

ARDFINNAN COMMUNITY PLAYSCHOOL PARENTS HANDBOOK



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Ardfinnan Community Playschool is operated by Ardfinnan Childcare Committee Company Ltd.by Guarantee (ACCCL)

CONTENTS

WELCOME	3
MISSION STATEMENT	3
GDPR DATA PROTECTION	3
ALL ABOUT US	4
OUR EDUCATORS	5
QUALITY ASSURANCE	6
PARTNERSHIP WITH PARENTS & GUARDIANS	6
PROCEDURES FOR PARENTS STARTING THEIR CHILD	8
CELEBRATIONS	9
ALLERGIES	9
INCLUSION	9
LINC & AIM	10
CHILD ARRIVAL & COLLECTION	10
SETTLING IN	12
CONFIDENTIALITY	14
FEES	14
RECORD KEEPING	15
SOCIAL MEDIA	16
EMERGING PLAY BASED CURRICULUM	16
OBSERVATIONS	19
DAILY ROUTINE	20
HEALTHY EATING	20
HAND HYGIENE	21
AISTEAR	22
SÍOLTA	24
CLEANING	25
ILLNESS & INFECTIOUS CONTROL	26
TERMS & CONDITIONS	30

Welcome to Ardfinnan Community Playschool

Throughout this handbook we would like the opportunity to tell you in a bit more detail what we are about. Please allow yourself some time in reading this handbook, it will help you understand how Ardfinnan Community Playschool is run and provides lots of practical points.

We recognise that as parents you are the first educators in your child's life, and we are here to support you in that role. Through play children learn many life skills such as how to interact with others and different ways of thinking, at Ardfinnan Community Playschool we encourage children to explore the world around them through the medium of play.



Mission statement

Ardfinnan Community Playschool is operated by Ardfinnan Childcare Committee Company Limited by Guarantee. The object for which the company is established are:

Provision of high quality, affordable and accessible community-based childcare facility, enabling parent's avail of education training and employment opportunities and all related activities.

Ardfinnan Community Playschool aims to provide a:

Quality open, welcoming child centred service, where children will grow and learn in a safe environment. Begin to explore, discover, and adjust socially through play situations, under the guidance of suitably qualified adults and interested parents and guardians, in a service where health, safety, welfare needs and rights of all children in our care is one of the utmost importance

General Data Protection Regulation, GDPR 2016

Ardfinnan Community Playschool is fully compliant with GDPR and has an extensive data protection policy which is available to view at any time. We follow guidelines set down by the "Data Protection Acts 2 of 1998 & 2003 and the 2016 General Data Protection Regulation (GDPR) to ensure all personal information gathered is held in a secure manor and can only be accessed by authorised personnel. Personal information will not be shared with any third parties and is only used to provide tailored care and education to your child.

Company Registration Number: 422929 CHY No.: 16937 Registered Irish Charity No.: 20062132

Our mission is "To provide high quality, affordable and accessible early education to children aged from 2 years 6 months in our local community

All About Us

Ardfinnan Community Playschool was established in 2004 with the aim to provide a safe stimulating and friendly environment in which your child can grow and express themselves. A place where each child is cared for, listened to and their interests are catered for.

Ardfinnan Community Playschool is registered with Early Childhood Ireland. It is a committee run, non- profit-making group. We are a sessional service operating over a 38-week year offering morning and afternoon sessions.

Senior Session	9:00 to 12:00	Monday to Friday
Junior Session	1:00 to 4:00	Monday to Thursday

Our playschool caters for 22 children per session. Staff ration is 11 children to 1 adult therefore there will be 2/3 staff present at all times.

Our playschool day consists of:

- ✚ Enjoying learning activities through play
- ✚ Playing actively both indoors and outdoors
- ✚ Solving problems through play and communication
- ✚ Learning how to get along with other children and make friends through play
- ✚ Listening to stories
- ✚ Eating our healthy snack
- ✚ Learning about the environment we live in

These activities are supported by playing with water, sand, paint, colours, blocks, jigsaws and much more. We learn how to look after ourselves by putting on our coats, opening our lunch boxes and washing our hands.

We learn the *safe cross code* and all about the community we live in; we participate in a series of walks visiting our local area.

We have story time and in our circle we all hear each other's news.

We watch how the seasons change our environment, learn why nature is a big part of our lives, sing songs to help us learn the days and months.

We learn to recognise our names and shapes, which aids our literacy skills and practice our pre-writing skills by drawing, writing our names and colouring. We learn science and maths skills pouring and filling water and sand, counting our friends, taking turns playing games like "*what time is it Mr Wolf*" While playing we learn how to problem solve, negotiate with others to find a solution, and encourage interactions and friendships all benefiting our language development.

By providing space and opportunities to PLAY we support and enhance each child's emotional, social, cognitive, physical, and academic development



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Our Educators

Our Early Years Educators

Erica Condon is our Lead Educator. Erica has 18 years' experience working with children, she is fully qualified holding a FETAC Level 6 in Childcare, a Level 6 LINC Award and holds certificates in other relevant courses. As lead educator, Erica guides and supports our educators ensuring high quality care and education for children, developing and implementing an age-appropriate curriculum which fosters positive learning experiences based on the children's interests and collaborating with families to foster a positive learning environment where children feel respected, valued, and empowered to explore, learn, and take risks. As LINC coordinator, she provides leadership in relation to issues of diversity, equality and inclusion.

Christine O Connor is our Early Years Educator. Christine has 19 years' experience working with children, she holds a FETAC Level 5 in Childcare and holds certificates in other relevant courses. In her role as educator, Christine facilitates learning through play, observation, and assessment, promoting social, emotional, and cognitive skills, building strong relationships with children and families, fostering a sense of community and support.

Elaine Cowan is our administrator and AIM Support Educator. Elaine has 19 years' experience working with children; she holds a FETAC Level 6 in Childcare and holds certificates in other relevant courses including a FETAC Level 5 in Business Administration. As administrator she has the responsibility of organising all administrative activities that facilitate the smooth running of our office and playschool. As AIM support Elaine supports children with disabilities or other special needs to fully participate in the Early Childhood Care and Education (ECCE) program. Her role involves providing individualised support, implementing tailored strategies, and ensuring an inclusive learning environment where all children can thrive.

All our Early Years Educators hold an up to date First Aid Certificate, Epi Pen Training, Children First – Safeguarding Certificate, Fire Warden & Fire Safety Certificate and Manual Handling Certificate. All are garda vetted and follow all safety guidelines ensuring the highest standards of safety and care for the children in our service.

Our Committee

Ardfinnan Community Playschool is managed and run by a Voluntary Management Committee. This committee is made up of local people and/or parents who contribute their relevant expertise to assisting the development and sustainability of the service. It is supported by Tipperary County Childcare, Túsla and Early Childhood Ireland

Chairperson	Elaine Bowe
Vice Chairperson	Breda Murphy
Secretary	Louise Boyle
Treasure	Joseph Quirke

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Quality Assurance



In 2017 we were successful in achieving our “**Síolta Quality Assurance Award**”, this is a national award aimed at ensuring high quality childcare settings are recognised. We were successful in retaining our Síolta award in 2022 scoring top marks in all categories.



