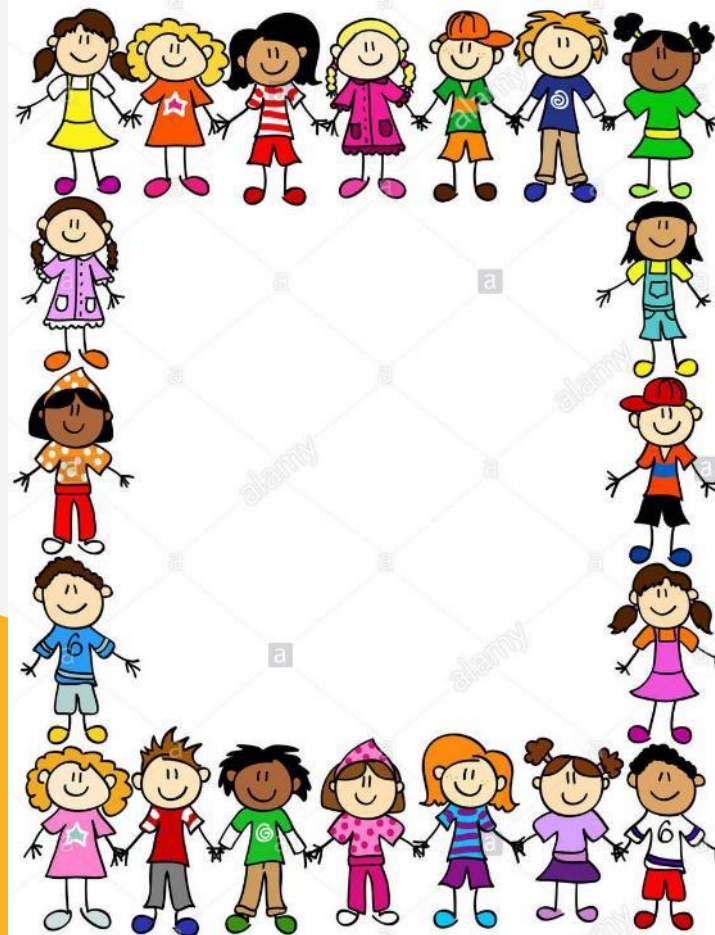


OUR OOSC DIARY



To access the interactive PowerPoint version of this document, please email childcare@leics.gov.uk with the subject heading 'FAO CISO – OOSC Diary PowerPoint Request'

NAME OF SETTING

- Setting values and mission statement
- Photos of staff and children
- Children's comments about the setting
- What they like to do
- Ideas for the future

Please circle the appropriate number according to how strongly you agree with each statement made. Please read each statement carefully before answering.

1=Strongly agree 2=Agree 3=Neither agree nor disagree 4=Disagree 5=Strongly disagree

My child is happy to attend the club 1 2 3 4 5

My child has settled in quickly 1 2 3 4 5

My child is in the Early Years and I know who their key worker is 1 2 3 4 5

I completed an 'All about me' booklet for my child 1 2 3 4 5

The activities and resources available reflect my child's interests 1 2 3 4 5

I am happy with the selection of food provided by the club 1 2 3 4 5

The processes for booking and payment are clear and effective 1 2 3 4 5

I received all the relevant information needed with my registration pack 1 2 3 4 5

I am regularly informed about my child's happiness and progress 1 2 3 4 5



WHAT WE DO AND WHY

- Include Photos of activities, trips include both indoors and outdoor play
- Link photos and planning to Prime and Specific areas in the EYFS
- Topics and Learning
- Celebrations and festivals

Out of School Club Weekly Play Plan

Week commencing:

Day	Resources to support individual interests of early years children	Organised activities	Evaluation	Attendees (number)
Mon	JM - Lego (O) LP - Hama beads (CR)	Making tin can lanterns	Was the activity a success? <i>Yes but they needed a lot of adult support</i> Would you do it again? <i>Yes</i> How could you improve it? <i>Divide the children into mixed ability groups rather than having all those needing extra help together</i>	Staff: 3 Early years: 2 Under 8s: 8 Over 8s: 13
Tues			Was the activity a success? Would you do it again? How could you improve it?	Staff: Early years: Under 8s: Over 8s:
Wed			Was the activity a success? Would you do it again? How could you improve it?	Staff: Early years: Under 8s: Over 8s:

FOCUS ON PRIME AREAS

Development Matters in the Early Years Foundation Stage (EYFS)

This non-statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.

Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family

background, learning difficulties, disabilities or gender. This guidance helps adults to understand and support each individual child's development pathway. Other guidance is provided at www.foundationyears.org.uk. The EYFS statutory framework is available on the Foundation Years website as well as the Department for Education website: www.education.gov.uk/publications



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

MEET THE CHILDREN

- Photos of the children in OOSC
- Their interests and favourite things
- Children could write own profile
- Interview and write each other's profiles.
- Add drawings and explanations for younger children
- All about me profiles

GET TO KNOW...

FAVORITE MOVIES & BOOKS:

AGE:

BIRTHDAY:

THINGS THAT HELP ME WHEN I'M UPSET OR IN PAIN:

MUSIC I LIKE:

NAME:

FAVORITE COLOR:

GAMES & ACTIVITIES I LIKE:

FRIENDS & FAMILY:

THINGS I WANT YOU TO KNOW ABOUT ME:



My One Page Profile

What makes me happy?

Insert Photo

Things people like about me

I might feel sad when

I need a little help with

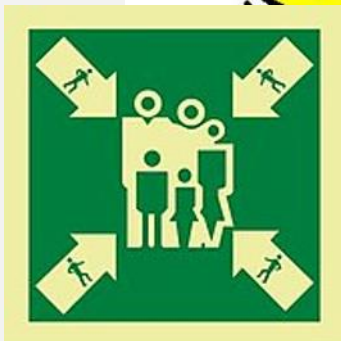
WHAT SCHOOLS WE ATTEND

- Photos of each school that the setting support
- Photos and info on how the children are picked up and registered.



OUR RULES AND BOUNDARIES

- List of rules the setting has
- List of rules the children put in place



WHAT DO OUR PARENTS SAY ABOUT THE OOSC

- Parents questionnaires
- Feedback
- Cards and letters

Please circle the appropriate number according to how strongly you agree with each statement made. Please read each statement carefully before answering.

1=Strongly agree 2=Agree 3=Neither agree nor disagree 4=Disagree 5=Strongly disagree

My child is happy to attend the club	1	2	3	4	5
I feel that I have made the right choice of childcare for my child	1	2	3	4	5
My child is encouraged to behave well	1	2	3	4	5
I have a good relationship with the club staff	1	2	3	4	5
Staff are approachable and willing to discuss my concerns	1	2	3	4	5
The club communicates information well	1	2	3	4	5
I don't know what my child does at the club each day	1	2	3	4	5
I am concerned that my child is bored or unhappy at the club	1	2	3	4	5
The club is helping my child to become responsible and independent	1	2	3	4	5
The club offers a good range of play opportunities and activities	1	2	3	4	5
I feel that the quality of service reflects the fees charged	1	2	3	4	5
The club opening times meet my current childcare requirements	1	2	3	4	5
I am happy with the snacks provided by the club	1	2	3	4	5

Any other comments? (Please continue overleaf if necessary)



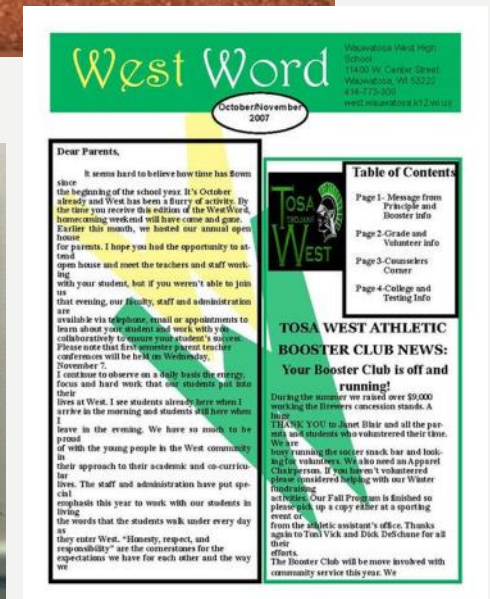
KEY PERSON

- What is the key person
- Job role
- Benefits for children, parents and staff
- Staff names



