

Policies & Procedures



The Old School Nursery

The Old School

Bersted Street

Bognor Regis

PO229QE

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CHILD PROTECTION

This policy has been developed in accordance with the principles established by the Children Act 1989; and Education Act 2002 and in line with government publications:

- “Working Together to Safeguard Children” 2018
- “Framework for the Assessment of Children in Need and their Families” 2000,
- “What to do if You Are Worried a Child is Being Abused” 2015
- DfES guidance “Safeguarding Children & Safer Recruiting in Education” 2006 and the
- The Prevent Duty 2015

- Sussex Child Protection & Safeguarding Procedures (Produced by West Sussex, East Sussex, and Brighton & Hove Local Safeguarding Children Boards).

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm. We recognise that all adults, including temporary staff, volunteers and directors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. All staff members believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure the school contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all staff in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability.

2. PROCEDURES

Our nursery school procedures for Child Protection will be in line with the West Sussex LSCB Procedures. We will ensure that:

All members of staff understand and fulfil their responsibilities to ensure that they safeguard and promote the welfare of children through all policies, arrangements, and activities.

Our designated members of staff are Gemma Robinson (Manager), Faye Homer (Deputy manager) Kim Trusler/Becky Collings, Caitlin Halliday and Karen Noble/Alicia Widdrington (the room leaders) . They are there to oversee all practitioners in each room. They will undertake the initial Designated Member of Staff training and subsequent refresher courses every year delivered through the West Sussex County Council Safeguarding Unit.

All members of staff are provided with Child Protection Training every three years.

All members of staff and volunteers know:

- The signs and symptoms of concern (See Appendix 1)
- How to respond to a pupil who discloses abuse
- What to do if they are concerned about a child (See Appendix 2)
- Details regarding the prevent duty

All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the schools' Child Protection Policy, and reference to it in our introductory school pack.

We will ensure that our selection and recruitment of staff meet the requirements as set down in Safer Recruitment guidance.

Our procedures will be regularly reviewed and up-dated.

The name of the designated member of staff for Child Protection will be clearly advertised in the policy file, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

All new members of staff will be given a copy of our Child Protection Policy.

3. RESPONSIBILITIES

The Designated Member of staff **Gemma Robinson, Faye Homer, along with room leaders** are responsible for:

Referring a child if there are concerns about possible abuse, to the Social Care Assessment team, and acting as a focal point for staff to discuss concerns. A written record of the referral will be sent to the Assessment Team by the end of the working day the referral is made.

Keeping written records of concerns about a child even if there is no need to make an immediate referral.

Ensuring that all such records are kept confidentially and securely and are separate from pupil records.

Ensuring that an indication of further record-keeping is marked on the pupil records.

Liaising with other agencies and professionals.

Attending Child Protection Conferences, core groups or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parents.

Ensuring that any pupil that is subject to a child protection plan who is absent without explanation for two days is referred to their key worker's Social Care Team.

Organising child protection training for all school staff.

Reviewing annually the Child Protection policy.

Reporting an updated information about policy and procedures, incidents and cases, training and any children subject to a child protection plan to the Directors (anonymised).

4. SUPPORTING CHILDREN

We recognise that a child who is abused or witness's violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal too aggressive or withdrawn.

Staff will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to all children about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the child's new school and ensuring the school medical records are forwarded as a matter of priority.

5. CONFIDENTIALITY

We recognise that all matters relating to child protection are confidential.

The Designated person will disclose any information about a pupil other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

We will always undertake to share our intention to refer a child to Children's Services with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Duty Manager at the Assessment Team on this point.

6. SUPPORTING STAFF

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the Manager and to seek further support as appropriate.

Babysitting Policy

The nursery has a duty to safeguard all children whilst on our premises and in the care of the nursery staff, but this does not extend to private arrangements between staff and parents/carers outside of nursery hours.

The nursery will not be responsible for any private babysitting arrangements or agreements made between staff and parents/carers.

Our of hours babysitting arrangements must not interfere with staff members employment at the nursery or their working hours.

Confidentiality of employment at the nursery must be adhered to and respected at all times. The nursery will not be held responsible for any health and safety or other issues that may arise from these private arrangements.

7. ALLEGATIONS AGAINST STAFF

All staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

All Staff should be aware of West Sussex Guidance on Behaviour Issues, and the school's own Behaviour Management policy.

Allegations of abuse can be made by children and other concerned adults against a member of staff.

If such an allegation is made, the member of staff receiving the allegation will immediately inform the Manager.

The Manager on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)

The Manager should also take the following actions:

- Ensure that the child reporting the allegation is safe and away from the member of staff whom the allegation is made.
- Make a referral to the Children's Service where the child resides, if appropriate.
- Contact the parents/carers of the child, following advice from the LADO
- Suspend the member of staff or review his/her working arrangements, pending the investigation, following advice from the LADO
- Attend strategy meetings convened by the LADO and act upon the decisions made at these meetings
- If the allegation made to a member of staff concerns the Manager, the person receiving the allegation will immediately inform the Deputy Manager who will consult as in 7.5 above, without notifying the Manager first.
- Suspension of the member of staff against whom an allegation has been made, needs careful consideration, and the Manager will seek the advice of the LADO.

Suspension should be considered when:

- There is a cause to suspect a child is at risk of significant harm or
- The allegation warrants investigation by the police or
- The allegation is so serious that it might be grounds for dismissal

8. WHISTLEBLOWING

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they should speak in the first instance, to the LADO (Children's safeguarding board, Local authority designated officer)

The NSPCC have introduced a new helpline for practitioners to call if they need advice and support regarding safeguarding, in their setting or others. The number is: 0800 028 0285 and went live on 13/02/16. See further advice in guidance or online at [https://www.nspcc.org.uk/fighting-for-childhood/news-opinion/new-whistleblowing-advice-line-professionals?utm_source=google&utm_medium=ppc&utm_campaign=BND_-_Whistleblowing_Helpline_-_\[Exact\]&gclid=CMDX7urpocsCFdUZGQodVOIL6Q&gclidsrc=ds](https://www.nspcc.org.uk/fighting-for-childhood/news-opinion/new-whistleblowing-advice-line-professionals?utm_source=google&utm_medium=ppc&utm_campaign=BND_-_Whistleblowing_Helpline_-_[Exact]&gclid=CMDX7urpocsCFdUZGQodVOIL6Q&gclidsrc=ds)

9. PHYSICAL INTERVENTION

Our policy on physical intervention by staff is set out separately, and acknowledges that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

Such events should be recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained in the Team Teach technique.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

10. BULLYING

Our policy on bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes homophobic and gender related bullying.

11. PREVENTION

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

12. HEALTH & SAFETY

Our Health & Safety policy, set out in a separate

document, reflects the consideration we give to the protection of our children.

13. FEMALE GENITAL MUTILATION

The world health organisation defines female genital mutilation (FGM) as 'all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs for non-medical reasons. FGM is prevalent as a cultural ritual in 28 African countries as well as in parts of the middle east and Asia. FGM is recognised internally as a violation of human rights and is illegal in the United Kingdom.

Categories of FGM:

- Clitoridectomy - Partial or total removal of the clitoris and the labia minora; in very rare cases only the prepuce.
- Excision - partial or total removal of the clitoris and the labia minor with or without excision of the labia majora.
- Infibulation - Narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer labia with or without removal of the clitoris.
- Other - All harmful procedures to the female genitalia for non-medical purposes e.g. pricking, piercing, incising, scraping and cauterising the genital area.

FGM Mandatory Reporting Duty

From October 31st 2015, regulated health and social care professionals and teachers in England and Wales must report known cases of FGM in under 18's which they identify in the course of the professional work to the police. We will use the form provided 'Reporting Fact Sheet' and guidance provided to do so. See attached.

14. CHILD SEXUAL EXPLOITATION:

CSE (Child sexual exploitation) involves children under 18 being in exploitative situations. CSE can occur through the use of technology without the child's immediate recognition, for example being persuaded to post sexual images on the internet/mobile phone without immediate payment or gain. In all the cases exploiting those exploiting the young person have power of them by virtue of their age, gender, intellect, physical strength and or economic or other resources. Violence, coercion and intimidation are common involvement in exploitive relationships being characterised in the main by the child or young persons limited availability of choice resulting from their social/economic and or emotional vulnerability.

Any child can be targeted by sexual exploitation regardless gender, ethnicity or background; however, there are some groups which have been identified as particularly vulnerable. These include:

- LAC - Looked after children

- Children/young people with disabilities or learning disabilities
- Children leaving care
- Lesbian, gay, bisexual and transgender children.

Signs of CSE:

- Going missing for periods of time regular returning late
- Missing from education regularly
- Mood swings or changes in behaviour
- Displaying inappropriate sexualised behaviour.

We will work closely with other agencies to support vulnerable children and will use the tool provided by the LA to identify whether we feel the child is at risk. We will still follow our safeguarding procedure if the child is at risk.