In 2016 we were awarded the accolade of “**Healthy Ireland Preschool Service**”. This programme focused on health promotion, oral health, nutrition health and safety, physical activity, and emotional well-being, it is run by the HSE.

In 2023 we have again been awarded the **Healthy Ireland Smart Start Award**; this award recognises all pre-school services that participated in the HSE's Healthy Ireland Smart Start programme delivered by NCN. The award acknowledges the role and influences the pre-school setting has in promoting children's health and well-being.



Forbairt Cáilíocht
Luathbhlianta Náisiúnta
National Early Years
Quality Development

As part of our commitment to improving and strengthening the use of Irish within our preschool, we are taking part in Better Start's Content & Language Integrated Learning (CLIL) initiative. The programme

supports educators to confidently introduce Irish naturally in our daily routines, play and stories to boost children's confidence and language use.

Partnership with Parents and Guardians

Ardfinnan Community Playschool gives parents and families opportunities to share, get involved and make suggestions about all the activities happening in our service. Families are the most important people in their children's lives, and we are committed to be open, inclusive, welcoming, accepting, and respectful of all family types. As a partnership we ask families to show respect and value for all staff, children, and families in return. Our partnership is an opportunity for sharing lots of information which can help parents understand our approach and can also be a chance for parents to actively engage and support the changes we are making.

Emergent interest Board

Throughout the year, our emergent interest board will be available for parents to write their child's interests or any activities you would like us to include in our curriculum. It's a great way of including all children's emerging interests into our daily activities. We love hearing about what your child enjoys playing with, their favourite toy, song, or story, as these interests often change and grow throughout the year. Sharing these little details helps us create meaningful experiences that reflect each child's unique personality and interests

Open Door

Ardfinnan Community Playschool operates and encourages an open-door policy. This policy encourages parents/guardians to call to the playschool at any time throughout the day, as we believe

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that co-operation between educators and parents/guardians in all aspects of decision making can benefit their child. If a parent or guardian would like to speak to our educators about their child's learning, we recommend parents make an appointment so as not to disrupt the daily routine of the children in our playschool or our child: adult ratio. Parents or guardians may arrange a time that suits both them and educators to talk by ringing or texting the playschool office.

Procedures

- ✚ All families will be greeted on arrival by educators. This is an opportunity to share information and grow the relationship between our service and families
- ✚ We will share information with our families in number of ways including daily conversations, letters, emails, phone calls, our newsletter and text messages
- ✚ Information about your child's progress, interests, and development will be shared regularly through daily conversations, with additional opportunities for more detailed discussions available through pre-arranged appointments
- ✚ Ardfinnan Community Playschool ensures all families are consulted with during periods of change or decision making
- ✚ There are lots of opportunities for formal and informal conversations with our educators and lead educator
- ✚ Parents are encouraged to get involved in our management committee; it's a great opportunity to play an active role in your child's playschool experiences
- ✚ We ask families to get involved with activities, outings, and fundraising events. It is voluntary and there is no obligation to take part.
- ✚ We welcome and value the many skills, talents, and interests that families share with us throughout the playschool year. These contributions help enrich our preschool curriculum and create meaningful experiences for all of the children.
- ✚ We value and appreciate learning about each family's customs, beliefs, language, and culture. Parents and family members are welcomed to share these through visits, stories, songs, celebrations, or activities, helping us create an inclusive and enriching environment for all children.
- ✚ As a partnership we ask all families to respect staff, educators, children, and other families in the setting
- ✚ Any complaints, concerns or comments should follow the procedure in our Complaints Policy
- ✚ Parents are provided with a handbook giving details of the service before the child starts at the service

Ardfinnan Community Playschool provides time to meet with parents to discuss their:

- ✚ Child's progress and documented learning
- ✚ The child's relationships and interests
- ✚ Suggestions for the service.
- ✚ Joint behaviour management if necessary
- ✚ Difficulties or concerns.

Parent feedback is constantly encouraged by management on an on-going basis.

Procedures for parents before a child start playschool with Ardfinnan Community Playschool

We ask parents to:

-  **Ensure their child is fully toilet trained** before beginning their playschool journey with us. Ardfinnan Community Playschool regrets that they do not have the facilities to change nappies but has the facility to help children who may have accidents to change their cloths. Please talk to our Lead Educator if you have any issues relating to your child's needs as we may be able to help.
-  **Please ensure that all parts of your child's enrolment form are filled out.** This information is required by both Ardfinnan Community Playschool and Tusla. It is open to inspection by Tusla Inspectors.
-  **Please supply a copy of your child's immunisation record on enrolment.** These are also open to inspection by Tusla, if you do not have a record, please speak to our administrator or Lead Educator.
-  **Please ensure that you have read this book** and you agree to the terms set out when placing your child in Ardfinnan Community Playschool.
-  **Dress their child in old cloths** coming to playschool. Messy play is important for young children, it gives them endless ways to develop and learn, we have great fun throughout our time in playschool, painting, digging in the mud garden, making play dough, water play and lots more, we recommend that your child wears old clothes coming to playschool each day as "good clothes" cannot be minded.
-  **Please supply their child with a school bag** coming to school each day, this is an important part of each child's learning each day, taking out their lunch and tidying it up again after lunch, hanging up their bag on their hanger, bringing their artwork home, storing their spare clothes and lots more. We recommend *one bag* which contains their change of clothes at the bottom and their lunch box and bottle on top, Independence skills are nurtured as your child learns to manage their own lunch, gaining confidence in their ability to care for their own needs.
-  **Please put a full change of clothes in their child's school bag with their name printed on each item of clothing,** we understand accidents can happen from time to time and children may need a change of clothes during their day at playschool, sometimes our play is messy, and your child can get wet from water play, muddy from digging. Children are encouraged to get their school bag and change their clothes, when necessary, with the help of educators. We ask that parents keep in mind the changing seasons when providing a spare change of clothes and to label everything with their child's name.
-  To keep in mind the changing seasons, when bringing children to playschool, children need a **coat and hat each day for the cold weather** as we go outside everyday even in cold weather. In **hot weather children need sun cream, a sun hat and their shoulders covered.** We recommend that parents put on sun cream prior to dropping their child to playschool, their child can bring their sun cream in their school bag and educators will help the child if they need to apply more during the day. Please ensure the sun cream bottle has your child's name on it and also on their coats and hats.

- ✚ Provide their child with a **SMALL HEALTHY SNACK and WATER or MILK** each day coming to playschool. We recommend a piece of fruit or vegetable, a yogurt and a bottle of water or a small sandwich, some chopped fruit or vegetables and milk, there are lots of ideas for lunch boxes on www.safefood.net/healthy-eating/children/school-lunchboxes. Each child brings home any uneaten snack as it gives parents knowledge of what their child has/hasn't eaten during playschool.
- ✚ Your child's drinks bottle will be stored in their school bag and your child will have access to it throughout their day. We ask that you provide your child with **only water or milk each day in a small bottle labelled with your child's name**. We can refill their bottles with water at any time.

We have a detailed healthy eating curriculum where children learn all about what foods are healthy and how they help our bodies to grow.

Please be aware popcorn is not allowed in our service.

We ask parents to please not give their child treats coming to school as we have a healthy eating policy, and all treats will be sent home except on special occasions such as a birthday.

