



Jitterbugs childcare first opened in May 1999. The setting is located in 2 large Victorian houses, which are adjoined and have been completely refurbished and equipped to provide spacious, outstanding top-quality childcare accommodation, complying strictly with the national standards and OFSTED regulations. (OFSTED number 400096) Our last OFSTED inspection was in August 2019 in which the outcome was outstanding quality childcare and education combined for the fourth time in a row. A copy is available upon request or can be accessed by visiting the website: [www.ofsted.co.uk](http://www.ofsted.co.uk).

**JITTERBUGS CHILDCARE** is a 72-place setting catering for children aged 0-8 years. The setting consists of four main areas these are:

- Eggs unit for children aged 0-2
- Caterpillars unit for children aged 2-3
- Cocoons unit for children aged 3-4
- Butterflies unit for children starting school in the September after their 4th birthday

The setting is open Monday - Friday, 7.45.am - 6pm. 50 weeks a year excluding bank holidays and the Christmas period.

**LOCATION:** Jitterbugs is situated on Trinity Road, which is at the bottom of Westbourne Grove on the left-hand side; it is easily accessible from both Filey Road and Seamer Road, with ample parking for dropping of and picking up outside the setting.

#### **OUTSTANDING HIGH-QUALITY SERVICES FOR CHILDREN**

We aim to achieve the highest standards possible throughout the setting by:

- Maintaining a stable, caring, warm, safe, well-organized, educational and richly stimulating environment.
- Operating a high ratio of caring, experienced and qualified staff that understand and respond to each child on an individual level of development and educational needs as we provide a key worker system, which gives continuity of care.
- Working with parents / carers to build a close, trusting relationship.
- Developing a broad, balanced and relevant early year's curriculum appropriate to all aspects of a child's educational development and catering for individual needs.
- Closely monitoring a child's social, physical and intellectual development and offering regular communication and discussion of this with parents / carers.
- Offering children, a nutritiously balanced breakfast, and 2-course freshly prepared dinner and tea, with morning and afternoon snacks. A variety of drinks are available with snack and meal times, and children have access to drinking water at all times throughout the day. Special dietary needs are catered for.

## Education

Young children thrive, and their minds and bodies develop best when they have free access to stimulating indoor and outdoor environments for learning through play and real-life experiences.

Not all children learn if they are put in a classroom environment at such an early age, as there are too many pressures on a child if they are put in that situation. At Jitterbugs all our activities incorporate the seven areas of learning, which are learnt through play to help them towards achieving the early learning goals within the Early Years foundation stage, which is the start of a child's education. Which is then followed by Key stage 1 etc.

The Areas of Learning and Development.

There are Seven areas of development. These are divided into two areas known as 'Prime' and 'Specific'.

The 3 Prime Areas are:-

Communication and Language

Physical

Personal, Social and Emotional.

The 4 Specific Areas are:-

Literacy

Mathematics

Understanding the World

Expressive arts and design

Educational programmes will focus on activities and experiences for children, as follows.

**Communication and Language Development:** -involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

**Physical Development:** -involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity and to make healthy choices in relation to food.

**Personal, Social and Emotional Development:** -involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

**Literacy Development:** -involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.

**Mathematics:** -involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.

**Understanding the World:** -involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and their environment.

**Expressive Arts and Design:** -involves enabling children to explore and play with a wide range of media and materials; as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

## Characteristics of Effective Learning

Characteristics of Effective Learning are a revised section in the current Early Years Foundation Stage Curriculum. It plays a part in planning and guiding children's activities, practitioners must reflect on the different ways that children learn, and then reflect these in their practice. A child's individual learning characteristic will determine the way they respond to both the teaching and learning taking place in the environment. Three characteristics of effective teaching and learning identified by the EYFS are:

**Playing and exploring**

**Active learning**

**Creating and thinking critically**

## **BRITISH VALUES:**

At Jitterbugs we promote fundamental British values, by making decisions together to develop personal, social and emotional development, self-confidence and self-awareness. We teach children to understand rules and values to create positive relationships for life skills, understanding that rules matter. We value and respect other cultural beliefs in jitterbugs and within the wider community allowing children to develop their knowledge and understanding of the world, people and communities, managing feelings and behaviour and making relationships. One of the ways we promote British values is by singing grace before our meals as well as other ways of promoting every aspect of British Values within the setting.

