Childcare Choices website to check your eligibility.

<https://www.childcarechoices.gov.uk/>



Additional Charges

Any additional hours outside of a child's Universal or Extended Entitlement will be charged for at £6.00 per hour.

Please ask if you require more information about the Universal Entitlement available for all 3 and 4 year olds or about the Extended Entitlement (30 Hours Free Childcare).

Please ask about reduced fees for siblings attending nursery at the same time.



Childcare Voucher Schemes & Tax Free Child-care

The Riverside Nursery is happy to accept payment of fees through Childcare Vouchers, or the Governments new Tax Free Childcare Scheme. Some parents may already be signed-up to a Childcare Voucher Scheme, probably through their employer. If not, please go to the Childcare Choices website for more information about Tax Free Childcare.

<https://www.childcarechoices.gov.uk/>



Children's development and learning

What does the Early Years Foundation Stage mean for my child?

“Early years providers must guide the development of children’s capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully from the opportunities ahead of them.”

(Statutory Framework for the Early Years Foundation Stage)

The Early Years Foundation Stage (EYFS) sets statutory standards for learning, development and care of children from birth to five, and reassures parents that by using registered childcare they are doing the best thing for their child, who will be safe and well looked after. There is an emphasis on working closely with parents to encourage them to be more involved with their child's development both at home and when they are at nursery.



The Early Years Foundation Stage is based on four overarching principles

- * A unique child – every child is a competent learner from birth who can be resilient, capable and self assured.
- * Positive relationships – children learn to be strong and independent from a base of loving and secure relationships with parents/carers.
- * Enabling environments – the environment plays a key role in supporting a child's development where experiences respond to their individual needs and there is a strong partnership between practitioners and parents /carers.
- * Learning and development – children learn and develop in different ways and at different rates.

These principles shape the practice in early years settings and are interconnected

What does this mean for children at The Riverside Nursery School



At The Riverside we follow the children's interests because we know they need to be actively involved in order to learn. We want ideas to come from the children so they will get the most out of the experience because it's unique to them.

How do we do this?

We make sure that our environment incorporates the three characteristics of effective teaching and learning:

- * Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'.
- * Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
- * Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

How will you make sure this happens for my child?

Every child will have a Key Person at nursery

☺ A Key Person will be assigned to your child and will make sure that care is tailored to meet their individual needs.



☺ A Key Person will get to know you and your child and make sure you all settle comfortably into nursery life.

☺ We value contributions from parents and carers. A Key Person will discuss with you what your child is like at home which will help us to meet their needs at nursery.

Observing children whilst they play

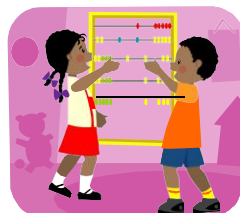
As nursery practitioners we recognise children's strengths and needs best by observing them whilst we are playing with them.

There is no need for bureaucratic processes to distract us from the children. We have tailored our recording of observations to a minimum in order to provide enough evidence to assess their needs but allow us plenty of time to interact with the children.

Sometimes, stepping back and watching what children are doing during their play will enable us to see how they like to learn. This ensures we can help them get the most out of activities that are available.

How do we decide what activities to do at nursery?

- ☺ We have a good range of continuous provision. These are the toys and resources that are available to the children every day both indoors and outdoors.
- ☺ We will enhance this provision by adding resources that are relevant to the children's needs and interests at the time.
- ☺ Following careful assessment of the observations we have made, we will plan specific activities based on the children's needs, interests and input from parents.



There are no tick-lists for children's development

The milestones set out in Development Matters in the Early Years Foundation Stage are to give nursery practitioners guidance and therefore, we will be linking our observations to the stages of development. This will help us assess whether a child is reaching their full potential or may need additional support.

When a child is aged between two and three years the EYFS stipulates that their progress must be reviewed and a short written summary in the Prime Areas of Learning shared with parents and/or carers.

We aim do this within the first half term for every child at The Riverside Nursery in order to give them the best possible start. The timing for this progress check will obviously depend on how often a child attends and how well they have settled.

- ☺ Be assured, there is no obligation for any child to reach a particular standard and we do not 'tick off' lists of 'goals' to be achieved.
- ☺ Children are not expected to do things at a set age, but at a rate that suits each child's development.

We believe it is important for children to be having fun as this is how they learn best.



The Curriculum

The Riverside Nursery School will work with parents' and/or carers to promote each child's development across the three Prime Areas and four Specific Areas of learning and development.

What are the Prime Areas of Learning and Development?