WHAT WE SHARE WITH OTHERS

- Examples of letters
- Posters
- Charity events
- School events
- Changes to policy/procedure
- Children's development

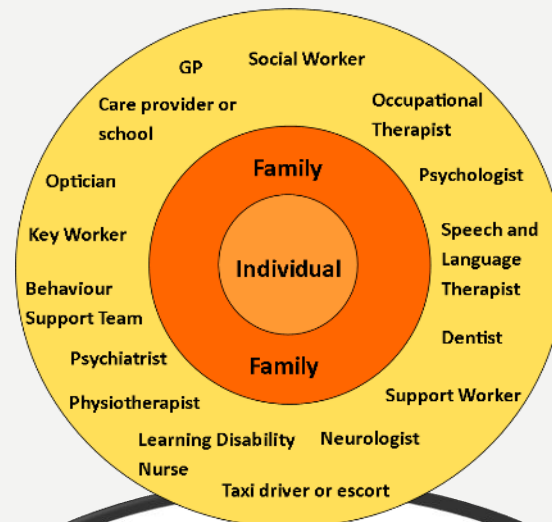


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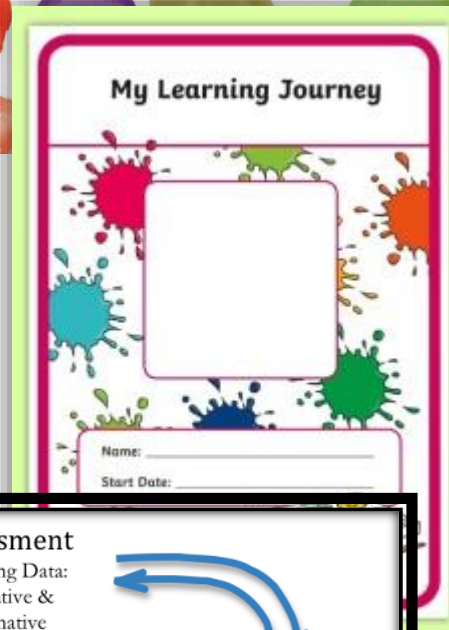


What to expect, when?

Guidance to your child's learning and development in the early years foundation stage



Supported by
Department for Education



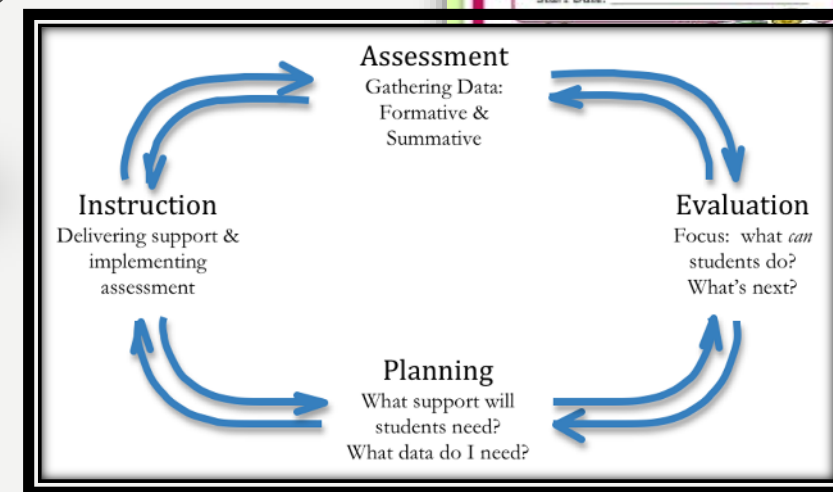
Child's Voice

We have had lots of fun over the last few weeks! What was your favourite activity? Can you draw a picture of your favourite activity or topic? Ask a grown-up to help you write your ideas. Can you write your name too?

My Name: _____
Date: _____

What I would like to get even better at:

What I would like to learn about next:



Inclusive:

It does NOT mean,
"If you want to participate, conform
to the cultural/social norm of the
majority."

It means,
"Diversity is so vital that every
person will have his needs met so
that all have access to the same
opportunities to learn, play, and
live."