## **SETTLING YOUR CHILD INTO JITTERBUGS**

We recommend you bring your child for a visit before he/she starts Jitterbugs, to get them used to their new environment and to become familiar with their key worker and staff. You may be required to stay with your child on this visit. You may visit for an hour or more depending on the child's individual needs. If you feel comfortable and think your child will settle in without this visit, then you can leave them as soon as require childcare to commence. Please discuss with a key worker for the best way to settle your child into our setting, as every child is different, and we want you and your child to be happy in our care. (There is no charge for the introductory visit as long as you stay with your child or if you only leave them for an hour however you will be charged if you require to leave them for a whole session prior to starting.)

## **KEY WORKER SYSTEM**

The key worker system aims to provide a sense of stability; continuity and security which are of vital importance to a young child's future, social, emotional educational and intellectual development. As children enter the setting or a new Unit they will be allocated a Key-Worker. The Key worker system is a system whereby the key worker assumes responsibility for the daily welfare of a child and is able to develop relationships with the parents / carers and the child alongside the other staff members within that unit. We link the key worker groups to different 'bugs', and these are displayed in each unit's hallway.

## **STAFFING**

We operate a high ratio of qualified and experienced staff, to children to maintain our commitment to provide the highest quality of childcare both emotional and educationally. We work on a ratio of 1 adult - 3 children for children under 2. Children aged between 2 and 3 the ratio is 1 adult - 4 children. Children aged 3 and over there is 1 adult - 8 children.

## **SNACKS AND MEALTIMES**

All of the snacks and meals which are provided at Jitterbugs are made on site, with fresh local ingredients. Mealtime menus are on display on the digital notice boards in each of the entrances. Menus change from time to time to accommodate fruit and veg in season

Breakfast is available for the children up to 9 am each day and consists of a choice of cereal, toast or fruit and a drink of milk or water.

Snacks are provided on a free flow system; this encourages self-independence and encourages personal skills. Snack is available during the morning and afternoon session, there is always a choice of two healthy snacks and we will cater for any special dietary needs.

We have Dinner at around 12 mid-day each day so if your child attends for the morning session he / she will receive a hot 2 course freshly prepared nutritious meal, if your child attends an afternoon session then they will be offered a 2-course tea at around 4.00 pm. We have water available for all children on request throughout the day.

## **PUSHCHAIRS**

If you bring your child to jitterbugs in a pushchair there is a buggy shelter that is located at the bottom of number 7 stairs. This works using a code that we provide to you which will allow you access to put your pushchair in and to collect them after your child's session has ended. We have 24hour CCTV for extra security and we also have a biking locking system for inside the buggy shelter for extra security.

## **BRUSHING TEETH**

Children are encouraged to brush their teeth after main meal times, (dinner and tea) as this promotes children's self-care and personal hygiene, it is important that you encourage teeth brushing at home each morning and evening, and do not rely on our teeth brushing routines to be sufficient enough. All children have their own individual tooth brush, which is stored in their own individual pot with their name card in. All toothbrushes are provided by jitterbugs, which are changed every term.

## **BIRTHDAYS**

We will celebrate each child's birthday by using a pretend dummy cake and parents can bring cakes but please ask first as if we have a lot of birthday's all in one week then sometimes we have too many cakes and it is not good for the children. We also ask parents not to bring in sweets to give out as again sometimes it seems like we are giving too many sweets out to children. Sometimes we use sweets in activities, but we like to monitor how many we give to children.

## **NAPPIES AND TOILET TRAINING**

Could you please provide nappies, wipes and creams if your child is in nappies? Our daily routine is to change children's nappies 3 times on a full day regardless and again in between this time if your child has a dirty.

If you are toilet or potty training your child let us know and we will follow the same routine and also encourage continuity while your child is with us. Please send spare clothes and shoes in case of any little mishaps. You will be required to fill out a 'toileting form' which will give us vital information about your child and if they have any special words or actions for their toileting needs.

Also, please send your child in clothes they can manage, as this will encourage independence. Dungarees and hard fastening clothes are not suitable when your child is toilet training. We DO NOT advise pull-ups to be used for toilet training, as they are confusing for the child as they may think they still have a nappy on.