Celebrations

Birthdays are an important milestone for all children and at Ardfinnan Community Playschool we always mark the occasion with a small party. If parents wish to bring in any food items such as a birthday cake or buns, they are welcome to do so but must ensure that food items are wrapped in original store packaging noting expiry dates and all ingredients.

Parents must also comply with any allergy restrictions that are in place at that time, e.g., no nuts, eggs, or gluten procedure.

Ardfinnan Community Playschool is also very mindful of different faiths and their recognition and celebration of birthdays, Christmas, Easter and such, the lead educator will always contact parents prior to celebrating any occasion.

Allergies

Due to food allergies, we would like to make parents aware that there may be a possibility of us asking that certain foods such as some fruits, nuts or eggs be left out of lunches. Parents should inform playschool if their child has food allergy or intolerance on enrolment.

Inclusion

Ardfinnan Community Playschool has a policy of equality of care, respect, and value for all children. We welcome and support children with additional needs, and their families. It is guided by national standards, such as Aistear (the Early Childhood Curriculum Framework) and Síolta (the National Quality Framework for Early Childhood Education) in Ireland.

Children may have a range of physical, intellectual, social, and emotional needs that are important to recognise and support. We can support children by providing a safe, inclusive, and nurturing environment that responds to their individual needs. We aim to provide a physically accessible indoor

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Purpose of this Policy is to....

- ✚ To ensure the welfare and safety of the children in the service.
- ✚ To ensure that children are received into the service safely and securely, and that parents/guardians/carers make direct contact with our educators on arrival each day with their child.
- ✚ Parents/guardians/carers are encouraged to stay until their child is safely in the garden gate before leaving the premises.
- ✚ To encourage all parents/guardians or carers to come for their children on time.
- ✚ To ensure children are returned safely into the care of their parents/guardians or carers.
- ✚ In cases where a parent/guardian/carer does not arrive on time for their child at the end of their session, to ensure that the child is cared for safely by at least one educator who is known to the child.
- ✚ To support educators in handling challenging or exceptional circumstances related to the children leaving the setting daily.

Parking: There are 5 parking spaces and 1 disabled parking space in our playschool, there is also ample roadside parking. We ask all parents/guardians, family members, carers, and visitors to exercise particular care when parking in the playschool or the road beside us as our pre-schoolers and their young siblings may not be visible to drivers.

A speed limit of 5KM per hour is in operation within our premises.

Procedures for dropping your Child:

- ✚ On arrival parents/guardians/carers must ensure that they make direct contact with our educator and pass on any information that is relevant to the child's care for the session.
- ✚ Educators will meet you at the garden gate to receive your child and bring them into our playroom, the educator will also sign in your child in the sign in/out book. While we encourage conversations about your child these will have to be kept to a minimum, educators are available to talk on the phone or you can arrange an appointment at any stage to discuss your child's learning and care.
- ✚ Both educators and parents/guardians should make every effort to support the child's transitions each day through daily conversations and moral support
- ✚ Educators will assist your child with their coats and bags upon entering
- ✚ We recommend that all lunches and drinks remain in your child's school bag for the duration of playschool, they will of course have free access to their school bags throughout the day.
- ✚ We ask that parents/guardians/carers not open our garden gate, or lift children over the fence

We hope we can make the arrivals a positive experience for all as we understand that separation is hard not only on the child but also on the parent or guardian. (see our settling in policy)

Procedure for Collecting your Child

As with arriving we ask all to be mindful of small children when driving into our playschool. On arrival to collect your child please wait near the garden gate, our educator will let your child out the gate to you. The educator will sign out your child in our sign in/out book

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Educators will tell you how your child spent their day, giving you a brief description of our activities; if you need more information or would like to talk to our educators, please make an appointment or we can arrange a phone call with you.

- ✚ If a child is to be collected by a person other than their parent a prior signed parental permission must be in place, (see registration form)
- ✚ The parent should provide the name, address, contact number of the persons authorised to collect their children and state the relationship of this person to the child
- ✚ All authorised persons must be over 18 years of age.
- ✚ Children can only be collected by an authorised person.
- ✚ Photographic I.D is needed for authorised persons not known to educators; this includes parents.
- ✚ On collection, parents/ guardians are encouraged to meet with staff so they can share information about the child's day.
- ✚ Ardfinnan Community Playschool should be informed if one parent does not have guardianship and access to their child.
- ✚ Ardfinnan Community Playschool should be informed immediately of any changes to those authorised to collect their child.
- ✚ Under **NO circumstances** will a child be released to the care of a person unknown to educators or unauthorised by a parent/guardian
- ✚ Parents are asked to notify Ardfinnan Community Playschool of any changed to their nominated persons immediately
- ✚ Educators can seek emergency medical assistance for a child as required without seeking further authorisation from a parent or guardian (i.e., medical practitioner, ambulance, or hospital) including for those emergencies relating to asthma and anaphylaxis.

We ask all parents & visitors to our playschool NOT to open the garden gate, this is to ensure the safety of all children in our playschool

Settling In

We recognise that as parents you play the LEADING role in helping to prepare your child for preschool. It is with this in mind we developed our settling in policy.

We would like the settling period for your child to be a positive experience and we will work together with you as a parent to ensure that it is. We recognise that children develop in individual ways and at varying rates and that is why at Ardfinnan Community Playschool we offer a settling in procedure that is flexible to meet those needs.

First Few Days, helping your child to transition from home to playschool

Parents are encouraged to leave their child as quickly as possible as the children usually find it distressing if too many unexpected strangers (and other children's parents are unexpected strangers to a small child) hang around.

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Children need to feel safe, stimulated, and happy to develop and grow socially, emotionally, and physically. They need to feel secure and comfortable with the Educators at Ardfinnan Community Playschool. We also want parents to have confidence in both their children's wellbeing and play an active part in their child's settling in.

There are a number of strategies to help your child settle in our playschool these can be discussed with staff to ensure best care for your child and their time with us. These may include:

- a) Visiting the playschool prior to your child starting school, explaining to him/her what their day at playschool will include focusing on fun and friendship*

Ardfinnan Community Playschool holds open days prior to starting a new year; all children enrolled to start are invited to attend with their parents. The children get to experience our playschool, investigating the playroom and garden, discovering what toys are there to play with, see and meet some other children who will be in their class. Parents also get the opportunity to meet our educators, and other parents. The parents pack includes a social story, with pictures of the playschool and educators for you to read with your child. This helps them become familiar with the playschool and prepare for new experiences

- b) Gradually building up the time your child attends playschool*

If your child is finding it hard to settle, please speak to our educators, we are very flexible and have a number of strategies in place to help you and your child, these may include varying the times your child attends playschool, such as coming before or after everyone else, bringing a favourite teddy or comfort blanket to playschool. Please speak to our educators they are always willing to help.

- c) Using the educator's names when speaking about playschool to your child so as they are familiar with educators when they arrive at playschool,*

Knowing and being familiar with who is looking after your child, speaking their names, and talking positively to your child about playschool will ease their fears of starting or going to playschool

- d) Encourage your child's confidence and independence by praising them when dropping and collecting them*

Saying goodbye is very important to your child, they may need reassurance that you are coming back for them, children also need to know who is collecting them and why.