APPENDIX 1

Recognising Abuse:

Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children (2018) as:

- Protecting children from abuse and neglect
- Preventing impairment of their health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully

In 2018 this is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

The maltreatment of children - physically, emotionally, sexually or through neglect can have major long-term effects on all aspects of a child's health, development and wellbeing. Definitions of Abuse as cited in Working Together to Safeguard Children (HM Government 2006) are:

PHYSICAL ABUSE:

- May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.
- Physical harm may also be caused when a parent/carer fabricates the symptoms of, or deliberately induces illness in a child.

EMOTIONAL ABUSE:

- Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.
- It may involve conveying to children that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person.
- It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- It may involve seeing or hearing the ill-treatment of another.
- It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.
- Some level of emotional abuse is involved in all types of maltreatment of a child though it may occur alone.

SEXUAL ABUSE:

- Involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening.
- The activities may involve physical contact, including penetrative (e.g. rape, vaginal, anal and/or oral sex) or non-penetrative acts.
- They may include non-contact activities such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

NEGLECT:

This is the persistent failure to meet a child's basic physical and/or psychological needs. This is likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate caregivers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

APPENDIX 2:

STAGES TO FOLLOW IF YOU ARE WORRIED ABOUT A CHILD

1. The Old School Nursery recognises that it has a duty to act on reports or suspicions of abuse. It also acknowledges that taking action in cases of child abuse is never easy; However, we believe that the safety of the child should override any doubts or hesitations. You should act if:
 - You have a concern about a child/young person's wellbeing based on something the child/young person/parent has told you
 - Something you have noticed about the child's behaviour, health or appearance
 - Something another professional said or did

Even if you think your concern is minor, the Designated person for Child Protection may have more information, that, together with what you know may represent a more serious worry about a child.

It is never your decision alone how to respond to concerns-but it is always your responsibility to share concerns, no matter how small.

2. **Decide whether you need to find out more** by asking the child/young person, or their parent to clarify your concerns, being careful to use open questions: ...beginning with words like 'how', 'why', 'where', 'when', 'who'?
3. **Let the child/young person know what you plan to do next** if you have

Heard a disclosure of abuse or you are talking with them about your concerns. Do **not** promise to keep what s/he tells you secret.

For example, 'I am worried about your bruise and I need to tell Mrs Smith so that she can help us think about how to keep you safe'

4. **Inform the Designated person for Child Protection immediately.** If they are not available, inform their deputy. If neither are available, speak to the Directors. You must make the referral yourself if no other member of staff is available.
5. **Make a written record** as soon as possible after the event, noting:
 - Name of child
 - Date, time and place
 - Who else was present
 - What was said/what happened/what you noticed...speech, behaviour, mood, drawing, games or appearance
 - If child or parent spoke, record their words rather than your interpretation
 - Analysis of what you observed & why it is a cause for concern

6. The designated person (named above) will take immediate action if there is a suspicion a child has or is likely to be abused. In this situation the named person will contact the Multi-Agency Safeguarding Hub - (MASH) on 01403 229900 or emergency out of hours' number 0330 222 6664. If a referral is made a form is to be downloaded from Sussex Child Protection & Safeguarding, completed and returned within 24 hours.

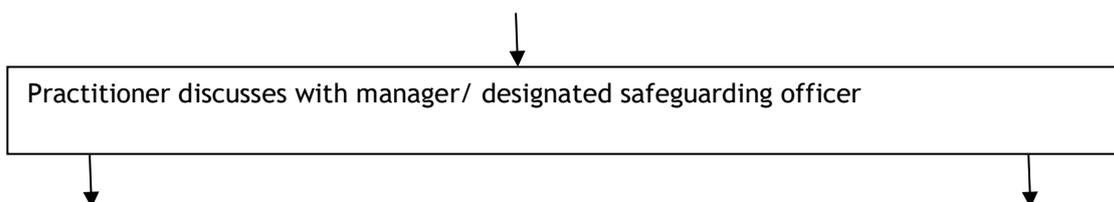
Contact details for outside agencies:

- **Local Safeguarding Children's Board (LSCB)**
Room 21
Durban House
Durban Road
PO22 9RE
- **West Sussex Safeguarding Children Board**
Call: **0330 222 5296**
Email: lscb@westsussex.gov.uk
- **MASH** - Anyone who has concerns about the welfare of a child can contact a single countywide phone number, known as the 'MASH'. Monday to Friday between 9am-5pm: **01403 229900**
- At all other times, including nights, weekends and bank holidays, contact the 'out of hours' emergency team: **03302226664**

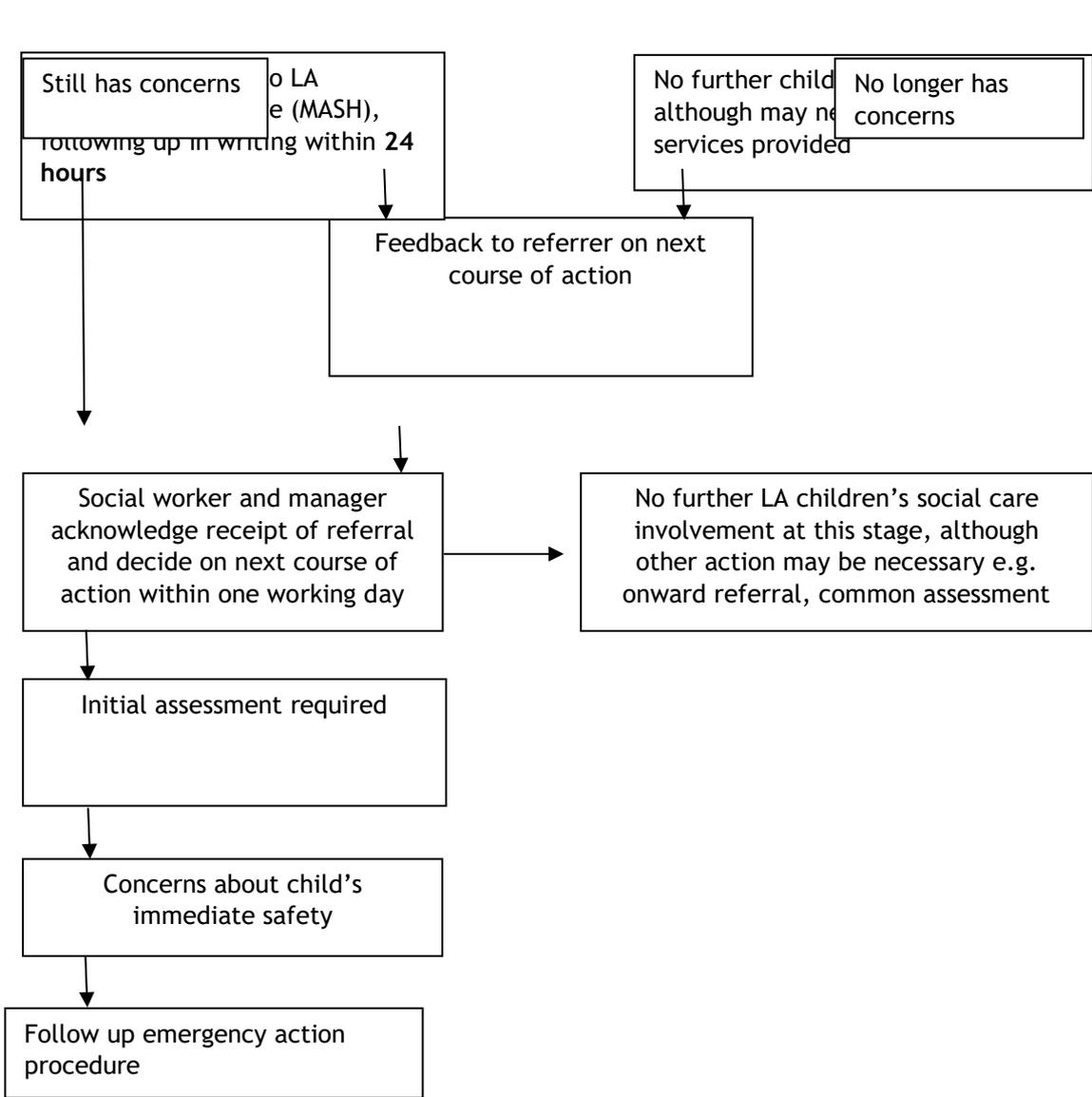
Email: MASH@westsussex.gcsx.gov.uk
- **Designated Professionals West Sussex Designated Nurse Safeguarding Children: 07770 800 247**
- **Police: Safeguarding Investigations Unit: Telephone 101** and ask for the Safeguarding Investigations Unit or in an emergency dial **999** - See more at: <https://sussexchildprotection.procedures.org.uk/yqkth#sthash.XJ825cmm.dpuf>

7. The Designated person informs parent that they have made a Child Protection referral, if the parent does not already know, and if there is no reason not to let them know or outside agencies have not suggested a delay in informing them.

APPENDIX 3 REFERRALS



Practitioner or member of the public has concerns about child's safety and welfare



Policy statement

The Old School Nursery will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life.