## **SECURITY**

We have a Biometrics fingerprint security door system in place located on both entrances which will only let persons in the building who have a registered finger print. We will register any person with your permission who will be collecting your child/ren on a regular basis. If another person who is not registered but will be collecting your child, you must inform us. There is a bell for them to ring with a camera, so we can see from inside the building who is at the door. If they are not recognised, then they will have to give us the security password which you must provide on the registration form at the time of registration. No child should be collected by anyone under 16 years of age unless they have parental responsibility. Our inner door will be kept locked at all times, and we would appreciate it if you can always ensure you have fully shut the door on leaving and entering the premises. Please do not open the door to any other person, even if you know them, as we need to monitor people entering the premises.

## **PROFILE**

Every child who attends the setting will have a Profile made. This is a Document which contains observations and photos of your child's time with us. It is carried out on secured iPads and helps key workers track and plan your child's progress. The Document is linked to The Early Years Foundation Stage. It shows your child's educational development in all areas of learning through a combination of Adult and child led activities.

You will be able to look at these observations through a parent app (evidence me) or through a website online.

## **LIBRARY SYSTEM**

Every child who attends the setting will be introduced to our Library. Outside each unit there is a display of books with a log book. This allows your child to access 1 or 2 books to be taken home, all we ask you to do is write in the log book your child's name, date and title, then on returning this book, again indicating the date. We hope that this scheme develops the children's interest in books and helps children develop early literacy skills as they become familiar with print and grow awareness that print has meaning.

## **JOFLI BEAR AND TREASURE BASKETS/BAGS**

These are also schemes we provided as a setting to promote a child's development. Within the Baby and Toddlers unit we in-corporate Treasure baskets into our everyday play. These allow the children opportunities to explore different textures, senses, looking at certain areas of development which will promote their interests and experiences.

Jofli Bear comes with his own back pack with a diary inside. This will be offered to you on special occasions such as holidays, weddings, birthdays etc or you may be asked to take Jofli bear home with you over night or for a weekend. Jofli is asked to take part with your everyday routines and to help with the promotion of caring and sharing. We ask you to write down with the help of your child to promote their knowledge and understanding what you have done such as tea time, bath time, bed time routines or if there is a special occasion did Jofli help with the preparation, help write in the card, even had a dance, you can even take photographs and pop those in the diary.

## **OUR OUTDOOR ENVIRONMENT**

Our outdoor area is an extend of our learning environment and is divided into different areas which is on split-levels, each area is covered with safety flooring, such as super turf, rubber matting or Walk-sure surfacing. We also have undercover areas. We have superb learning facilities within our outdoor environment. At Jitterbugs children go out in all weathers, and we provide all outdoor clothing. All children can access the outdoor area during the free flow time, and have access to sand, water, building, construction, ball activities, role play, climbing frame, a garden area for planting and growing, bikes and cars etc, the activities are endless. We provided the same opportunities and learning experiences outdoors as well as indoor play, so if your child is an outdoor person, their learning will be just as enriched as it would be in the indoor environment.

## **Nursery in a box/Parent admin**

At Jitterbugs we use a system called Nursery in a box. This system is used to manage the admin side, such as booking patterns, funding, invoices and registering children. Before your child starts at Jitterbugs, we will register your child through nursery in a box, which will then send you an email to register with Parentadmin. This is where you will complete your child's registration form with the relevant information, we require for your child to attend Jitterbugs. Each month on parentadmin you should receive your invoice for that month. If you wish to set up a monthly standing order, then we will be able to do this by averaging your child's nursery cost over the year.

## **Eggs (0-2-year-old room)**



Our Eggs unit is situated on the first floor across number 5 and 7 Trinity Road. The babies and toddlers will receive continuity of care as the area is staffed with key workers who are qualified in childcare. Babies and Toddlers have access to the Caterpillar unit both indoors and outside on a daily basis, before they reach the age of 2, so they can become familiar with this new environment which helps with your child's transition when they are ready to move. The ratio of adults - children in the Eggs unit is 1 staff to every three babies and toddlers.

Children in the Egg unit will be issued with a diary book. It will include feeding, sleeping and nappy/toileting routines. Any other relevant information will also be recorded. This book will go home after each day your child attends the setting and is to be brought back each time your child attends. Parents are also encouraged to write down any information that may be relevant to your child's care while at the setting. This book provides us with a close link between home and the setting especially if someone else is bringing or dropping your child off.