Supporting Parents

We understand that parents can find it very stressful when they are leaving their child to be cared for by someone else

Ardfinnan Community Playschool will support parents who may need reassurance by:

-  Listening to parents' concerns, acknowledging them, and taking them seriously.
-  Reassure parents through calls, text messages and sharing a picture of their child playing after they have left (to ensure Data Protection we ask parents NOT to share these pictures).
-  Keep in contact with parents to let them know how their child is doing and reassure them that they are being well cared for.

Company Registration Number: 422929 CHY No.: 16937 Registered Irish Charity No.: 20062132

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- Supporting children, who may feel distressed, sometimes distress might be obvious, and they may protest loudly, cry or try to leave the room. For other children, their distress might not be so obvious. Some children might be quiet or withdrawn or appear to be busy with toys while being overwhelmed with feelings. All our educators are fully qualified to recognise when a child is distressed and have a number of strategies to help the child feel comfortable in their surroundings, if you are worried, please talk to our educators.

Confidentiality

Ardfinnan Community Playschool is committed to keeping all information about the children, families, educators, staff, and volunteers using the service confidential. Unless there is a child protection obligation for to disclose such information or the service is legally obliged to do so.

- Parents have the right to access the files and records of their children but will not have access to information about any other child.
- Educators will not discuss individual children, other than for the purposes of curriculum planning/group management, with people other than the parents/carers of that child
- Accidents resulting in injury will be shared with the authorised person who collects a child. Information of a sensitive nature will only be shared with parents of that child and any person that the parent has nominated to share information with as noted on the child's registration form
- Feedback is given directly to parents on their child's progress
- Information about a child's medical needs or status, or concerns about child protection issues will be kept in a locked file and will only be available to authorised personnel.
- Information is shared on a need-to-know basis only
- All confidential information will be stored securely,

Ardfinnan Community Playschool is fully compliant with GDPR Data Protection 2016.

Fees

Policy Statement

Ardfinnan Community Playschool fees reflect both the need to offer high standards of practice and affordability to parents. We are committed to working together with parents to ensure quality care and learning for their child

Principle:

This policy is underpinned by the National Standards for Preschool Services 2010, the Child Care Act 1991 (Early Years Services) Regulations 2016 and the Equal Status Acts 2000-2012.

The committee are responsible for establishing fees policies and structures which must be approved by the Board of Management at Ardfinnan Community Playschool and the Tipperary County Childcare on an annual basis.

All money raised from fundraising is used to benefit the children's learning and experiences.

Company Registration Number: 422929 CHY No.: 16937 Registered Irish Charity No.: 20062132

Our mission is "To provide high quality, affordable and accessible early education to children aged from 2 years 6 months in our local community

Fees are to be paid in the office at Ardfinnan Community Playschool. Management will ensure regular lodgements or contact the Treasurer if time constraints prevent lodgements.

FEES PAYMENTS

The rate is €14 per session.

Fees should be paid weekly on Monday or the first date of attendance each week.

Receipts are issued on request only.

There will be no reduction in fees if a child is absent due to illness, or any such reason.

PAYMENT OPTIONS

Weekly in advance: fees should be paid on Monday or the first date of attendance each week.

Monthly in advance: There is an option to pay fees on a monthly bases, please speak to Administrator for details

Quarterly in advance: There is an option to pay fees on a term-by-term bases, please speak to Administrator for details

LATE PAYMENT

If one month's fees are outstanding at the end of the 2nd month a written reminder will be issued.

If fees are still outstanding and no contact has been made after the 3rd month the service is withdrawn.

Record Keeping

Ardfinnan Community Playschool will keep records regarding all children, educators and staff as stated in The Child Care Act 1991 (Early years Services) Regulations 2016.

Records are kept to ensure the safety and wellbeing of all children and adults. Attendance records are kept on a daily basis for children, educators and all staff. We also keep records of our fire drills and a daily record of our curriculum. These records help enhance the overall running of our playschool.

A pre-registration form must be completed by each child's parent/guardian when booking a place in our playschool. Prior to each child starting playschool parents/guardians are invited to attend our opening day where they will have the opportunity to meet with other parents and educators. A full registration form must be returned before your child starts playschool; our lead educator will be in contact by phone prior to your child starting.

All information is kept securely locked in a filing cabinet. Health information and accident reports are also kept. Immunisation records are also needed before your child starts playschool.

All records including personal details, contact records, observations and assessments of the children are kept in the strictest of confidence. A parent/guardian can access records relating to their own child only. All our records must be open to inspection by Tusla.

Company Registration Number: 422929 CHY No.: 16937 Registered Irish Charity No.: 20062132

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Social Media

Ardfinnan Community Playschool has a detailed policy on Media and Communications which covers all areas of Media and Communications; this is available to view in our office.

Our Enrolment form contains a section on *Consent for use of Photos and Videos*, please speak to our educators to understand how we use these. These Consent forms must be signed by parents/guardians and copies of the enrolment forms will be provided for the parents when requested.

Parents/guardians have a right to refuse or to withdraw permission at any time.

Images cannot be used for purposes other than those agreed.

All images are to be stored and disposed of in line with the Data Protection GDPR 2016.

Where group photos of children are taken, they will not be shared unless consent is given by ALL parents/guardians.

Facebook: Ardfinnan Community Playschool has an active Facebook page which it updates on a regular basis with notices of our activities, and pictures of some arts and crafts the children have done. On occasions we also post group pictures of the children e.g., Christmas Concert, Graduation. Parents are given the option of allowing their child's picture to be posted by signing a consent form when enrolling their child.

Instagram: Ardfinnan Community Playschool has an active Instagram account, this account is a public account and we share details of our curriculum, activities, arts & crafts and more. No photos of children or educators are shared on this account.

WhatsApp

WhatsApp is an excellent opportunity for our playschool to connect and communicate with parents. We have a senior group chat and a junior group chat where we share updates, announcements, and reminders, we also share group photos, such as activities or walks (to ensure Data Protection we ask parents NOT to share these pictures). Parents have the option to opt out of this group chat.

We also use WhatsApp to share special photos instantly and privately with parents, this is usually when a child has been distressed coming in (a picture tells a thousand words, reassuring parents their child is happy) or if we see a special learning moment. For more information, please speak to our educators.

We also would like to remind parents that all pictures they take while attending a celebration or event at our playschool are for private use, we ask that you don't share pictures of other children on social media unless you have permission from their parents.

We ask that parents refrain from sharing private pictures of their child in playschool that are messaged to them

Emerging Play-based Curriculum

Ardfinnan Community Playschool recognises that children are often filled with curiosity about the world around them and through our curriculum we have the opportunity to support and develop a lifelong love of learning for each child. Our emerging play-based curriculum supports planned learning, spur-of-the-moment learning, adult and child led learning.

Company Registration Number: 422929 CHY No.: 16937 Registered Irish Charity No.: 20062132

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Ardfinnan Community Playschool's emerging curriculum planning is based on the following principles:

- Quality care and quality education are interconnected.
- Play and hands-on experiences are central to the well-being, learning and development of children
- Learning is holistic and includes emotional, social, physical, creative, and cognitive development
- Social skills, confidence and the development of independence are as important as cognitive and academic gains.
- Each child's rights, agency, individuality, strengths, interests, and needs are valued and respected



All children are entitled to equality of access and opportunities to enjoy and learn within a stimulating and safe care environment. We encourage children to become independent learners and to discover learning is fun through structured and spontaneous activities. Planning an emerging curriculum requires observing, listening, and talking to the children in order to capture their interests. These interests are explored through play indoor and outdoor, group discussion, books, experiments, arts and crafts, music dance, group projects, jigsaws, play dough, and other learning tools.