- ☆ Personal, Social and Emotional Development
- ☆ Communication and Language
- ☆ Physical Development



What are the Specific Areas of Learning and Development?

- ☆ Literacy
- ☆ Mathematics
- ☆ Understanding the World
- ☆ Expressive Arts and Design

and



Further information can be obtained from:

DfE publications (2017) Statutory Framework for the Early Years Foundations Stage Setting the standards for learning, development and care for children from birth to five <http://www.foundationyears.org.uk/eyfs-statutory-framework/>

Starting at Nursery

Settling in

We want your child's experience at the Nursery to be a happy one. It is, therefore, important that parents and staff work together to help your child feel confident and secure in the Nursery. It may take longer for some children than others, and you should not feel worried if your child takes a while to settle.



What to wear

In order to feel free to explore and experiment with all kinds of materials, including messy ones, it is best to send your child dressed in clothes that are easily washable or not too new.

The children will spend time outdoors in all weathers it will be necessary for your child to bring suitable outdoor clothing such as warm/waterproof coats and wellies, or sun hats, depending on the weather.

We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on outdoor clothes. Clothing that is easy for them to manage will help them to do this.



Policies

A full set of our policies are displayed at The Riverside Nursery School during normal session times. Please ask if you wish to have a copy to take away and we will arrange this for you. The policies help us to make sure that the service we provide is a high quality one and that being a member of The Riverside Nursery School is an enjoyable and beneficial experience for each child and his/her parents.

In particular, we would like to draw your attention to our Safeguarding Children and Child protection, Equality of opportunity and Achieving positive behaviour policies.

Safeguarding children and child protection

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'.

We will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. Our safeguarding policy is based on the three key commitments of the Pre-school Learning Alliance Safeguarding Children Policy.

Key commitment 1

We are committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of our service delivery.

Key commitment 2

We are committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG 2006).

Key commitment 3

We are committed to promoting awareness of child abuse issues throughout our training and learning programs for adults. We are also committed to empowering young children, through our early childhood curriculum, promoting their right to be strong, resilient and listened to.

Our employment practices ensure children against the likelihood of abuse in our setting and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

Parents are normally the first point of contact.

If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Local Safeguarding Children Board does not allow this.

This will usually be the case where the parent is the likely abuser. In these cases the investigating officers will inform parents.

The person responsible for Safeguarding Children in our setting is Beverley Feeney

Supporting children with special educational needs

As part of our policy to make sure that the provision meets the needs of each individual child, we take account of any special needs a child may have. We work to the requirements of The Special Educational Needs and Disabilities (SEND) Code of Practice (2014).

Achieving positive behaviour

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

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

The person responsible for Behaviour Management in our setting is Alison Paulley

Valuing diversity and promoting equality

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

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



British Values

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

The fundamental British values are:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance for those with different faiths.

Prevent Duty

Under the Counter-Terrorism and Security Act 2015 we have a duty "to have due regard to the need to prevent people from being drawn into terrorism"

As an Early Years Provider subject to the Prevent duty we will:

- assess the risk of children being drawn into terrorism
- protect children and young people from being drawn into terrorism by having robust safeguarding policies
- ensure that our safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board
- make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and challenge extremist ideas which can be used to legitimise terrorism
- ensure children are safe from terrorist and extremist material when accessing the internet

Admissions policy and procedure

It is our intention to make our setting accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.

We ensure that information about our setting is accessible, using simple plain English, in written and spoken form and, where appropriate, provided in different community languages and in other formats on request.

We arrange our waiting list in birth order. In addition, our policy may take into account:

- the age of the child, with priority given to children who are eligible for the free entitlement – including eligible two year old children;
- the length of time on the waiting list;
- the vicinity of the home to the setting;
- whether any siblings already attend the setting; and
- the capacity of the setting to meet the individual needs of the child.

We keep a place vacant, if this is financially viable, to accommodate an emergency admission.

Our setting and its practices are welcoming and make it clear that fathers, mothers, other relations and carers are all welcome.

Our setting and its practices operate in a way that encourages positive regard for and understanding of difference and ability - whether gender, family structure, class, background, religion, ethnicity or competence in spoken English.

We support children and/or parents with disabilities to take full part in all activities within our setting.

We monitor the needs and background of children joining our setting on the Registration Form, to ensure that no accidental or unintentional discrimination is taking place.

We make our Valuing Diversity and Promoting Equality Policy known via our prospectus and website.

We consult with families about the opening times of the setting to ensure we accommodate a broad range of families' needs.

We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.

Failure to comply with the terms and conditions may ultimately result in the provision of a place being withdrawn.