Procedures

We carry out the following procedures to ensure we meet these three key commitments. These are:

- We are committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas.
- The Old School Nursery is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (March 2015 HM Government Website)).
- The Old School Nursery is committed to promoting awareness of child abuse issues throughout its training and learning programmes for all Staff. We are also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and listened to.

Key Commitment 1:

Staff and volunteers

- Our designated person (a member of staff) who co-ordinates child protection issues is: **Gemma Robinson & Faye Homer with the room leaders acting on their behalf of staff in each room.**
- We ensure all staff are trained to understand our safeguarding policies and procedures and parents are made aware of them too.
- All staff have an up-to-date knowledge of safeguarding issues.
- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within the provision are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Criminal Records Bureau before posts can be confirmed. These are now called 'DBS Checks'
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect of references and DBS checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the provision or has access to the children.
- We record information about staff qualifications, and the identity checks and vetting processes that have been completed including:
 - The criminal records disclosure reference number;
- We inform all staff that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children. This includes anyone living in their home that has unsuitability to work with

children due to a conviction. Staff are made aware that they are responsible for providing us with accurate information and also providing updates if necessary.

- Volunteers and college students do not work unsupervised.
- We abide by the Safeguarding Vulnerable Groups Act (2006) requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern. We refer these people to the DBS service in line with the law.
- We have procedures for recording the details of visitors to the setting.
- We take security steps to ensure that we have control over who comes into the provision so that no unauthorised person has unsupervised access to the children. Persons coming into the setting are asked to sign in and out. The main door is always bolted shut and staff take appropriate measures to ensure this is always done. The back gates are checked in line with the Risk Assessment at the start of every session.
- We take steps to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child.

Key Commitment 2:

Responding to suspicions of abuse

We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect. When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through:

- significant changes in their behaviour;
- deterioration in their general well-being;
- their comments which may give cause for concern, or the things they say (direct or indirect disclosure);
- changes in their appearance, their behaviour, or their play;
- unexplained bruising, marks or signs of possible abuse or neglect; and
- any reason to suspect neglect or abuse outside the setting.
- We take into account factors affecting parental capacity, such as social exclusion, domestic violence, parent's drug or alcohol abuse, mental or physical illness or parent's learning disability.
- We are aware of other factors that affect children's vulnerability such as abuse of disabled children, fabricated or induced illness, child abuse linked to beliefs in spirit possession, sexual exploitation of children such as through internet abuse and Female Genital Mutilation that may affect or may have affected children and young people using our provision.

- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care we may become aware of any of these factors affecting older children and young people who we may come into contact with.
- Where we believe a child in our care or known to us may be affected by any of these factors we follow the procedure for reporting child protection concerns.
- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with member of staff who is acting as the 'designated person'. This person is **Gemma Robinson** and **Faye Homer** who is Deputy.
- The information is stored on the child's personal file.
- We refer concerns to the West Sussex Safeguarding Children's board, MASH and the LADO where appropriate and co-operate fully in any subsequent investigation.
NB. in some cases this may mean the police or another agency identified by the Local Safeguarding Children's Board.
- We take care not to influence the outcome either through the way we speak to children or by asking leading questions of children.
- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989 and 2004. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.

Recording suspicions of abuse and disclosures

- Where a child makes comments to a member of staff that gives cause for concern (disclosure), observes signs or signals that gives cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect, that member of staff:
 - listens to the child, offers reassurance and gives assurance that she or he will take action;
 - does not question the child;

- makes a written record that forms an objective record of the observation or disclosure that includes:
- the date and time of the observation or the disclosure;
- the exact words spoken by the child as far as possible;
- the name of the person to whom the concern was reported, with date and time; and
- the names of any other person present at the time.
- These records are signed and dated and kept in the child's personal file which is kept securely and confidentially.
- The Designated Person is informed of the issue at the earliest opportunity.
- Where the Local Safeguarding Children Board stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding Children Board.
- We keep a copy of this document alongside procedures set down by our Local Safeguarding Children Board which we follow where local procedures

Informing parents

- Parents are normally the first point of contact. We discuss concerns with parents to gain their view of events unless we feel this may put the child in greater danger.
- We inform parents when we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the Local Safeguarding Children Board does not allow this, for example, where it is believed that the child may be placed in greater danger.
- This will usually be the case where the parent is the likely abuser. In these cases, the social workers will inform parents.

Liaison with other agencies

- We work within the Local Safeguarding Children Board guidelines.
- The current version (March 2015) of 'What to do if you're worried a child is being abused' for parents and staff is available on line and all staff are familiar with what to do if they have concerns. A copy is also kept with this procedure.
- We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in

any emergency, for the setting and social services to work well together.

- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the well-being of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.
- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.

Allegations against staff

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the provision, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
We respond to any inappropriate behaviour displayed by members of staff, or any other person working with the children, which includes:
 - inappropriate sexual comments;
 - excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or
 - inappropriate sharing of images.
- We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff, or volunteer within the provision, or anyone living or working on the premises occupied by the setting, has abused a child.
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to the local authority's social care department to investigate. We also report any such alleged incident to Ofsted and what measures we have taken. We are aware that it is an offence not to do this.
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the management team and children's social care agree it is appropriate in the circumstances, the chair will suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.

Disciplinary action

- Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the DBS Service of relevant information so that individuals who pose a threat to children (and vulnerable groups), can be identified and barred from working with these groups.

Key Commitment 3:

Training

- We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.
- We ensure that designated persons receive training in accordance with that recommended by the Local Safeguarding Children Board (Level 4).
- We ensure that all staff know the procedures for reporting and recording their concerns in the setting.

Planning

- The layout of the rooms allows for constant supervision. No child is left alone with staff in a one-to-one situation without other staff being aware and monitoring the situation, no child is left alone with volunteers in a one-to-one situation without being visible to staff.

Curriculum

- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be *strong, resilient and listened to* and that they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

Confidentiality

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board.

Support to families

- We believe in building trusting and supportive relationships with families, staff and volunteers in the group.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the plan as set by the child's social care worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the Local Safeguarding Children Board.

PREVENT DUTY

'Section 26 of the Counter-Terrorism and Security Act 2019 (the Act) places a duty on certain bodies ("specified authorities" listed in Schedule 6 to the Act), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This guidance is issued under section 29 of the Act. The Act states that the authorities subject to the provisions must have regard to this guidance when carrying out the duty'

Legal framework

Primary legislation

Legislation

Children's Act 1989

Children's Act 2004 updated 2010

Safeguarding Vulnerable Groups Act 2006
Protection of Freedoms Act 2012
Children and Families Act 2014
Education Act 2002, updated 2011
Adoption and Children Act 2002
Children and Adoption Act 2006
Children and Young Persons Act 2008, updated 2014
Borders, Citizenship and Immigration Act 2009
Apprenticeships, Skills, Children and Learning Act 2009
Protection of Children Act (1999, updated 2012)
Data Protection Act (1998)
The Children Act (Every Child Matters) (2004)
Safeguarding Vulnerable Groups Act (2006)

Secondary legislation

Sexual Offences Act (2003)
Criminal Justice and Court Services Act (2000)
Equalities Act (2010)
Data Protection Act (1998) Non Statutory Guidance
Further Guidance
Working Together to Safeguard Children updated 2015
What to do if you are Worried a Child is Being Abused 2015
Framework for the Assessment of Children in Need and their Families (DoH 2000)
Early Help Plan Guidance found on Pan Sussex website
Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
Information Sharing: Guidance for Practitioners and Managers (HMG 2008)
Disclosure and Barring Service

E-SAFTEY AND TECHNOLOGY

Statement of intent

It is our intention to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used in turn eliminating the following concerns:

- Staff being distracted from their work with children
- The inappropriate use of mobile phone cameras around children

Aim:

Our aim is to:

- Have a clear policy of the acceptable use of mobile phones and cameras that is understood and adhered to by all parties concerned without exception.

In order to achieve this, we operate the following Acceptable Use Policies:

MOBILE PHONES

- The nursery allows staff/volunteers to bring in personal mobile telephones and devices for their own use.
- Users bringing personal devices into nursery must ensure there is no inappropriate or illegal content on the device.
- They must be kept in their bag, **In their locker or in the safe**, at all times during **paid working hours**. This does not include staff breaks where they are permitted to access their phone provided they are not in contact with the children. As of 15/6/22 the nursery holds the same rule for **smart watches**. Smart watches of any type are not permitted to be worn during the nursery day. They can be kept in staff lockers and used during staff breaks if necessary.
- If any staff member has a family emergency we encourage them to give out the nursery number instead.
- Staff will need to ensure that the Manager has up to date contact information and that staff make their families, children's schools etc. aware of emergency work telephone numbers. This is the responsibility of the individual staff member.
- Mobile phones may not be used to take photographs anywhere within the nursery grounds. There are tablets available within the nursery and only these should be used to record visual information within the consent criteria guidelines of the local authority and the nursery.

- It is the responsibility of all members of staff to be vigilant and report any concerns to the nursery manager. If staff fail to follow this guidance, then disciplinary action may be taken in accordance with the nursery staff contracts.