The children are introduced to a "free flow" environment which is carried out throughout all of the setting. This allows the children to access any interests in the areas provided be it messy play, role play, small world, construction etc. we also have areas for both babies and toddlers to enjoy 'quiet' time may this be looking at a book or carrying out

an activity or if and when a child's needs some quality with an adult. All the children's educational needs and development are met through everyday play.

### WHAT YOU AND WHAT WE PROVIDE

You only need to provide your child's nappies and wipes and any creams you require us to use. You will also need to provide Formula or breast milk if your child has any of these. We provide cow's milk so please inform us when your child starts on cow's milk; we provide all food and other drinks.

Formula milk is to be sent either already measured in individual containers and bottles or you can send a tin of milk with a bottle and we will make up the feeds when your baby requires it, breast milk must be in bottles ready to warm up also. We provide cooled boiled water for babies and drinking water for toddlers throughout the day.

We provide a morning and afternoon snack, a freshly cooked hot 2-course dinner and a tea. Food will be liquidised for babies and lumpier food will be introduced when your baby reaches that stage of development. We will discuss with you each stage of your child's feeding development, so we can provide the same continuity as your child receives at home. All food is cooked from fresh produce. Special dietary needs will also be met. Bedding, bibs and flannels will be provided individually to each child and not shared. Babies and toddlers that are sleeping will be checked every 15 minutes; babies will only be placed in a cot on their backs to sleep. (This is for the baby's own safety).

### Caterpillars (2-3-year-old room)



The Caterpillar unit is situated on the ground floor of number 5 Trinity Road. The unit is designed for children aged approximately 2-3, however if your child is ready for more challenges they may move into this area slightly earlier or later than the stated age. This all depends upon your child's stage of development. The unit is split into three main areas:

- Play room - providing role play, construction, small world jigsaws, book area etc there is also a sleep den where your child can have a rest or a sleep.
- Meal times and snacks also take place in the play room.
- Creative room - with access to paint, collage, sand water and malleable activities alongside lots more creative experiences
- Outdoor area - with planting, role play, construction, small world and lots more outdoor activities.

Within the setting we provide a wide range of educational activities and resources for the children to explore and access. Ensuring all areas of the children's development through The Early Years Foundation Stage is met. Your child is free to access all activities depending upon his/her own interests. Within the unit we provide both adult guided activities to ensure all their individual educational needs are met and also child initiated. This means if the children show particular interests in a certain area of development we would then extend upon these. For example: a child has had a day at the beach with family and has returned to Jitterbugs telling us about their experiences, we would then

plan activities based on the beach, encourage sand castle building, bring things into the setting i.e. sea weed/shells and other beach objects for the children to explore. We also continue to encourage independence by offering your child opportunities to carry out small tasks such as putting on their coat, drinking without a lid and so on.

### **Cocoon (3-4-year-old room)**



The Cocoon unit is based on the ground floor in number 7 Trinity Road. There are three large areas:

- Playroom - providing: ICT, role play, mark making, music, small world construction and a book corner etc
- Creative area - opportunities for paint, gluing, sand water and malleable materials
- Large outdoor area - situated on 3 levels providing opportunities for: music, physical, water, sand, painting, construction, planting, role play and exploration of the outdoor environment.

The Cocoon provides an extensive range of educational activities for the children, on a free flow system both indoors and outside. Activities/experiences provided meet all 7 areas of the curriculum enabling the children to make independent choices about where they want to play and the type of activities they access. Within this area practitioners provide activities which follow the children's interest in addition to adult guided activities. Snack time within the Pre-School unit is operated on a free-flow system. The children are offered a choice of two healthy snacks and a drink of water, milk or homemade fruit or vegetable smoothie and they are able to choose which they would like, and at what point throughout the session. This is to promote independence and develop their social skills.

### **FRENCH**

Children within Caterpillar, cocoon and butterfly unit take part in French lessons. We have a French teacher who comes into the setting once a week, throughout the term who undertakes interactive singing sessions and games with the children to develop their French vocabulary. The children thoroughly enjoy learning: phrases, animal names and action songs in French which in turn develop into small conversations.