INCLUSION



Request for Additional Funding for Out of School settings to support
Children and Young People with additional needs
and/or complex medical needs.

<https://resources.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/funding/out-of-school-funding>

Special Educational Needs Coordinator (SENCo)

A SENCo, or special educational needs co-ordinator, is the school teacher who is responsible for assessing, planning and monitoring the progress of children with special needs / SEN





**Keeping
children
safe is
everyone's
responsibility**

SAFEGUARDING

- Safeguarding Policy
- Leicestershire Competency Framework
- Children's Welfare
- Prevent
- LADO
- Designated Safeguarding Lead (DSL)
- Training



First Response

Telephone our First Response Children's Duty Team if you have urgent concerns about a child who needs a social worker or police officer today:

Call **0116 305 0005** ([24 hour phone line](#))

Leicester
Safeguarding
Children Board

LSCP B Procedure

Local Authority Designated Officer (L.A.D.O.)

If you are concerned that someone in a position of trust has harmed a child, or behaved in a way that indicates that they may be unsuitable to be in a position of trust, please contact the LADO to discuss your concerns promptly, before speaking to the person of concern (see contact numbers below).

Leicester, Leicestershire & Rutland

Safeguarding Children CompetencyFrameworkMinimum Requirements for
Safeguarding Children Learning

This document is a revision of the previous Framework (2014). It is based on current guidance, definitions and terminology and is subject to change.

This document will be reviewed on a regular basis to consider and reflect any changes in legislation, guidance, definition, terminology and practice.

July 2018



Training and Professional Development

<https://resources.leicestershire.gov.uk/education-and-children/early-learning-and-childcare/training-and-professional-development>



Prevent Strategy

Presented to Parliament by the
Secretary of State for the Home Department
by Command of Her Majesty

Out of School Club Safeguarding Policy

Out of School Club is committed to building a 'culture of safety' in which the children in our care are protected from abuse, harm and radicalisation.

The Club will respond promptly and appropriately to all incidents or concerns regarding the safety of a child that may occur. The Club's child protection procedures comply with all relevant legislation and with guidance issued by [insert name of the safeguarding partnership group for your area - formerly the LSCB].

There is a Child Protection Officer (CPO) available at all times while the Club is in session. The CPO coordinates child protection issues and liaises with external agencies (eg Social Care and Ofsted).

The Club's designated CPO is [insert name]. The Deputy / on-call CPO is [insert name] [or delete if not applicable].

Child abuse and neglect

Child abuse is any form of physical, emotional or sexual mistreatment or lack of care that leads to injury or harm. An individual may abuse or neglect a child directly, or by failing to protect them from harm. Some forms of child abuse and neglect are listed below.

- Emotional abuse is the persistent emotional maltreatment of a child so as to cause severe and persistent adverse effects on the child's emotional development. It may involve making the child feel that they are worthless, unloved, or inadequate. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
- Physical abuse can involve hitting, shaking, throwing, poisoning, burning, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may be also caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child.
- Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. This can involve physical contact, or non-contact activities such as showing children sexual activities or encouraging them to behave in sexually inappropriate ways.
- Neglect is the persistent failure to meet a child's basic physical and emotional needs. It can involve a failure to provide adequate food, clothing and shelter, to protect a child from physical and emotional harm, to ensure adequate supervision or to allow access to medical treatment.

Signs of child abuse and neglect

Signs of possible abuse and neglect may include:

- significant changes in a child's behaviour
- deterioration in a child's general well-being
- unexplained bruising or marks
- comments made by a child which give cause for concern
- reasons to suspect neglect or abuse outside the setting, eg in the child's home, or that a girl may have been subjected to (or is at risk of) female genital mutilation (FGM), or that the child may have witnessed domestic abuse
- inappropriate behaviour displayed by a member of staff, or any other person. For example, inappropriate sexual comments, excessive one-to-one attention beyond the requirements of their role, or inappropriate sharing of images.

If abuse is suspected or disclosed

When a child makes a disclosure to a member of staff, that member of staff will:

- reassure the child that they were not to blame and were right to speak out
- listen to the child but not question them
- give reassurance that the staff member will take action
- record the incident as soon as possible (see *Logging an Incident* below).