The EYFS & TAPESTRY

As of April 2016 we have moved onto online learning journals with a company called Tapestry. Parents are provided with a unique username and password which provides them with access through the software to their child's learning journal. This **does not** give access to any other child's information. Emails are sent to the address given to inform parents of new information on their child's journal. Parents are also able to comment on the journal with information from home which provides a holistic view of their development. Comments are monitored and not published to other parents. The old school nursery will work closely with tapestry to ensure that it is used safely and is secure at all times. Parents are asked to not post any information from the learning journal onto the internet through social media outlets or otherwise. They have signed agreements with us stating this. Where they go against this they are to be made aware that we hold no responsibility for images or content once it is on social media and they take full legal responsibility for them after this. We will then talk to the parent regarding their actions and advise them on this further. Where the need to complete reports or add to the journals extends beyond working hours' staff are permitted to access the software via the app on their own personal devices. Staff are required to sign a document legally binding them to the terms set out which state that should they post or use any content from these journals they will be immediately dismissed and may face legal action.

As of September 2021 the EYFS has been changed and updated. Please see the following link for the updated version:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

In line with new guidance (section 2.1 and 2.2 page 18) we will be focusing on good quality time spent with the children developing their learning rather than spending prolonged time observing and documenting the children. Observations will be focused on 'WOW' moments rather than the everyday. New assessment flags areas of learning for the children as 'on track' and 'not on track'. This gets reviewed to identify any areas the children may need support in.

The Early Years Foundation Stage covers the first stage of a child's care from birth to five years old. It sets the standards to ensure that all children learn and develop, as well as keeping them healthy and safe. All schools and Ofsted registered early years providers in England must follow the EYFS.

Also included in the EYFS are the **seven Areas of Learning**. They are:

- **Communication and Language**
- **Personal, Social and Emotional Development**
- **Physical Development**
- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

In 2019, the government proposed changes to the EYFS. These changes have now been made and all early years settings and schools will follow the new EYFS from **September 2021**. The aim of the changes is to improve the learning for all children and better prepare them for the move into year 1. The changes also hope to give children the **best** start in life and set them up well for their future. Not all parts of the EYFS have changed, some elements have remained the same or similar.

1. Reduced the amount of unneeded written recordings and assessment of children by staff.

- This means staff do not need to keep a large amount of written evidence that proves children are able to do lots of things.
- Staff still know the abilities and skills of each child, and know how to support them to develop. However, now they do not need to write this down unnecessarily.
- This frees up more time for staff to spend directly with the children.
- By taking away the need for constant recording and photographing, it helps to develop more natural play, conversations and interaction between adults and children.
- We will still continue to use Tapestry and whilst children settle we will photograph and upload so you can see. After this we will focus on 'WOW' moment observations only.

2. There is more of an emphasis on the importance of developing communication and language skills.

- Children should be supported in building up vocabulary by increasing the amount of words they know and can use.
- Encourage more conversations between adults and children, but also children and their peers.
- Good language skills are the basis for all other learning and social interaction, so this is vital to focus on.

3. There is a focus on how reading stories is important to help children develop in all of Areas of Learning.

- Daily reading of stories encourages an enjoyment of reading from a young age.
- Lots of other learning opportunities happen when looking at books, for example comparisons of culture or the past.
- Listening to stories develops imagination, ideas and language.
- Reading is an essential skill and so should be shown to children, as well as practised by them regularly.
- Children are also encouraged to use story ideas in their play

4. There is a focus on encouraging healthy choices overall and an understanding of oral health.

- Required to teach children the importance of brushing teeth.
- Supervised toothbrushing is not expected in settings and schools.
- Focus on helping children to understand which choices to make that will help them to be healthy, for example which foods to eat and why.
- Getting into good routines from a young age is important as these often continue into adult life.

We hope that you have a better understanding of the changes that have been made to the Early Years Foundation Stage. We also hope you feel reassured that the wellbeing and care of the children is still the main priority of the EYFS. Young children are still encouraged to learn and develop through play and exploration. The adults support this through guidance and teaching of skills.

The main change you may notice as a parent is our use of Tapestry. Please be rest assured we are focussing on more, good quality engaging time spent with the children to support and enhance their learning and development.

Should you have any further questions on the EYFS changes, staff will be happy to discuss these with you.

OSN Curriculum

The Curriculum is the Education programme and learning opportunities that we create at The Old School Nursery and forms what we do every day. This is created by fostering Development Matters and The Characteristics of Effective Teaching and Learning (COETL). Our Curriculum intent is to support and foster each child in a safe, nurturing and enriched play environment, providing learning opportunities for this to take place. Our intent links to our Ethos and what we want to support the children to become during their journey with us at The Old School Nursery.

We work within the curriculum guidelines set out by the DfEE and the Learning and Development requirements as shown in the Early Years Foundation Stage (EYFS), covering seven areas of learning, which we incorporate into our planned topics and which children are expected to achieve by the end of the Reception year in School.

Within a planned educational programme we take care to provide activities that use equipment appropriate to the age and stage of development of the children, to stimulate their interest, encourage investigation and enable children to practice existing skills and to extend and acquire new skills

There are seven areas of Learning and Development which are all important and inter-connected. Three areas are particularly

crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, **the prime areas**, are:

- **communication and language;**
- **physical development; and**
- **personal, social and emotional development.**

Our setting will focus strongly on these areas as they represent the key skills and capacities all children need to develop and learn effectively to prepare them for transitions. There are also four **specific areas**, through which the three prime areas are strengthened and applied. It is expected that the balance will

shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas The specific areas

are:

- **literacy;**
- **mathematics;**
- **understanding the world; and**
- **expressive arts and design.**

Our Educational programmes must involve activities and experiences within these areas 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 the 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.

When planning learning experiences and activities for children the key person will reflect on the different ways that children learn and reflect these in their practice. Three **characteristics of effective teaching and learning (COETL)** are:

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Impact

Our Curriculum **impact** is that children feel self-assured and confident to make their own choices. They feel included, listened to and have the ability to learn. Children will have a smooth transition between rooms (Babies - Caterpillars - Butterflies - School reception) to being happy and excited to learn and grow

Our Ethos at The Old School Nursery

To become a...

Confident Communicator

who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings

Talented Tool User

who can hold a pencil effectively, use a range of tools (for example cutlery, paintbrushes, scissors tweezers, hammer,) safely and with confidence

Brilliant Bookworm

who can show a love for noticing text and logos in their environment. May enjoy reading, use new vocabulary to talk about what they have read or has been read to them, recognise letters, and some words eg their name

Exceptional Explorer

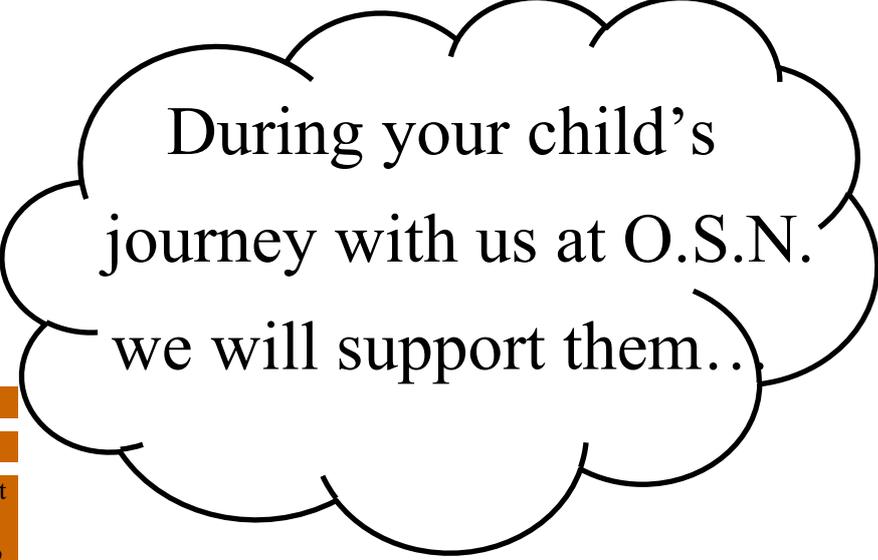
who can show curiosity about the natural world around them. Uses all their senses to explore and show curiosity when doing so

Fantastic friend

who can be kind, caring and helpful, show empathy and respect to others, work and play cooperatively whilst considering others' ideas and feelings

Amazing Athlete

who can show strength, balance and coordination when playing, move confidently and safely in a variety of different ways, use a range of equipment



During your child's
journey with us at O.S.N.
we will support them..

Compassionate Citizen

who can help to look after their friends/familiar people and care for the environment. Have an awareness of other people's cultures and beliefs

Proud Performer

who can perform a song or dance to an audience, retell stories with expression and confidence, enjoy playing with a range of instruments

Dynamic Designer

who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it

Master of Maths

who can show an understanding of numbers to 10, recognise patterns, compare quantities. Show an interest in shape, space and measure.