### **MUSIC WORKSHOP**

RK music workshop come into the setting once a week on a rolling rota in Caterpillar, Cocoon and Butterfly unit. They are all about providing fun and enlightening musical knowledge through musical activities. They do themed sessions depending on the children's interest to engage the children more to enable them to learn more during the session.

## Butterflies (4-year-old room)



The Butterflies room is located within the Number 5 building Trinity Road. This room has two large areas and shares an outside area with Cocoon:

- Playroom- providing continues provision: ICT, role play, mark making, music, small world construction and a book corner etc
- Creative area: opportunities for painting, gluing, sand water and malleable materials
- Shared Large outdoor area - situated on 3 levels providing opportunities for: music, physical, water, sand, painting, construction, planting, role play and exploration of the outdoor environment.

Our Butterfly unit is the stepping stone to preparing your child for school which aims to provide the very best educational start for each individual child by planning activities focus around the 7 areas of the curriculum. The Butterfly unit provides continues provision through the free flow system to enable the children to make independent choices on where to play within the different areas. We focus on providing stimulating activities throughout the day for the children thrive in their surroundings to enable them to reach their full protentional. The snack time in the Butterfly unit operates within the free-flow system to allow them to make their own choices. The children are offered a choice of two healthy snacks and a drink of water, milk or homemade fruit or vegetable smoothie.

### **SICKNESS**

Children should not attend Jitterbugs if they are ill, as any illness that is contagious can put other children at risk. Infections can spread rapidly.

If your child becomes ill while at Jitterbugs, you will be contacted immediately, and you will be required to collect your child straight away.

If your child has sickness or diarrhoea please do not send them to Jitterbugs, they can only return 48 hours after the last time they were sick and 48 hours after they had the last bought of diarrhoea.

If you are not sure about incubation periods in which your child should be kept away from other children, then please discuss this with your child's key worker or one of the Practitioners, as they will be able to advise you.

Please telephone us and inform us if your child will not be attending due to illness or any other reason for absences, as we may need to inform other parents of anything that is going around. Please telephone before 10.am if your child attends an am session or full day or before 2pm if they attend the pm session. If you do not bring your child to Jitterbugs without informing us then we will give you a courtesy call to see why they have not attended, this is good practise on both parties as this is what would happen if your child were at school.

### **MEDICATION**

If your child is on any type of prescribed medication and you wish for us to administer it, then you must fill in a medication form giving us permission to do so. All medication must stay in their ordinary packaging. Medication cannot be administered under any circumstances without this form. A measured spoon or syringe must also be sent with medication that requires a measured dose. We also need to know the last time medication was given prior to your



child coming to Jitterbugs. You must tell us this, each day you require us to administer medication while in our care. For further details on medication please ask for our medication policy.

### **COMMON ASSESSMENT FRAMEWORK (CAF).**

The Common Assessment Framework is a way of making sure that families who need extra support and guidance get the right help as soon as possible. A CAF involves listening to you and your family and find out what help you need, an action plan will be put together to make sure you get the right sort of help from the right professionals. If your child or your family need any extra help we will initially start the CAF or alternatively you can request for us to begin one.

### **SAFE GUARDING CHILDREN**

We are very aware of safe guarding children issues and we operate under guidelines issued by North Yorkshire County Council. We are obliged to report any incidents of suspected child abuse. You must inform us if your child is subject to a child protection plan, so we can work together to help you to provide the best care for your child. We support the children within our care, protect them from maltreatment and have robust procedures in place to prevent the impairment of children's health and development. In our setting we strive to protect children from the risk of different types of abuse, radicalisation and we promote acceptance and tolerance of other beliefs and cultures.

### **SPECIAL EDUCATIONAL NEEDS**

At Jitterbugs we will meet the individual needs of children and carers. If we feel your child may have any type of additional needs we will inform you and discuss any further action that may need to be taken, both at Jitterbugs and at home. We believe in inclusion for all and do not discriminate against any disability.

### **GOVERNMENT TWO-YEAR-OLD FUNDING (2-year olds)**

Some children are eligible for 2-year-old funding a term after their 2nd birthday, however there are strict guidelines to this and you must meet certain criteria. Please ask for information if you think you may be eligible for 2-year-old funding. If you are granted the 2-year-old funding this works in the same way as funding for 3 and 4 years olds (stated below)

### **GOVERNMENT UNIVERSAL FUNDING (3 and 4-year olds)**

When your child reaches 3 he / she will be entitled to receive the 3 and 4-year olds funding. However, this is not as soon as the 3rd birthday is reached, it is the term after, and your child reaches 3. You will be notified when your child is eligible for funding.

