

Cache dpp3



**ASSIGN
BUSTER**

P1- There are many legal requirements to an inclusive practice in a pre-school these are: ·Inclusion-special Educational needs code of practice and SEN DFES 2002 ·Special Educational Needs and Disability Act 2001 ·The National Care Standards 2001 ·Convention for the Rights of children 1999 ·Human Rights Act 1998 ·Disability Discrimination Act 1995, 2005 section 1 (1) ·The Beginning of statementing –the Education Act 1981 ·supporting children under 5 years, extending parents and publishing codes of practice- education Act 1996 ·children’s Act 1989 ·The criminal Law 1967 (2000) ·Race Relations Act 1976 Sex discrimination Act 2000 ·The Equality Act 2006 ·Standard 9 of the National Standards ·The disability Discrimination Act 1995 ·The UN Convention on the rights of the child- to be protected from all forms of discrimination ·NCPCC ·Education Act 1996 To protect the children and their families within the setting from discrimination and their human rights, practitioners will need to organise and plan the setting and activities, for an inclusive practice. Practitioners have a responsibility to help children and their families to respect and value each other within the setting.

P2- The importance for a setting to have an inclusive practice is every child and their family is legal entitlement to have access to an inclusive education, what ever their gender, age, accomplishment, ethnicity, special educational needs, or ability in spoken English. All Early years settings are required to develop and promote an inclusive policy and encourage children, parents the community and practitioners in sharing values of every individual in the setting and to adapt the setting to include everyone, so they discover and play and be supported by a key worker.

P3 – the policies required to provide a healthy pre-school setting are:

- Risk assessment
- Food and drink
- Infection control
- Fire safety
- Accidents and emergencies
- Evacuation of medicine
- Hygiene and health safety
- First aid
- EYFS
- Safeguarding children
- Behavior management and bullying
- Sickness
- Safety of adult
- Complaints procedures
- Equipment and resources
- Intruder
- Lost child
- Special Educational needs/ disability
- Staffing and employment
- Student placement
- Parental involvement
- Curriculum planning
- Emergency closure
- Confidentiality
- Nappy and soiled clothes changing
- No smoking
- Valuing diversity
- Record keeping
- Child protection
- Accident book
- Hygiene
- Windows, doors, floors and security
- Outdoor area
- Insurance
- Safety on outings
- Pets in the sessions
- Signing in and out the setting
- Children's and staff allergies

P4- practitioners should have Health and Safety training and regularly update their knowledge and the understanding. The pre-school should display the necessary health and safety posters prominently in the main room and control of substances hazardous to health (COSHH) certificate were needed to make aware to all.

There are Five steps to sensible risk assessment:

- Identification of risk or hazards

Before pre-school starts a daily risk assessment should be done, checking each room all the equipment that is out of the session making sure there is no hazards. The outside area practitioners need to vigilante to make sure that no animals have got in to the garden and the plants are safe. Using the risk assessment check sheet when you have passed a hazard.

- Decide who is at risk- Basically anyone that is in the setting, if you share the setting with someone else their need to be informed about the risk. Evaluate the risks decide on precautions: Make a plan of action and implement further

action and implement further safety measures. Grade the risk High risk, medium risk, and low risk. ·Recording the risk- if the setting has more than five members of staff you need to record the risk. Although if the setting has less than five it still makes good practice to record the findings. ·Monitoring and review- how do you know if what has been decided is working, or is through enough? If it is not working, it will need to be amended.

P5- Providing an environment to promote emotional security for babies is important as they need to feel secure, safe and happy so there will be able to grow and develop and can reach their full development potential. A key worker is allocated to each child that starts at the setting, the key person's role is to ensure that the child and their parent are settled and understand the key person's role. This is a good way for each child and parent to see a familiar face and the parent can be reassured that their child is going to get temporary security from the key worker when the parent leaves the child at the setting. A variety of experiences should be on offer to help the babies' emotional security: ·Mirrors ·Baby gym ·Eye contact ·Smiles ·Rattles and mobiles ·Talking ·Gentle handling ·Holding the baby whilst feeding ·Bright color books ·Encourage laughing Staff needed to be attentive of the signs when a baby's low self-esteem, keep praising the child, creating a happy relaxing atmosphere with lots of physical reassurances. P6-