Wow Writer

who can write letters that are formed correctly, can use single sounds and digraphs they have learnt. Have an understanding and awareness of phonics.

Independent Individual

who can follow routine and boundaries, set themselves individual goals & persevere to achieve them. Can select own resources, manage their own personal needs and has an understanding of how to be healthy

TABLETS AND INTERNET USE - S

Staff have access to tablets in order to work with tapestry within the setting. These also have access to the internet. Filters are used to block inappropriate material and staff are asked to use the internet for nursery appropriate reasons and use of social media and other sites whilst they are on the tablets is strictly prohibited. If they wish to access such sites they must use their own personal devices (mobile phones/tablets) during breaks or outside working hours and away from the children.

SOCIAL MEDIA

The Old School Nursery recognises the popularity of social media and accepts that staff and parents will of course wish to use this outlet in line with their personal lives. As a setting we have discussed some rules in which we think keep staff and setting safe.

These are:

- Staff will not discuss the setting or anything to do with the setting on Social Media.
- Staff may **NOT** have parents as friends, unless they knew them (**and already had them as a friend**) before their child started at the setting.
- They must be polite and respectful when communicating on the Old School Nursery Page, not discussing the setting or any children in line with our Confidentiality policy.
- Staff may discuss activities by way of tagging the Old School Nursery Page, so as to connect with the Parents.
- In our initial welcome pack we ask parents to give us permission to use photographs of their child on our website and social media sites.

GENERAL INTERNET USE

The internet is an incredible resource for children to access and can provide support for their homework, chatting to friends etc., but it can also be a

very dangerous place for them. They can be exposed to inappropriate material, harassment and bullying, viruses and hackers and be conned into giving away financial information. They can also be vulnerable to on-line grooming by paedophiles. At the nursery the younger children are able to use the computer with age appropriate games and learning tools with adult supervision. We have introduced a range of procedures to ensure their safety.

There is a filter on all computers that block out most inappropriate material
Children are not allowed to go into chat rooms and staff will talk to the children about what sites they are using.

If you would rather your child was not allowed access to the internet, then please let a member of nursery staff know. Staff are also aware of the need to limit the time children spend on computers and will develop strategies to ensure that they spend a balance of time engaged in ICT and other activities.

CAMERAS AND VIDEO EQUIPMENT

Cameras:

Photographs and videos taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements is an effective form of recording their progress in the Early Years Foundation Stage. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care.

- Only the designated nursery tablets are used to take any photos or videos within the nursery or on outings.
- Images taken on these tablets must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress.
- All staff are responsible for the location and care with the tablets and must ensure they are locked away at the end of every session.
- Images taken on the tablets are to be either immediately uploaded or uploaded as soon as possible to Tapestry. **Images should be removed from the tablets at the end of every ½ term.**
- Staff may access the Tapestry app on their mobile phones or computers at home where it is necessary to complete the uploading of **written** observations or reports. They are held strictly to

the policy regarding the use of social media and they will be immediately being dismissed from their role if they are found to be abusing this.

- Cameras, phones and iPads must not be taken into the toilet or changing areas.
- Failure to follow this guidance will lead to disciplinary procedures being taken.

MEDICAL SUPPORT

ACCIDENTS AND FIRST AID

Accidents

At least one member of staff with a current Paediatric First Aid will be on the premises or on an outing at any one time. Paediatric First Aid qualifications will be appropriate to caring for infants and young children and approved by the local Authority.

The Old School Nursery has valid Public and Employer's Liability Insurance Cover.

Accidents and Incidents

In order to deal with accidents and incidents we will ensure that:

- The First aid kit complies with Health and safety (First Aid) Regulations 1981.
- The First aid kit is regularly checked by a designated person and restocked.
- The First aid kit is clearly marked and is easily accessible to adults and out of reach of children.
- **The First aid kit is located on the window sill in the Butterfly room (in the small room - Sunshine room) and in the caterpillar room it is located in the green cupboard by the office in the waiting area . In the babies house the first aid box is located on the window sill in the kitchen.**
- An accident/incident and first aid log is on the premises at all times and is easily accessible in the filing cabinet in both rooms.
- The accident/incident and first aid log is completed as required with the date, time, details of the accident/incident, first

aid treatment administered and signed by staff and a witness. Parents will be informed as soon as possible of the accident/incident and asked to sign the first aid log on the day the incident occurred.

- Staff members are aware of the location of the first aid kit, accident/incident log and the procedure for reporting.
- Parents/Careers have signed the appropriate consent forms on their child's registration to the setting.
- Medical advice/assistance is sought (GP or hospital) where necessary.

Emergency Procedure

- ASSESS SITUATION - SECURE FROM DANGER REMOVE OTHER PEOPLE
- TREAT INJURY - PERFORM ANY TREATMENT NECESSARY
- IF NECESSARY - CALL ASSISTANCE (DOCTOR OR AMBULANCE)
- INFORM PARENTS - EITHER BY RINGING, OR AT THE END OF THE SESSION, ACCORDING TO THE SEVERITY OF THE INCIDENT

ANY SERIOUS ACCIDENT WILL BE REPORTED TO THE HEALTH & SAFETY EXECUTIVE (RIDDOR) AND OFSTED.

First Aid

In our setting, staff are able to take action to apply first aid treatment in the event of an accident involving a child or adult. All our staff hold a current paediatric first aid certificate. (New staff have a 3 month grace period before needing to complete first aid qualification.) The first aid qualification includes first aid training for infants and young children. We aim to ensure that first aid training is local authority approved and is relevant to staff caring for young children.

Procedures

The First Aid Kit

Our first aid kit complies with the Health and Safety (First Aid) Regulations 1981 and contains the following items:

- Triangular bandages (ideally at least one should be sterile) x 4.
- Sterile dressings: Small x3, Medium x3, Large x3.
- Composite pack containing 20 assorted (individually-wrapped) plasters x 1.

- Sterile eye pads (with bandage or attachment) e.g. No 16 dressing x 2.
- Container of 6 safety pins x 1.
- Guidance card as recommended by HSE x 1.

In addition to the first aid equipment, each box should be supplied with:

- 2 pairs of disposable plastic (PVC or vinyl) gloves.

MEDICATION

Administering medication

All of our staff are correctly trained with Paediatric First Aid as per the regulations set by the government and Ofsted.

Medication that needs to be stored in the fridge will be - instruction on the bottle will be followed.

A first aid box is always available which is stocked according to official requirements and is located in the places specified above. It is the responsibility of the managers and room leaders to regularly check the contents and order new stock if necessary.

Only medicine prescribed by a G.P. and provided by parents can be given to the children in our care with the exception of Calpol which may be administered in The Babies House if their temperature reaches a severe level. This is to reduce the risk of convulsion (as outlined in our Calpol policy form).

General Medicine

A medicine form will be available for parents to complete and sign, recording the timing and dosage of medicine to be given to their child as requested by the doctor. Two members of staff will check the details before any medicine is administered and sign the medicine form. The parent will be requested to sign the form when they collect their child. It is the responsibility of the parents to ensure all medicines are in date and to also provide updated information on the health and diet of their child. Any medication must be labelled in clear English.

If a child becomes ill whilst they are at nursery, we will take every possible step to contact the parents immediately and take responsible measures to care for the child until the parent arrives to take them home.

Parents are requested not to bring their child to the nursery if they are unwell and unable to cope with the busy nursery day, or if they have an infectious or contagious illness. (Details of which and required non-attendance are displayed on the notice board). Parents are requested to contact the nursery if their child is too ill to attend. Staff will also be asked not to attend work under the same circumstances.

An accident book is available which must be filled in if any child or member of staff sustains an injury whilst on the premises. Details of how, when, where and to whom the accident happened must be recorded by the member of staff who saw and dealt with the injury. The treatment given must also be recorded. The child's parent will be shown this information when the child is collected from nursery and requested to sign the form. If a child's injury is more serious than the everyday bumps and bruises, the parent will be contacted immediately and informed of the situation.

If a child arrives at the nursery with an injury that has been sustained out of nursery, the parent will be asked to complete a home incident form and/or details will be noted in the child's personal records.

We will act on advice given by agencies such as Ofsted, Environmental Health, the Fire Brigade and NHS Direct.

Managing medicines on trips and outings

If children are going on outings, staff accompanying the children must include the key person for the child with a risk assessment, or another member of staff who is fully informed about the child's needs and/or medication.

Medication for a child is taken in a sealed plastic box clearly labelled with the child's name, name of the medication, inside the box is a copy of the consent form and a card to record when it has been given, with the details as given above.

On returning to the setting the card is signed by the parents and filed with the Childs records. If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled with the child's name, name of the medication. Inside the box is a copy of the consent form signed by the parent. As a precaution, children should not eat whilst travelling in vehicles.

This procedure is read alongside the outings procedure.