Management and Administration

The Riverside Nursery School is privately owned by Beverley Feeney who is the Registered Person responsible for the day to day organisation.

Terms and conditions of registration

- An Application Form must be completed in full and signed before a place at the Nursery can be considered.
- Fees are payable in advance on a half-termly basis. You will be notified in writing what your payments will be at the beginning of each term.



- Parents are expected to drop-off and collect their children within the times agreed at the beginning of each term.
- The Riverside Nursery School reserves the right to charge a fee at the current hourly rate for earlier drop-off and late collection of children.
- The Riverside Nursery School reserves the right to charge an administration fee of £10.00 for over due accounts.
- If the nursery is advised to close due to unforeseen circumstances, such as the COVID-19 flu outbreak then:
 - ◆ we reserve the right to charge a retainer fee for the period of closure
 - ◆ we will continue to support children's education by offering on-line activities
- One month's notice is required if a place is to be terminated.
- Fees will not be refunded for any periods of sickness, holidays, or days absent from the nursery.
- If your child becomes ill during a Nursery session, Nursery staff will contact the parent/guardian or the emergency contact indicated in the registration form. Any child who has been sent home from Nursery will not be readmitted for at least 24 hours. Parents are asked not to bring into nursery any child who has been vomiting or had diarrhoea until at least 48 hours has elapsed since the last attack. If your child is suffering from a communicable illness your child should not be brought to Nursery until such time as the infection has cleared.
- Anyone other than the recognised parent/guardian will not be permitted to collect the child unless prior arrangements have been made.

Full Policies and Procedures are available
to view on our website:
www.theriversidenursery.co.uk

1. Child protection

- 1.1 Children's rights and entitlements
- 1.2 Safeguarding children and child protection
- 1.3 Looked after children
- 1.4 Uncollected children
- 1.5 Missing child
- 1.6 On-line safety including use of cameras and mobile phones
- 1.7 Whistleblowing
- 1.8 Baby-sitting
- 1.9 Supervision

2. Suitable people

- 2.1 Employment
- 2.2 Student Placements

3. Staff qualifications training support and skills

- 3.1 Induction of staff volunteers and managers
- 3.2 First aid

4. Key person

- 4.1 The role of the key person and settling in

5. Staff: child ratios

- 5.1 Staffing

6. Health

- 6.1 Administering medicines
- 6.2 Managing children who are sick, infectious, allergies
- 6.3 Recording and reporting of accidents and incidents
- 6.4 Nappy changing
- 6.5 Food and drink
- 6.6 Food hygiene
- 6.7 Dealing with flu-like symptoms
- 6.8 Strategic leadership and planning - pandemic virus
- 6.9 Critical incident

7. Managing behavior

- 7.1 Promoting positive behaviour
- 7.2 Physical intervention

8. Safety and suitability of premises environment

and equipment

- 8.1 Health and safety general standards
- 8.2 Maintaining children's safety and security on premises
- 8.3 Supervision of children on outings
- 8.4 Risk assessment
- 8.5 Fire safety and emergency evacuation
- 8.6 Animals in the setting
- 8.7 No smoking
- 8.8 Intruder
- 8.9 All weather policy
- 8.10 Staff personal safety including home visits

9. Equal opportunities

- 9.1 Valuing diversity and promoting equality
- 9.2 Supporting children with special educational needs
- 9.3 British Values
- 9.4 Access Audit

10. Information and records

- 10.1 Admissions
- 10.2 Privacy Notice
- 10.3 Tapestry Privacy Notice
- 10.4 Parental involvement
- 10.5 Children's records
- 10.6 Provider's records
- 10.7 Transfer of records to school
- 10.8 Confidentiality and client access to records
- 10.9 Information sharing
- 10.10 Working in partnership with other agencies
- 10.11 Making a complaint

The Riverside Nursery School's Privacy Notice

The Riverside Nursery School, Winchester City Football Club, Hillier Way, Winchester, SO23 7SU	Tel: 01962 890 892
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Data Controller: Nursery Manager

Introduction

We are committed to ensuring that any personal data we hold about you and your child is protected in accordance with data protection laws and is used in line with your expectations.

This privacy notice explains what personal data we collect, why we collect it, how we use it and how we protect it.

Covid-19 Update

During the Covid-19 outbreak there may be the need to keep additional records as part of the outbreak management.

A central record of all confirmed cases of COVID-19 that affect any member of staff or service user is held. This record does not contain personal details about the individual (unless for a member of staff). Records are kept of individual cases of children/families who are self-isolating due to symptoms. In all cases the principles of data protection are maintained.

What personal data do we collect?