Free Play within our Curriculum



Research tells us that children use free play to express their emotions and learn to deal with their fears and scary experiences. When playing freely, children can process emotions and 'play out' their fears and traumas. This happens in a very natural way and is healthy and should be encouraged. Our role as educators is to provide the environment, the opportunities and especially the time for this to happen.

The essence of free play is that it is child-led, child-initiated, and not directed by adults. Outdoor play in a natural environment is best for this type of

play; our garden is a beautiful area where magic happens, throughout the day the children will have the choice to play outside or in the playroom. There is increasing evidence that spending time in natural environments can help children who are exposed to stressful events to be less anxious.



We provide children with the opportunity to:

- ✚ Play – Toys and play equipment that are safe are stored within easy reach of children. The environment, space and layout facilitate different types of play and activity:
 - Messy play (water, sand, clay, paint, etc.)
 - Pretend play (clothes for dressing up, variety of materials for role-play and imitation)
 - Construction play (blocks of different textures, Lego, straws, etc.)
 - Social play involving interaction with other children
 - Activities using fine finger movements (jigsaws, threading, drawing)
 - Activities involving music and drama
 - Activities involving whole body movement (ball games, running, dance, etc.)
 - Reading
 - Outdoor play
- ✚ Develop academic skills (maths games, time for reading individually and in groups)
- ✚ Enhance creativity and express themselves through art.
- ✚ Explore and develop interests and talents.
- ✚ Learn to work as part of a team.
- ✚ Experience the satisfaction of completing both long and short-term hands-on meaningful projects with tangible results.
- ✚ Think about and develop positive character traits (such as honesty, kindness, and friendship) and social-emotional competence through projects, discussions, stories, and games.
- ✚ Develop leadership skills
- ✚ Relax and interact socially with each other.
- ✚ Learn about healthy eating



Play opportunities outdoors



The outdoor play area offers children the opportunity to investigate and explore, problem solve, use their imagination and creativity. Children have free choice to play outside or inside at all times throughout the playschool year.



- ✚ Children experience social interactions – being able to choose whether and when to play alone or with others, to negotiate, co-operate, compete, and resolve conflicts.
- ✚ Long, uninterrupted periods of time are provided for spontaneous free play.
- ✚ Open space is available for running, cycling and general free movement.
- ✚ Children are encouraged to manipulate the environment and the materials in their own way, to support their play.
- ✚ Activities which test the limits of capabilities such as lifting, balancing, climbing, jumping and chase games are included.

- ✚ All children, including those with physical impairments/disabilities, have access to play opportunities and are included in play – for children with limited motor abilities and/or health impairments this means that activities may need to be positioned to allow children to relax, to focus attention on the activity and have sufficient controlled movement for independent play.
- ✚ The value of messy play, rough-and-tumble play, and nonsense play is recognised.
- ✚ Children can enjoy energetic activity and have opportunities to run, jump, scoot, crawl, jump, climb, and ride on tractors, cycle bikes and balance bikes.
- ✚ The outdoors offers the children opportunities for manipulative play and to develop their fine motor skills.
- ✚ Children are helped to care for the outdoor environment through the context of their outdoor play area.
- ✚ Children are given opportunities to care for living things (gardening with non-toxic plants)
- ✚ Children learn how to use tools safely and effectively and to follow safety rules.



****As always, we have a strict cleaning routine where all toys are washed after each use**

Observations

Skilled and careful observation is the key to helping children to learn. Observations are carried out with proper respect for the children, for their parents/carers and for educators. We respect children's and families' ethnicity, their cultural heritage, their religions, and the languages they speak. We respect all children whatever their gifts, abilities, or special learning needs. When we observe children, we attend to the whole of their development not just to certain aspects. Children's learning to respect one another is as important as their learning to count. Educators meet children's needs through sensitive and appropriate interactions that promote their self-esteem.

We observe to:

- ✚ Understand each child's developmental progress, strengths, abilities, and interests
- ✚ Support the development of hand-eye coordination
- ✚ Observe social skills and interactions
- ✚ Development of language and communication skills
- ✚ Encourage colour recognition
- ✚ Identify emerging interests and learning opportunities
- ✚ And much more

Observation allows us to:

- ✚ Support each child's individual development
- ✚ Include children's interests within our curriculum planning
- ✚ Reflect on and evaluate our own practice
- ✚ Evaluate the daily routine and learning environment
- ✚ Plan for change and further learning opportunities



Daily Routine

Our day at preschool consists of

- ✚ **Free play** begins as a child enters the playroom, this consists of interest tables, children have free choice on what they would like to play, make, take out etc.
- ✚ **Clean up time** depends on what the children want to do, if some would like lunch, they may tidy their toys and wash up for lunch or the group as a whole will tidy up together
- ✚ **Circle time** is where we meet to chat, tell each other our news, discuss what we would like to learn next and lots more
- ✚ **Story time** happens throughout the day, educators will read to children individually or as a group, children are also encouraged to read to themselves and to others
- ✚ **Song movement time**, we have a range of musical instruments and some great dance songs which get us all up and moving and singing along
- ✚ **Outdoor time** at all times the door is open and the children have the choice to go out to play or stay in the playroom
- ✚ **Lunch time** is when the child is hungry, sometimes children are too busy to eat or are hungry coming to playschool, educators are sensitive to their needs and recognise when each child needs to eat. We also encourage children to eat together developing their social skills



Healthy Eating

Statement

At Ardfinnan Community Playschool we believe that eating a balanced diet is vital for good health and wellbeing. Food provides the energy, protein, essential fats, vitamins and minerals to live, grow and function properly. We understand that children need a wide variety of different foods to provide the right amounts of nutrients for good health and development. The food a child eats in their early years influences their eating habits as they grow and develop. We recognise that it is important to teach young children about healthy food choices and staying well hydrated, and to help them develop good habits and a healthy relationship with food from an early age.

Curriculum: Ardfinnan Community Playschool recognise the importance of food in our daily routine, healthy food is a key part of our curriculum, where the children are offered learning on the food pyramid and how to choose a healthy choice for a snack, fruit and vegetables are available to explore and taste during this learning.