IMMUNISATION

We recognise, where possible, that children are vaccinated in accordance with their age. If children are not vaccinated, it is the responsibility of the parents to inform the nursery to ensure that children/staff/parents are not exposed to any unnecessary risks of any sort. The nursery manager must be aware of any children who are not vaccinated within the nursery in accordance with their age. Parents need to be aware that some children may not be vaccinated in the nursery. This may be due to their age, medical reasons or parental choice. Our nursery does not discriminate against children who have not received their immunisations and will not disclose individual details to other parents. However, we will share the risks of infection if children have not had immunisations and ask parents to sign a disclaimer.

Information regarding immunisations will be recorded on children's registration documents and should be updated as and when necessary, including when the child reaches the age for the appropriate immunisations.

Staff vaccinations policy

It is the responsibility of all staff to ensure they keep up-to-date with their vaccinations for:

- Tetanus
- Tuberculosis
- Rubella
- Hepatitis
- Polio.

If a member of staff is unsure as to whether they are up-to-date, then we recommend that they visit their GP or practice nurse for their own good health.

Emergency information

Emergency information must be kept for every child and should be updated every six months

SICKNESS AND ILLNESS

INFECTIOUS CONTROL

Managing children who are sick or infectious

Policy statement

We provide care for healthy children through preventing cross infection of viruses and bacterial infections and promote health through identifying allergies and preventing contact with the allergenic substance.

Procedures for children who are sick or infectious

If children appear unwell during the day - have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach a member of staff calls the parents and asks them to collect the child, or send a known carer to collect the child on their behalf.

If a child has a temperature, they are kept cool, by removing top clothing and sponging their heads with cool water, or an ice pack but kept away from draughts.

The child's temperature is taken using an ear thermometer which is kept in the top draw of the filing cabinet.

In extreme cases of emergency, the child should be taken to the nearest hospital and the parent informed. Parents are asked to take their child to the doctor before returning them to the setting; the setting can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.

Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to the setting.

After diarrhoea and sickness, parents are asked to keep children home for 48 hours or until a formed stool is passed. The setting has a list of excludable diseases and current exclusion times. The full list is obtainable from www.hpa.org.uk and includes common childhood illnesses such as measles.

****PLEASE SEE DOCUMENT BELOW OUTLINING OUR POLICY AND PROCEDURE REGARDING THE CORONA VIRUS****

Our response to COVID-19

We know that, unlike older children and adults, early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to early years and schools, The Government are taking this into account and are asking of us:

- To avoid contact with anyone with symptoms
- Frequent hand cleaning and good respiratory hygiene practices
- Regular cleaning of settings
- Minimising contact and mixing

Below are some of the things we will be doing in our setting to keep our staff and families safe:

Steps to be taken in nursery to ensure effective protection and control :

- Staff and children to wash their hands when they enter nursery in the morning (20 seconds, warm soapy water, disposable blue roll to dry). Hand sanitizer also available. Cleaning hands more often than usual.
- Staff promoting good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach. Bins to be emptied throughout the day
- Cleaning toys and surfaces at all times throughout the day and after use. Toys to be used must be those able to be cleaned after each use and at the end of the day.
- Play dough, sand and sensory play and water play will continue under careful supervision by staff. Children will wash hands before and after. Play dough to be made fresh each day and thrown away at the end of the day
- minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges
- No laced shoes to avoid unnecessary staff prolonged contact with children. **Velcro or backed sandals only.**
- Children and staff to wear clean clothes daily
- Sun cream – as we have previously done please apply 'once a day' factor 50 sun cream to your children before bringing them in to setting. Staff will re-apply to children who stay all day only (9-3). Please provide us with a sun cream will need to **remain at the nursery** – unfortunately we are unable to send this home daily so please buy one and name it for us to keep here.

PPE:

- Face masks are now optional and can be worn should a staff member wish to
- If a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn

Changes to staffing and the nursery day:

- When parents drop/pick up they are to drop off at the door to a member of staff and are not permitted to enter the setting. And the same at pick up time (this is to reduced the risk of infection spreading).
- Social distancing /2metre rule has now finished
- Parents to adhere to set drop off time

- Parents are not to gather at the gates / entrance or exits and adhere to our queuing system.
- Where possible we will try and ensure that staff remain with the same group of children to avoid mixing. However this will not always be possible.
- Snack – we will not be providing snack anymore in order to reduce the risk of contamination. Please therefore bring in with your child a named water bottle and a named tub of snack (fruit/savoury snack, no nuts please- one for AM & one for PM where applicable)

Reduce the use of shared resources:

- limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff. Children will therefore leave their bags at nursery. Staff will inform parents if they need replacement items i.e. more nappies or spare clothes.

Children are not permitted to bring toys or anything else from home other than:

Nappies (if applicable)

Wipes

One change of spare clothes

A named pre prepared tub of snack

A named water bottle

Named lunch box (where applicable). With ice pack to keep food cool

Named sun cream (to stay at nursery & only if your child attends all day sessions – see above)

Named sun hat (to stay at nursery)

Thank you for reading our safety measures and co-operating with these.

The above information and guidance has been derived from: <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings> and we are encouraging all parents to read this document before bringing their children back to setting.

Reporting of 'notifiable diseases'

If a child or adult is diagnosed as suffering from a notifiable disease under the Health Protection (Notification) Regulations 2010, the GP will report this to the Health Protection Agency.

When the setting becomes aware, or is formally informed of the notifiable disease, the manager informs Ofsted and acts on any advice given by the Health Protection Agency.

To minimise the transmission/risk of infection to other children and staff the following infectious diseases will not be accepted at the Old School Nursery.

Temperature above 37.8 48 hours clear of high temperature

Chickenpox 5 days from onset of last crop of spots return to Nursery only after spots have dried/crusted

Hand,foot and mouth While child is unwell. Can return when feeling better and free of a temperature

Conjunctivitis 48 hours from start of treatment length of infection depends on type - viral or bacteria

Diarrhoea/Vomiting (E.coli) (Salmonella) (Giardiasis) (Shigella) Dysentery Child must be free from both for minimum of 48 hours any symptoms lasting longer than 48 hours – consult doctor

German Measles 5 days from onset of rash Infectious 1 week prior to diagnosis

Head Lice Must be treated to kill/ remove live lice & eggs treatment available at all chemists

Hepatitis A 5 days from onset of jaundice Impetigo Until lesions healed/crusted Antibiotic treatment may be needed

Influenza While child is unwell High temperature, aching, sore throat, cough, cold

Measles 5 days from onset of rash Most children vaccinated

Meningitis Until fully recovered CCDC will advise dependent on type

Scabies 24 hours after treatment All in household to be treated

Ringworm Until 24 hours of treatment has been completed GP treatment needed

Threadworms 24 hours from treatment Hand washing after toilet vital – anyone sharing a household will need treatment

Tonsillitis While child is unwell For streptococcal infection antibiotic treatment needed

Tuberculosis To be advised by CCDC Child will be infectious for 14 days from onset of treatment

Whooping Cough 5 days from commencing antibiotic treatment coughing may continue for several weeks

Mumps 5 days from onset of swollen glands

Scarlet Fever 5 days from start of treatment Antibiotic treatment needed

Slapped Cheek While child is unwell Rash may be prolonged

HIV/AIDS/Hepatitis procedure

HIV virus, like other viruses such as Hepatitis A, B and C, are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults.

Single-use vinyl gloves and aprons are worn when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.

Protective rubber gloves are used for cleaning/slucing clothing after changing.

Soiled clothing is rinsed and bagged for parents to collect.

Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and mops; any cloths used are disposed of.

Tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit are cleaned using a disinfectant.

Nits and head lice

Nits and head lice are not an excludable condition, although in exceptional cases a parent may be asked to keep the child away until the infestation has cleared.

On identifying cases of head lice, all parents are informed and asked to treat their child and all the family if they are found to have head lice.

Viruses and infections can be easily passed from person to person by breathing in air containing the virus which is produced when an infected person talks, coughs or sneezes. It can also spread through hand/face contact after touching a person or surface contaminated with viruses.

The best way to prevent a virus or infection from moving around the nursery environment is to maintain high hygiene standards in the nursery. To do this we will follow the guidance below:

Ensure all children use tissues when coughing and sneezing to catch all germs

Ensure all tissues are disposed of in a hygienic way and all children and staff wash their hands once the tissue is disposed of

Encourage all children to do the above by discussing the need for good hygiene procedures in helping them to stay healthy

Staff will all wear the appropriate Personal Protective Equipment (PPE) when changing nappies, toileting children and dealing with any other bodily fluids. Staff are requested to dispose of these in the appropriate manner and wash hands immediately

All potties and changing mats are cleaned and sterilised before and after each use

Toilets are cleaned at least daily

Staff are to remind children to wash their hands before eating, after visiting the toilet, playing outside or being in contact with any animal and explain the reasons for this

All toys, equipment and resources will be cleaned on a regular basis using antibacterial cleanser or through washing in the washing machine

All equipment used by babies and toddlers will be washed or cleaned as and when they need it

-this includes when the children have placed it in their mouth

If a dummy or bottle falls on the floor or is picked up by another child, this is cleaned immediately and sterilised where necessary

When children are ill we will follow the sickness and illness policy to prevent the spread of any infection in the nursery. Staff are also requested to stay at home if they are contagious

The nursery manager retains the right of refusal of all children, parents, staff and visitors who are deemed contagious and may impact on the welfare of the rest of the nursery

Parents will be made aware of the need for these procedures in order for them to follow these guidelines whilst in the nursery

The nursery will ensure stocks of tissues, hand washing equipment, cleaning materials and

sterilising fluid are maintained at all times and increased during the winter months or when flu and cold germs are circulating.