We collect personal data about you and your child to provide care and learning that is tailored to meet your child's individual needs. We also collect information in order to verify your eligibility for free childcare as applicable.

Personal details that we collect about your child include:

- your child's name, date of birth, address, health and medical needs, development needs, and any special educational needs.
- Where applicable we will obtain child protection plans from social care and health care plans from health professionals.
- We will also ask for information about who has parental responsibility for your child and any court orders pertaining to your child.

Personal details that we collect about you include:

- your name, home and work address, phone numbers, emergency contact details, and family details. This information will be collected from you directly in the registration form.

If you apply for up to 30 hours free childcare, we will also collect:

- your national insurance number or unique taxpayer reference (UTR), if you're self-employed.
- We may also collect information regarding benefits and family credits that you are in receipt of.

If The Riverside Nursery School can claim Early Years Pupil Premium for your child, we will also collect:

- your national insurance number, National Asylum Support Service Number (if applicable).
- We may also collect information regarding benefits & family credits that you are in receipt of.

Why we collect this information and the legal basis for handling your data

We use personal data about you and your child in order to provide childcare services and fulfil the contractual arrangement you have entered into. This includes using your data to:

- contact you in case of an emergency
- to support your child's wellbeing and development
- to manage any special educational, health or medical needs of your child whilst at our setting
- to carry out regular assessment of your child's progress and to identify any areas of concern
- to maintain contact with you about your child's progress and respond to any questions you may have
- to process your claim for up to 30 hours free childcare (only where applicable)
- to process applications for Early Years Pupil Premium (only where applicable)
- to keep you updated with information about our service

With your consent, we will also record your child's activities for their individual learning record. This may include photographs and videos. You will have the opportunity to withdraw your consent at any time, for images taken by confirming so in writing.

We have a legal obligation to process safeguarding related data about your child should we have concerns about their welfare. We also have a legal obligation to transfer records and certain information about your child to the school that your child will be attending (see *Transfer of Records* policy).

Who we share your data with

In order for us to deliver childcare services we will also share your data as required with the following categories of recipients:

- Ofsted – during an inspection or following a complaint about our service
- banking services to process chip and pin and/or direct debit payments (as applicable)
- the Local Authority (where you claim up to 30 hours free childcare as applicable)
- the Local Authority (where we apply for Early Years Pupil Premium)
- the government's eligibility checker (as above)
- our insurance underwriter (if applicable)
- our setting software management provider (if applicable)
- the school that your child will be attending

We will also share your data if:

- we are legally required to do so, for example, by law or by a court;
- to enforce or apply the terms and conditions of your contract with us;
- to protect your child and other children; for example by sharing information with social care or the police;
- it is necessary to protect our/or others rights, property or safety
- we transfer the management of the setting, in which case we may disclose your personal data to the prospective buyer so they may continue the service in the same way.

We will never share your data with any other organisation to use for their own purposes.

How do we protect your data?

We protect unauthorised access to your personal data and prevent it from being lost, accidentally destroyed, misused, or disclosed by:

Where data is stored	How we protect the data
Personal Data stored on the premises	Locked filing cabinet / Locked store
On computer including cloud storage	Access to data is by password or PIN number
Archive store	Under lock and key in sealed archive boxes. Data is destroyed at the end of the retention period.

How long do we retain your data?

We retain your child's personal data for up to 3 years after your child no longer uses our setting, or until our next Ofsted inspection after your child leaves our setting. Medication records and accident records are kept for longer according to legal requirements. Your child's learning and development records are maintained by us using the Tapestry On-line Journal and emailed to you as a PDF file when your child leaves, or records are transferred to the new educational establishment. The Tapestry file for your child is deleted from the Tapestry system within 30 days of your child leaving.

In some instances (child protection, or other support service referrals) we are obliged to keep your data for longer if it is necessary to comply with legal requirements (see our Children's and Provider Records policies).

Automated decision-making

We do not make any decisions about your child based solely on automated decision-making.

Your rights with respect to your data

You have the right to:

- request access, amend or correct your/your child's personal data
- request that we delete or stop processing your or your child's personal data, for example where the data is no longer necessary for the purposes of processing; and
- request that we transfer your, and your child's personal data to another person

If you wish to exercise any of these rights at any time or if you have any questions, comments or concerns about this privacy notice, or how we handle your data please contact us. If you continue to have concerns about the way your data is handled and remain dissatisfied after raising your concern with us, you have the right to complain to the Information Commissioner Office (ICO). The ICO can be contacted at Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or ico.org.uk/

Changes to this notice

We keep this notice under regular review. You will be notified of any changes where appropriate.