Recommendations for your child's lunch

Drinks:

- ✚ *Water* is the best thirst quencher.
- ✚ Milk is an important part of a growing child's diet.
- ✚ Milk and water are the most tooth-friendly drinks

We ask that parents don't give their children juice while in playschool

Snacks:



Company Registration Number: 422929 CHY No.: 16937 Registered Irish Charity No.: 20062132

Our mission is "To provide high quality, affordable and accessible early education to children aged from 2 years 6 months in our local community"

- ✚ Fresh fruit pieces (apple, banana, kiwi orange, plum, pear, pineapple, strawberries, blueberries, tomato) we recommend that all grapes are cut in quarters to reduce the risk of choking.
- ✚ Fresh vegetable pieces (cucumber, carrot, celery, salad leaves)
- ✚ Cheese slices/cubes and crackers, cheese strings
- ✚ Fingers of toast, sandwiches, wraps, pitta bread, scone
- ✚ Sliced rolls of cooked ham, tuna, chicken.
- ✚ Raisins or other dried fruit
- ✚ plain yoghurt
- ✚ pasta
- ✚ hard-boiled egg
- ✚ nuts (pine nuts, peanuts)

we ask that parents don't provide treats for their children while in playschool



Ardfinnan Community Playschool has adopted a healthy eating and nutrition policy recognising that healthy eating is a key part of learning in preschool; it is a valuable life skill as we believe that learning about how to eat healthy, drink healthy, getting exercise at a young age and being able to take responsibility for making good health choices and caring for themselves enables children to experience wellbeing and lays the foundation for a healthy lifestyle in the future. This is accomplished with the help of parents and guardians, staff and management. *(the image shows our experiment to see the amount of sugar in our foods)*

Safety First: please be mindful of your child's safety while eating and cut fruit or vegetables to an appropriate size for them. When cutting Grapes please follow the following guidelines to ensure your child's safety when eating them.

- ✚ Grapes should always be cut lengthwise so they can pass more easily through smaller throats, and never width wise, because they'll still be big enough to choke on.
- ✚ for children experiencing difficulties with swallow or smaller children, you might want to cut them lengthwise then cut them again into quarters



Hand Hygiene

Ardfinnan Community Playschool aims to keep children happy and healthy by supporting the children to understand the importance of hand washing. We are supported in our curriculum by Safefood.ie. Rufus our hand washing hero helps us understand the benefits of washing our hands. The aim of this

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programme is to make learning good hand-washing habits fun and help to protect children from nasty bacteria's which can make children ill.

Check our Safe food website for more details on Rufus the hand washing hero, <https://www.safefood.net/food-safety-kids/handwashing>

Procedure for Hand Washing

- Hand washing facilities are available the playroom toilets
- Children can avail of the hand washing facilities when they need it, and they will be encouraged and supported to practice this new skill.
- Wash hand basins have hot and cold taps; hot taps are thermostatically controlled to ensure that hot water is a suitable temperature for children so as to avoid scalding and facilitate hygienic hand washing.
- Educators encourage children to wash their hands after using the toilet, before eating any food, after messy play and playing outside.
- Guidelines on hand washing are displayed in the playroom and toilets. These guidelines incorporate visual images that are appropriate for staff and children.



Procedure for Respiratory Hygiene

- Educators encourage children to cover their mouth and nose with a clean tissue when they cough and sneeze and then promptly dispose of the tissue in a bin and wash their hands. If they don't have a tissue, educators will encourage them to cough or sneeze into the bend of their elbow instead, not into their hands. Tissues will be freely available throughout the playschool.

Aistear

The updated National Council for Curriculum and Assessment Aistear framework is guided by principles that value nurturing relationships, play and hands-on learning, inclusion and diversity, children's rights and agency, holistic development, and respectful partnerships with families to support every child's learning and wellbeing. The framework uses four interconnected themes to describe children's learning and development: Well-being; Identity and Belonging; Communicating; and Exploring and Thinking. Ardfinnan Community Playschool implements the Aistear Framework in line with the guidelines set down by the National Curriculum and Assessment (NCCA).

Aistear is the Irish work for journey, and it provides information for adults to help them plan for and provide enjoyable and challenging learning experiences, so that all children can grow and develop as competent and confident learners within loving relationships with others. Children learn through loving, trusting and respectful relationships, and through súgradh (play), spraoi (fun), exploration and comhrá (conversation) in multimodal ways. Aistear emphasises the centrality of family, languages, meitheal (community spirit of coming together) and cultures in babies, toddlers and young children's lives. It also lays foundations for later learning, as early childhood marks the beginning of children's

Company Registration Number: 422929 CHY No.: 16937 Registered Irish Charity No.: 20062132

Our mission is "To provide high quality, affordable and accessible early education to children aged from 2 years 6 months in our local community

lifelong learning journeys. It celebrates early childhood as a time of being, a time for enjoying and learning from experiences as they unfold and laying important foundations for later learning and for life. Ultimately, according to Aistear, early childhood care and education must support a child's sense of:

- **Well-being:** focuses on developing young children's psychological wellbeing (including feeling and thinking) and physical wellbeing. The Theme of Wellbeing is about babies, toddlers and young children being confident, sona (happy) and healthy
- **Identity and Belonging:** The Theme of Identity and Belonging is about babies, toddlers and young children having a positive sense of who they are. It involves knowing they are valued and respected as part of their family and community, and feeling supported by a sense of meitheal (community spirit of coming together).
- **Communicating:** children communicate, participate, contribute, connect and interact with others in their own way and in their own time. The Theme of Communicating is about babies, toddlers and young children sharing their experiences, thoughts, ideas, feelings, interests, needs and rights with others with growing *muinín* (confidence) and competence in a variety of ways and for a variety of purposes.
- **Exploring and Thinking:** children use their senses, their minds and their bodies to find out about and make sense of what they see, feel and experience in the world around them. When they feel safe, secure and supported, they enjoy exploring and finding out about their world. The Theme of Exploring and Thinking is about babies, toddlers and young children being *fiosrach* (curious) and making sense of the things, places and people in their world by interacting with others, playing, investigating, thinking, questioning, and forming, testing and refining ideas



Aistear's 12 principles provide a foundation for supporting children's learning and development in early childhood. These principles recognise the importance of children's individuality, relationships, and the ways in which young children learn through play, communication, and meaningful experiences.

These are presented in three groups:

1. The first group concerns children and their lives in early childhood:

- ✚ the child's uniqueness
- ✚ equality and diversity
- ✚ children as citizens.

2. The second group concerns children's connections with others:

- ✚ relationships
- ✚ parents, family and community
- ✚ the adult's role.

3. The third group concerns how children learn and develop:

- ✚ holistic learning and development
- ✚ active learning

- ✚ play and hands-on experiences
- ✚ relevant and meaningful experiences
- ✚ communication and language
- ✚ the learning environment.

Síolta

Síolta is the National Quality Framework for Early Childhood Education. Its core elements comprise of three distinct but interrelated elements: Principles, Standards and Components of Quality. The 12 Principles provide the overall vision of the Framework, while the 16 Standards and 75 Components allow for the practical application of this vision across all aspects of our practice. The Components of Quality are further set out through a set of Signposts for Reflection and 'Think-about's' which support us in our daily practice.



There are 16 Standards which are:

Standard 1: Rights of the child

Ensuring that each child's rights are met requires that she/he is enabled to exercise choice and to use initiative as an active participant and partner in her/his own development and learning.

Standard 2: Environments

Enriching environments, both indoor and outdoor (including materials and equipment) are well maintained, safe, available, accessible, adaptable, developmentally appropriate, and offer a variety of challenging and stimulating experiences.

Standard 3: Parents and Families

Valuing and involving parents and families requires a proactive partnership approach evidenced by a range of clearly stated, accessible and implemented processes, policies, and procedures.

Standard 4: Consultation

Ensuring inclusive decision-making requires consultation that promotes participation and seeks out, listens to and acts upon the views and opinions of children, parents and staff, and other stakeholders, as appropriate.

Standard 5: Interactions

Fostering constructive interactions (child/child, child/adult, and adult/adult) requires explicit policies, procedures and practice that emphasise the value of process and are based on mutual respect, equal partnership, and sensitivity.