ALLERGIES AND ALLERGIC REACTIONS

Procedures for children with allergies

- When parents start their children at the setting they are asked if their child suffers from any known allergies. This is recorded on the Registration Form.
- Review:
 - This form is kept in the child's personal file and a copy is displayed where staff can see it.
 - Parents train staff in how to administer special medication in the event of an allergic reaction. Staff have training from the Paediatric first aid course all staff have attended.
 - Generally, no nuts or nut products are used within the setting.
 - Parents are made aware so that no nut or nut products are accidentally brought in, for example to a party.

Oral medication

Asthma inhalers are now regarded as 'oral medication' by insurers and so documents do not need to be forwarded to your insurance provider. Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them. The setting must be provided with clear written instructions on how to administer such medication. All risk assessment procedures need to be adhered to for the correct storage and administration of the medication. The setting must have the parents or guardians prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to your insurance provider.

SUN CARE

The nursery is committed to ensuring that all children are fully protected from the dangers of too much sun. Severe sunburn in childhood can lead to the development of malignant melanoma (the most dangerous type of skin cancer) in later life.

We use the following procedures to keep children safe and healthy in the sun:

Children should have a clearly named sun hat which will be worn at all times whilst outside in sunny weather.

This hat will preferably be of legionary's design (i.e. with an extended back and side to shield children's neck and ears from sun) to provide additional protection

Children must come in to nursery with sun cream already applied. If your child stays all day we will reapply sun cream in the afternoon. We provide our own factor 50 SPF sun cream for our 2-5 years - however in the Babies house we ask parents to provide their own sun cream due to having much younger skin. If your child has an allergy please provide your own in date and labelled hypoallergenic sun cream.

Children need light-weight cotton clothing suitable for the sun, with long sleeves and long legs if prone to sunburn

Children's safety outside in the sun is the nursery's prime objective so staff will work closely with parents to ensure all appropriate cream and clothing is provided

Children are offered cooled water more frequently throughout sunny or warm days

Children are made aware of the need for sun hats, sun cream and the need to drink more fluids during their time in the sun

Staff will make day-to-day decisions about the length of time spent outside dependant on the strength of the sun

Shaded areas are available to ensure children are able to cool down or escape the sun should they wish or need to

Parents of children with Asian and black skin colouring should be aware that these skin types can be very tolerant to sunshine. However, it is important to remember that burning can still occur.

EQUALITY AND INCLUSION

EQUALITY AND INCLUSION

Statement of intent

The nursery takes great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or a child. The nursery is committed to providing equality of opportunity and anti-discriminatory practice for all children and families according to their individual needs.

Discrimination on the grounds of gender, age, race, religion or belief, marriage or civil partnership, disability, sexual orientation, gender reassignment, pregnancy or maternity, ethnic or national origin, or political belief has no place within this nursery.

A commitment to implementing our inclusion and equality policy will form part of each employee's job description. Should anyone believe that this

policy is not being upheld, it is their duty to report the matter to the attention of the nursery manager at the earliest opportunity.

The legal framework for this policy is based on:

Equality Act 2010

Children Act 2004

Care Standards Act 2002

Childcare Act 2006

Special Educational Needs and Disability Act 2001. The nursery and staff are committed to:

Recruiting, selecting, training and promoting individuals on the basis of occupational skills requirements. In this respect, the nursery will ensure that no job applicant or employee will receive less favourable treatment on the grounds of age, sex, gender reassignment, disability, marriage or civil partnership, race, religion or belief, sexual orientation and pregnancy or maternity which cannot be justified as being necessary for the safe and effective performance of their work or training

Providing a childcare place, wherever possible, for children who may have learning difficulties and/or disabilities or are deemed disadvantaged according to their individual circumstances, and the nursery's ability to provide the necessary standard of care

Striving to promote equal access to services and projects by taking practical steps, (wherever possible and reasonable) such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families

Providing a secure environment in which all our children can flourish and all contributions are valued

Including and valuing the contribution of all families to our understanding of equality, inclusion and diversity

Providing positive non-stereotypical information

Continually improving our knowledge and understanding of issues of equality,

inclusion and diversity

Regularly reviewing, monitoring and evaluating the effectiveness of inclusive

practices to ensure they promote and value diversity and difference and that the policy is effective and practices are non-discriminatory

Making inclusion a thread, which runs through the entirety of the nursery, for example, by encouraging positive role models through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour (see dealing with discriminatory

behaviour policy).

Admissions/service provision

The nursery is accessible to all children and families in the local community and further afield through a comprehensive and inclusive admissions policy.

The nursery will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups.

We understand circumstances can change and should you wish to retract your place with us at the nursery (either after initial sign up or if your child has already started with us) please note we will be unable to re-offer you a place at a later stage. This is to ensure the financial stability of the nursery. Furthermore we require 6 weeks notice period if you wish for your child to leave us. If the correct notice period is not given the outstanding amount will be due unless otherwise discussed.

Recruitment

All members of the selection group will be committed to the inclusive practice set out in this policy and will have received appropriate training in this regard.

Application forms will not include questions that potentially discriminate against the grounds specified in the statement of intent.

At interview, no questions will be posed which potentially discriminate against the grounds specified in the statement of intent. All candidates will be asked the same questions, and members of the selection group will not introduce nor use any personal knowledge of candidates acquired outside the selection process. Candidates will be given the opportunity to receive feedback on the reasons why they were not successful.

Staff

It is the policy of the Old School Nursery not to discriminate in the treatment of individuals. All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. All staff are expected to challenge language, actions, behaviour's and attitudes

which are oppressive or discriminatory on the grounds as specified in this policy and recognise

and celebrate other cultures and traditions. All staff are expected to participate in equality and inclusion training.

Training

The nursery recognises the importance of training as a key factor in the implementation of an effective inclusion and equality policy. The nursery will strive towards the provision of inclusion, equality and diversity training for all staff on a regular basis.

Early learning framework

Early learning opportunities offered in the nursery encourage children to develop positive attitudes to people who are different from them. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

Making children feel valued and good about themselves

Ensuring that all children have equal access to early learning and play opportunities

Reflecting the widest possible range of communities in the choice of resources

Avoiding stereotypical or derogatory images in the selection of materials

Acknowledging and celebrating a wide range of religions, beliefs and festivals

Creating an environment of mutual respect and empathy

Helping children to understand that discriminatory behaviour and remarks are unacceptable

Ensuring that all early learning opportunities offered are inclusive of children with learning difficulties and/or disabilities and children from disadvantaged backgrounds

Ensuring that children whose first language is not English have full access to the early learning opportunities and are supported in their learning.

Food

We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met

We will help children to learn about a range of food and cultural approaches to meal times and to respect the differences among them.

EXCLUSION

Exclusion

There are however certain occasions when it may be necessary to ask a parent to not bring their child to nursery for a short period of time or on a permanent basis. These reasons include:

If a child is ill (see the Sickness and illness policy for more detailed information)

If a child has a highly infectious condition e.g. impetigo, Conjunctivitis, Hand, foot and mouth, Oral Thrush and chicken pox

If the child has a notifiable disease

If a child has had a bout of sickness or diarrhoea within the last 48 hours.

If a child is on antibiotics that they haven't taken before (in case of an allergic reaction)

The management of the nursery reserves the right to terminate a contract with immediate effect and exclude a child permanently if they:

Continually demonstrates aggressive behaviour to the other children in the nursery

Continually uses inappropriate language (swearing)

Continually makes inappropriate remarks, such as racist comments

Is likely to cause harm to other children in the setting including other children's wellbeing.

Is found to be stealing from staff or the nursery

Nursery staff will already have discussed their concerns with you and worked with you over a period of time to address your child's behaviour. Nursery staff would have used a variety of different strategies and with parental permission sought support from outside agencies. Exclusion of a child would only occur if their behaviour was very severe and having a continued negative impact on the other children in the nursery.

LOOKED AFTER CHILDREN

Looked after children

EYFS 3.66

Our nursery is committed to providing a welcoming and inclusive quality environment for all children and families. The description 'looked after' is generally used to describe a child who is looked after by the Local Authority. This includes children who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care. Most looked after children will be cared for by foster carers with a very small minority in children's homes, looked after by family members or even placed back within the family home.

The legal framework for this policy is underpinned by or supported through:

Childcare Act 2006

Children Act (1989)

Adoption & Children Act (2002)

Children & Young Person Act (2002)

The term 'Looked after child' denotes a child's current legal status; but this term is never used to categorise a child as standing out from others or referred to using acronyms such as LAC.