### **EXTENDED ENTITLEMENT FUNDING**

This is an additional 15 hours funding on top of the universal 15 hours. If you, and any partner, each expect to earn (on average) at least £120 a week (equal to 16 hours at the National Minimum or Living Wage). If you, or your partner, are on maternity, paternity or adoption leave, or you're unable to work because you are disabled or have caring responsibilities, you could still be eligible.

To apply for the additional 15 hours on top of the universal 15 hours, then it's the parent's responsibility to make the claim through HMRC which will then give you a voucher code to pass onto jitterbugs childcare. You will be responsible to reapply every 3 months ensure you continue to receive these addition 15 hours.

### **CORPORATE CHILDCARE VOUCHERS**

We are currently registered to receive a variety of corporate childcare vouchers so if your employer as opted to join one of these schemes or any other scheme this is how it works.

You order your childcare vouchers from your employer as part of your salary, by choosing to receive a proportion of your salary in corporate vouchers you will save up to 11% on the cost of your childcare, because the vouchers are exempt from National Insurance contributions. You then give the vouchers to us to cover the cost of childcare.

### **TAX-FREE CHILDCARE**

Tax-Free Childcare is a Government-backed scheme which helps parents with the cost of childcare. The scheme, which launched in April this year, gives eligible families an extra 20% towards childcare costs. Jitterbugs is now registered as a Tax-free childcare provider so once you have set up with this scheme, please pass on the code that

you will receive to a member of staff at Jitterbugs. The link below has more information about this new tax-free childcare and has the link for you to get up with the scheme.

[www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk).

## **WORKING TOGETHER**

At Jitterbugs we feel that it is important to work alongside parents, so that we can provide the best possible care. To keep you informed of your child's progress, we provide Bi-annual parent's evenings. Parents can have access to their children's records on request, at any time. We also issue regular newsletters to keep you informed of any changes or notices and forthcoming events and topics.

## **POLICIES**

Copies of all our policies are in the policy booklet in the main entrance. Copies are available on request.

## **DISABILITY STATEMENT**

Jitterbugs Childcare aims to ensure that all reasonable adjustments are made to our provision, to ensure that disabled people are not substantially disadvantaged.

If you or your child is a disabled person, make sure we are aware of what you need so that we can make reasonable adjustments to help you succeed. If you need any assistance please feel free to ask any member of staff to help.

## **COMPLAINTS**

If you have any concerns or complaints relating to the care of your child or the childcare provision please use the following procedure:

Talk to either:

Owner/director	Linda Wood
Childcare manager	Katey Pratt
Deputy manager	Julie Deaves
Deputy manager	Katie Turrell
Your child's key worker	

All complaints are referred to the officer in charge of Jitterbugs, in her absence the deputy officer. All complaints and conversations will be recorded on a complaints form and we will continue to record each stage of the complaint. We believe that most complaints can be dealt with at an early stage and will be dealt with fairly and in the best interests of the setting and the parents and the children involved.

If the problem is not resolved within two weeks, the carer should then put their concerns in writing to officer in charge of Jitterbugs.

If the carer and Jitterbugs cannot reach an agreement, then both parties may have another person present. A written report of the discussion should be made at this point. Third parties will be invited to give their suggestions to resolve their concerns.

If a complaint cannot be resolved or you are not satisfied with the outcome, then it will be necessary to contact OFSTED. You can contact them on 0300 123 4666 or [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

We are constantly trying to develop our provision to make you feel welcome and valued.

We value and respect all people and are here to meet your needs and we need your help in order for us to achieve this.

Thank you for taking an interest in Jitterbugs. If you choose Jitterbugs for your child care needs then we hope your child and your self will be happy with us.

If you require any further information about Jitterbugs, then do not hesitate to ask. Any of the Key workers will be available to assist with any queries you may have. If you have any problems at all then we are here to help, any issues will be dealt with confidentially.

This publication is also available in large print, audiotape and disk formats. Speak to a member of staff for details. If you require this publication to be translated in any other language please speak with a member of staff.

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