Standard 6: Play

Promoting play requires that each child has ample time to engage in freely available and accessible, developmentally appropriate, and well-resourced opportunities for exploration, creativity and 'meaning making' in the company of other children, with participating and supportive adults and alone, where appropriate.

Standard 7: Curriculum

Encouraging each child's holistic development and learning requires the implementation of a verifiable, broad-based, documented, and flexible curriculum or programme.

Standard 8: Planning and Evaluation

Company Registration Number: 422929 CHY No.: 16937 Registered Irish Charity No.: 20062132

Our mission is "To provide high quality, affordable and accessible early education to children aged from 2 years 6 months in our local community"

Enriching and informing all aspects of practice within the setting requires cycles of observation, planning, action, and evaluation, undertaken on a regular basis.

Standard 9: Health and Welfare

Promoting the health and welfare of the child requires protection from harm, provision of nutritious food, appropriate opportunities for rest, and secure relationships characterised by trust and respect.

Standard 10: Organisation

Organising and managing resources effectively requires an agreed written philosophy, supported by clearly communicated policies and procedures to guide and determine practice.

Standard 11: Professional Practice

Practising in a professional manner requires that individuals have skills, knowledge, values and attitudes appropriate to their role and responsibility within the setting. In addition, it requires regular reflection upon practice and engagement in supported, ongoing professional development.

Standard 12: Communication

Communicating effectively in the best interests of the child requires policies, procedures and actions that promote the proactive sharing of knowledge and information among appropriate stakeholders, with respect and confidentiality.

Standard 13: Transitions

Ensuring continuity of experiences for children requires policies, procedures and practice that promote sensitive management of transitions, consistency in key relationships, liaison within and between settings, the keeping and transfer of relevant information (with parental consent), and the close involvement of parents and, where appropriate, relevant professionals.



Standard 14: Identity and Belonging

Promoting positive identities and a strong sense of belonging requires clearly defined policies, procedures and practice that empower every child and adult to develop a confident self- and group identity, and to have a positive understanding and regard for the identity and rights of others.

Standard 15: Legislation and Regulation

Being compliant requires that all relevant regulations and legislative requirements are met or exceeded.

Standard 16: Community Involvement

Promoting community involvement requires the establishment of networks and connections evidenced by policies, procedures and actions which extend and support all adult's and children's engagement with the wider community.

Cleaning

We at Ardfinnan Community Playschool implement good practice and work effectively to ensure our service is maintained to a very high standard. All employees are required to follow the cleanliness and hygiene procedures.

Company Registration Number: 422929 CHY No.: 16937 Registered Irish Charity No.: 20062132

Our mission is "To provide high quality, affordable and accessible early education to children aged from 2 years 6 months in our local community"

Ardfinnan Community Playschool will be maintained in a clean, hygienic state throughout the day and cleaning records are kept. Our educators ensure that all items are clean, hygienic, and safe at all times.

The following measures are taken to encourage a clean hygienic playschool, ensuring that all measures taken follow the guidance of the HSE to prevent the spread of infection:

Cleaning routines and procedures are in place and are closely monitored and recorded.

-  All surface areas will be cleaned and disinfected after use and prior to a new session beginning
-  Bins are provided for the disposal of tissues and educators will make sure they do not overflow.
-  Hand sanitizers will be checked regularly to ensure they are full

Increase the frequency and extent of cleaning regimes and will ensure that they include:

-  Clean regularly touched objects and surfaces using a child safe cleaning product
-  Pay particular attention to high-contact areas such as door handles, coat rails, plastic-coated or laminated worktops,
-  Desks, access touchpads, telephones/keyboards in offices, and toilets/taps/sanitary fittings.
-  Wear rubber gloves when cleaning surfaces, wash the gloves while still wearing them, then wash your hands after you take them off.

Selection and management of toys from an infection prevention viewpoint; In line with existing national guidance, we will

-  Choose toys that are easy to clean and disinfect (when necessary) and dry.
-  Play dough will be replaced daily and soft toys will be washed regularly.
-  Encourage children **not** to bring toys/comfort blankets to playschool. If soft toys/comfort blankets are essential for some children, we ask that parents clearly label them with their child's name and once home they must be machine washed before being brought back to the playschool. Children are asked not to share such toys with other children and where possible keep them in their school bag.
-  Jigsaws, puzzles, and toys that children are inclined to put in their mouths must be capable of being washed and disinfected.
-  Discourage children from putting shared toys into their mouths.
-  Store clean toys and equipment in a clean container or clean cupboard.
-  Always follow the manufacturer's cleaning instructions.
-  Always wash your hands after handling contaminated toys and equipment.

Illness & Infection Control

Statement

Ardfinnan Community Playschool prioritises the health and wellbeing of the children in the service and believes a child needs to be fit and well to benefit from attending the service. If a child is sick

at home or becomes ill throughout their day, the service believes the best place for them is at home where they can rest fully and recover.

It is the priority of Ardfinnan Community Playschool to protect all children attending our service and all staff working in our service from the transmission of infections. The health and well-being of all children, staff and visitors to our service is paramount and our aim is to prevent and manage

Infectious Control

Aim:

Infection can lead to serious ill-health for young children. Infection control procedures seek to reduce the risk of children, educators and staff contracting an illness in Ardfinnan Community Playschool by ensuring good hygiene is followed at all times and the risk of infection is minimised.

We aim to promote good hygiene practices that children and parents can implement at home by:

-  promoting and protecting the health of all children and adults in the service and reduce the risk of infection
-  providing guidelines to parent/guardians/carers as users of the service about the attendance of sick children and to keep the incidence of infectious disease to a minimum helping to differentiate between minor (can attend the service) and more significant (should not attend the service) infections and to give guidance on the prevention and management of infectious disease

Preventing the spread of infection

4 basic principles of infection control

1. **Handwashing:** this is the single most effective way of preventing the spread of infection and will be used at every opportunity (please see our Handwashing policy)
2. **Respiratory Hygiene:** all adults and children will be encouraged to cover their mouths and nose when coughing or sneezing (please see our Respiratory Hygiene policy)
3. **Immunisation:** all children and staff should be appropriately immunized (please see our Immunisation policy)
4. **Exclusion:** any unwell staff member or child should not attend if they have a communicable illness (please see our Illness policy)

Parents/Guardians

Parents/guardians are included in our team approach to infection control. A co-operative approach between parents and the service helps to ensure a healthy environment for the children

Parents/guardians who feel their child is too ill or unwell to participate in all activities (both indoor and outdoor) are advised to keep them home to ensure a complete recovery and notify the service of such.

Parents/guardians must inform the service of any known infectious illness in their child. This is of particular importance if the illness might affect others in the service, for example, if a child develops chicken pox or measles or other such contagious illnesses.

Parents/guardians are informed if there are any outbreaks of infection in the service

Company Registration Number: 422929 CHY No.: 16937 Registered Irish Charity No.: 20062132

Our mission is "To provide high quality, affordable and accessible early education to children aged from 2 years 6 months in our local community

Parents/guardians of children with any chronic (persistent or long-term) infectious conditions will be encouraged to share this information with the service.

