

## 5.1 Staffing

### Policy statement

We provide a staffing ratio in line with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and we carry out checks for enhanced criminal records and barred list checks through the Disclosure and Barring Service (DBS) in accordance with statutory requirements.

### Procedures

To meet this aim we use the following ratios of adult to children:

- Children aged two years: 1 adult : 4 children:
  - at least one member of staff holds a full and relevant level 3 qualification; and
  - at least half of all other staff hold a full and relevant level 2 qualification.
- Children aged three years and over: 1 adult : 8 children:
  - at least one member of staff holds a full and relevant level 3 qualification; and
  - at least half of all other staff hold a full and relevant level 2 qualification.
- We follow the Early Years Foundation Stage Safeguarding and Welfare Requirements where a Qualified Teacher Status, Early Years Professional or other suitable level 6 qualified person is working directly with children aged three and over:
  - there is at least one member of staff for every 13 children; and
  - at least one other member of staff holds a full and relevant level 3 qualification.
- A minimum of two staff/adults are on duty at any one time.
- Trainee staff employed by the setting and students on long term placements, volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios if they are deemed competent and responsible.
- Our manager deploys our staff, students and volunteers to give adequate supervision of indoor and outdoor areas, ensuring that children are always within sight or hearing of staff at all times.
- All staff are deployed according to the needs of the setting and the children attending.
- Our staff, students and volunteers inform their colleagues if they have to leave their area and tell colleagues where they are going.
- As a minimum, we aim for our setting Manager and Deputy to hold a CACHE Level 3 Diploma in Pre-school Practice or an equivalent qualification and a minimum of half of our staff hold the CACHE Level 2 Certificate in Pre-school Practice or an equivalent or higher qualification. As best practice, we aim to employ staff qualified to Level 3 or equivalent, with the Manager qualified to Level 5.



- Crick Pre-School ensures wherever possible that in every session, either the Manager or Deputy is in attendance. Where this is not possible, a deputy is assigned for that session. An employee who holds a full and relevant Level 3 qualification and has a minimum of 2 years relevant experience can be an “assigned” deputy.
- Each child is assigned a key person to help the child become familiar with the setting from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key person plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress and offers support in guiding their development at home.
- The number of children for each key person takes into account the individual needs of the children and the capacity of the individual key person to manage their cohort.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

This policy was adopted at a meeting of

Crick Pre-School

Held on

20<sup>th</sup> January 2021

Date to be reviewed

January 2022

Signed on behalf of the management committee

*M. Treharne*

Name of signatory

Melissa Treharne

Role of signatory (e.g. chair/owner)

Chair

#### **Other useful Pre-school Learning Alliance publications**

- Employee Handbook (2012)
- Recruiting Early Years Staff (2016)
- People Management in the Early Years (2016)