Illness

When a child is unwell parents/guardians are asked to keep them at home if they are unable to participate in all of the activities (both indoor & outdoor) of the day and or if there may be a risk of passing the illness to another child or adult in the service

This is likely if the child has any of the following symptoms:

- Diarrhoea and vomiting
- A temperature of 38° C or 101° F
- Eye discharge
- Rash or skin disorder
- Strep throat
- An earache or a bad cough
- Covid 19
- Flu like symptoms
- Head lice
- Measles Mumps Rubella
- Chicken pox

If a child is ill or becomes ill in the service, we will expect the parent/guardian or a nominated carer to come for their child within 30 minutes

We will do our best to keep a sick child separate from well children

If all attempts at contacting a parent/guardian/carers or authorised person are unsuccessful the next action may have to be to transfer the child to hospital by ambulance.

Any child ill with fever, headache and vomiting must be sent home as soon as their parents/guardians can be contacted. Parents will be advised to contact their doctor immediately

If there is significant delay in contacting parents/guardians of the child with fever, headache and vomiting an AMBULANCE WILL BE CALLED and staff will continue to try to contact the child's parents/guardians. A child with fever headache and vomiting will not be allowed to wait indefinitely in the service

In addition to these symptoms children with meningococcal infection often develop a rash that starts as red spots but will progress to purple freckles and blotches and even bruising if this occurs AN AMBULANCE IS CALLED AND MEDICAL ATTENTION sought first and the parents/guardians will be contacted immediately.

Exclusion periods for infectious illness

Ill children and staff should only return when they have recovered.

Listed below are some common communicable diseases and the recommended exclusion times:

(information gathered from the HSE, Tusla and the Health Protection Surveillance Centre)

Diarrhoea and vomiting: Children who have been vomiting or have had diarrhoea should be excluded for 48 hours after resolution of their symptoms

A temperature of 38° C or 101° F: children should stay home until temperature returns to normal and have not had a high temperature or any new symptoms for 48 hours

Eye discharge: exclusion is not generally indicated but in circumstances where spread within the preschool is evident or likely to occur it may be necessary to recommend exclusion of affected children until they recover, or until they have had antibiotics for 48 hours. Children with conjunctivitis are advised to remain at home until symptoms dissipate

Covid 19: Children should stay at home and avoid contact with other people if they have symptoms of Covid 19 and are unwell, have a high temperature (38 degrees Celsius or higher) and have tested positive for Covid 19. They should return when they have a negative test and symptoms have dissipated

Flu like symptoms: If your child has symptoms of the flu, keep them at home for at least 5 days after their symptoms began. Children can return to playschool 5 days after their symptoms began and they are feeling well enough to participate fully in all activities

Head lice: If a child has head lice, parents will be notified at the discretion of the Manager/Supervisor. Parents will be asked to treat their child immediately before returning to preschool the next day. If a child persistently presents with head lice it may be necessary to exclude him/her from the preschool until the condition has been treated. (please see our policy on Headlice)

Hand foot and mouth disease: Hand, foot and mouth disease is contagious. While the child is unwell, he/she should be kept away from preschool. If evidence exists of transmission within the preschool exclusion of children until the spots have gone from their hands may be necessary

Measles: Children should remain at home while infectious i.e. up to 4 days after the rash appears. Generally, the child will be too ill to attend preschool. In addition, Public Health may recommend additional actions, such as the temporary exclusion of unvaccinated siblings of a case or other unvaccinated children in the preschool who may be incubating measles

Mumps: Children should remain at home for 5 days after the onset of swelling

Rubella: Children should remain at home for 7 days after onset of the rash, and whilst unwell

RSV (Respiratory Syncytial Virus): Children who have RSV should remain at home until they have no symptoms and their temperature has returned to normal.

Chicken pox: Those with chickenpox should not attend preschool until scabs are dry; this is usually 5-7 days after the appearance of the rash.

Company Registration Number: 422929 CHY No.: 16937 Registered Irish Charity No.: 20062132

Our mission is "To provide high quality, affordable and accessible early education to children aged from 2 years 6 months in our local community

****We ask parents not to administer medicines like “Calpol” etc. to their child prior to attending playschool, if your child needs such medicines, we ask that you keep your child at home, unless it is given under doctors’ orders and the doctor gives permission for your child to attend. If your child has a temperature higher than the normal rate of temperature 37 degrees Celsius, they must stay at home. *“In children, any temperature of 38 degrees Celsius or above is considered high”,***
<https://www2.hse.ie/conditions/high-temperature.html>

Is it safe for children to return to playschool?

When your child is able to fully participate in all activities both indoors and outdoors for the duration of the session.

Ardfinnan Community Playschool have implemented a number of measures to limit the risk of infection including measures to prevent the spread of infection. Educators will focus on ensuring appropriate infection prevention and control by following advice from the Health Prevention Surveillance Centre (HPSC). In this regard, we ask parents to also follow their advice. Ardfinnan Community Playschool will focus on the following in particular:

- handwashing and ensuring that children learn good hand-washing techniques
- respiratory hygiene and ensuring that children learn good techniques
- ensuring good cleaning procedures in the service
- washing toys regularly
- spending more time outside with the children

Our staff will continue to safeguard children’s needs for physical care and ensure that they all feel safe, nurtured, and supported, that they have a sense of belonging and enjoy their experience.

Terms and Conditions

1. Children must be **2 years and 6 months** prior to starting playschool
2. Children must be **fully toilet trained**
3. Parent/guardian must complete and enrolment form and any necessary consent forms in full prior to commencement of playschool
4. Parent/guardian must accept or decline their child’s involvement in our Facebook page by signing on the enrolment form
5. Children must be **fully vaccinated**, and your child’s immunisation history must be presented on or before the first day of attendance
6. Fees (where applicable) must be paid on the first day your child attends each week (please put moneys in an envelope marked with your child’s name on the front of it)
7. Failure to pay fees will result in your child’s place being cancelled/lost
8. An adult must accompany your child to playschool and **make contact** with staff on arrival
9. Only adults **authorised** by you the parent/guardian may collect your child from playschool
10. Children must be collected on time: morning sessions are 9:00 to 12:00 and afternoon sessions are 1:00 to 4:00
11. Please be aware that there is a fee for late collection

Company Registration Number: 422929 CHY No.: 16937 Registered Irish Charity No.: 20062132

Our mission is “To provide high quality, affordable and accessible early education to children aged from 2 years 6 months in our local community

12. The playschool staff must have contact numbers for you and any other authorised adults regarding your child in case of an emergency
13. Children should bring a light healthy snack to playschool each day
14. Bringing toys to playschool is discouraged as guaranteeing their safe return is not possible
15. Sensible clothing is essential for playschool, jewellery should not be worn
16. Please inform playschool staff of any changes in your household which may affect your child in playschool
17. Please inform staff if your child is ill and the illness is contagious
18. Please inform staff if your child will be absent from playschool

Policies and Procedures

ARDFINNAN COMMUNITY PLAYSCHOOL quality of practice is underpinned by a set of policies, procedures and practice guidelines which reflect our ethos of providing an open welcoming child centred service, where children will grow and learn in a safe environment. We are fully compliant with GDPR guidelines. All policies are available to view on our website and in the playschool office. All policies are emailed to parents upon request. Please provide your email to our Administrator and they will email you our policies and procedures.