For young children to get the most out of educational opportunities they need to be settled appropriately with their carer. At The Old School Nursery, we treat each child as an individual. Discussions will take place regarding the length of time the child has been with their carer before they start nursery to distinguish if they have secured a relationship and are ready to be able to cope with further separation, a new environment and new expectations made upon them. We are aware that there a number of reasons why a child may go in to care and these reasons may or may not include traumatic experiences or abuse. All practitioners are committed to doing all they can to support all children to achieve their full potential. The nursery staff team are all trained to understand our safeguarding policy and procedures and additional training to support children's individual needs will be planned for where appropriate. Practitioners are supported by management at all times and we have an open door policy if they need to discuss any sensitive issues regarding the child.

Each child will be allocated a key person. The key person will support the child initially with transition and settling in and then continue to support and build up a relationship with the child, carers and other agencies involved. Regular contact will be maintained with the carers throughout the child's time at the nursery and with the social worker (where applicable).

Regular on going practice such as observations will be carried out to build up a picture of the child's interests, and activities will be planned accordingly to support the child's stage of learning and development and interests. This information will be shared with carers as well as any concerns surrounding their developmental stages.

Where necessary a care plan will be developed with carers and professionals. This will include:

The child's emotional needs and how they are to be met;

How any emotional issues and problems that affect behaviour are to be managed;

The child's sense of self, culture, language/s and identity -how this is to be supported;

The child's need for sociability and friendship;

The child's interests and abilities and possible learning journey pathway; and how any special needs will be supported.

In addition, the care plan may also consider:

How information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;

What contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be the setting, when, where and what form the contact will take will be discussed and agreed;

What written reporting is required;

Wherever possible, and where the plan is for the child's return to their home, the birth parent(s) should be involved in planning; and

With the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings, fun-days etc. alongside the foster carer.

Where applicable, a Personal Education Plan (PEP) will also be completed for 3-

5 year olds in partnership with the social worker and/or care manager and carers. We will also attend all appropriate meetings and contribute to reviews.

Transition to school will be handled sensitively with the key person and manager working together with the child to ensure that this is as smooth as

transition as possible and all necessary information is shared. The child's individual file, including observations, photographs and pieces of art work and mark making will be passed on to the carer at this stage.

Key contact details are displayed on the parent notice board by the signing in book.

DEALING WITH DISCRIMINATORY BEHAVIOUR

Dealing with discriminatory behaviour

We have a duty to create and implement strategies in the nursery to prevent and address all discriminatory behaviour. Such strategies include:

The nursery records all incidents relating to discrimination on any grounds

All recorded incidents are reported to the children's parents, and when appropriate to the registering authority.

Parents have a right to know if discrimination occurs and what actions the nursery will take to tackle it.

Types of discrimination

Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic

Discrimination by association occurs when there is a direct discrimination against a person because they associate with a person who has a protected characteristic

Discrimination by perception occurs when there is a direct discrimination against a person because they are perceived to have a protected characteristic

Indirect discrimination can occur where a provision or criterion is in place which applies to everyone in the organisation but particularly disadvantages people who share a protected characteristic

Harassment is defined as 'unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual'

Third party harassment is the harassment of employees by a third party not employed by the nursery, e.g. visitors or parents

Victimisation occurs when an employee is treated badly or put to detriment because they have made or supported a complaint or raised grievance under the Equality Act 2010 or have been suspected of doing so.

Protected characteristics

The nine protected characteristics under the Equality Act 2010 are:

1. Age
2. Disability
3. Gender reassignment
4. Race
5. Religion or belief
6. Sex
7. Sexual orientation
8. Marriage and civil partnership
9. Pregnancy and maternity.

Incidents may involve a small or large number of persons; they may vary in their degree of offence and may not even recognise the incident has discriminatory implications; or at the other extreme their behaviour may be quite deliberate and blatant.

Examples of discriminatory behaviour are:

Physical assault against a person or group of people

Derogatory name calling, insults and discriminatory jokes

Graffiti and other written insults

Provocative behaviour such as wearing badges and insignia and the distribution of discriminatory literature

Threats against a person or group of people because the nine protected characteristics listed above

Discriminatory comments including ridicule made in the course of discussions

Patronising words or actions.

Procedure

All staff in the nursery should be constantly aware of and alert to any discriminatory behaviour or bullying taking place

They must intervene firmly and quickly to prevent any discriminatory behaviour or bullying, this may include behaviour from parents. Any allegation should be taken seriously and reported to the nursery manager

Each incident should be investigated and recorded in detail as accurately as possible. This record should be available for inspection by staff, inspectors and parents where appropriate, on request

The nursery manager and deputy are responsible for ensuring that incidents are handled appropriately and sensitively and entered in the record book. Any pattern of behaviour should be indicated. Perpetrator/victim's initials may be used in the record book as information on individuals is confidential to the nursery

Where an allegation is substantiated following an investigation, the parents of the child(ren) who are perpetrators and/or victims should be informed of the incident and of the outcome

Continued discriminatory behaviour or bullying may lead to exclusion but such steps should only be taken when other strategies have failed to modify behaviour

Adults found to be perpetrators must be reported immediately to the manager and where such adults are employees and such allegations are substantiated after investigation, appropriate disciplinary action shall be taken which can include dismissal.

Discriminatory behaviour or bullying needs to be recorded to ensure that:

Strategies are developed to prevent future incidents

Patterns of behaviour are identified

Persistent offenders are identified

Effectiveness of nursery policies are monitored

A secure information base is provided to enable the nursery to respond to any discriminatory behaviour or bullying.

Nursery staff

All staff should be alert and seek to overcome any ignorant or offensive behaviour based on fear or dislike of distinctions that children, staff or parents may express in nursery.

An atmosphere must be created where the victims of any form of discrimination have confidence to report such behaviour, and that subsequently they feel positively supported by the staff and management of the nursery.

It is incumbent upon all members of staff to ensure that they do not express any views or comments that are discriminatory. Nor must staff appear to endorse such views by failing to counter behaviour, which is prejudicial in a direct manner. A sensitive and informed approach must be used to counter any harassment perpetrated out of ignorance.

Staff members are expected to lead by example - any incidences where this is not the case will not be tolerated and dealt with according to our staff policy.

SUPPORTING INDIVIDUAL CHILDREN

PROMOTING POSITIVE BEHAVIOUR

Within the group we have a high expectation of children's work and behaviour, fostered in a calm, secure, caring environment, with a positive approach, giving praise and encouragement.

- We encourage children to be responsible for their own behaviour and actions, to aim towards self-discipline.
- We celebrate each other's success, however great or small.
- We aim to help children acquire a positive self-image, a pride in themselves, the work that they do and high self-esteem, through praise and encouragement.
- All adults will provide a positive role model i.e. quiet voices inside "please" and "thank you" as appropriate, to each other and to the children, moving around without rushing.
- Unacceptable behaviour may include: Rudeness to an adult

Fighting of any description

Hitting, kicking, punching

Pinching, biting

Physical or verbal intimidation

Swearing/bad language

- Any child/children will be talked with about the behaviour, emphasising that it is the behaviour which is unacceptable, not the child.
- A positive approach will be taken to any unacceptable behaviour, with the child being redirected to an alternative activity, with an adult, possibly the key worker, after talking about the

behaviour. Children will be expected to apologise to the recipient of any unacceptable behaviour.

- Continued unacceptable behaviour will be discussed with the parent(s) for a consistent approach to dealing with it within the group and at home.

All staff at The Old School Nursery are responsible for managing behaviour within the setting.

Our Nursery aims to provide a stimulating range of experiences and activities for children to make sense of their world through play and by providing a happy, well managed environment, the children will be encouraged to develop social skills to help them become accepted and welcome in society as they grow up. We recognise that busy children are less likely to behave in unacceptable or anti-social way. We recognise the need to set reasonable and appropriate limits which all adults will maintain in the management of children's behaviour.

We do not administer physical punishment which causes pain or humiliation to a child. We recognise the importance of the adults' behaviour as role models for the children and will not allow physical or verbal abuse towards everyone.

We endorse positive discipline as an effective way to set limits and manage behaviour in the group.

To do this we will:

- Reward good/positive behaviour because rewards are constructive, they encourage further effort. Punishment is destructive; it humiliates children and makes them feel powerless
- Encourage self-discipline and respect for others because children need to grow into people who behave well even when there is no one to tell them what to do.
- Set realistic limits according to children's age and stage of development, because as children grow our expectations of them change.
- Set a good example because young children take more notice of how we are and what we do than what we say.
- Encourage children not order them, because "do as you are told" does not teach them anything for next time. Positive discipline means explaining why.

- Be consistent because children need to know where they stand and what we mean by what we say.
- Praise, give attention and appreciate what children do because when children are used to getting attention for good behaviour they will not need to seek it by misbehaving.
- Build children's self-esteem because shaming, scolding or humiliating children can lead to even worse behaviour, while approval, praise and attention will make child feel valued and cared for.

Child Act 1989 states that no child will be physical punished and will not be humiliated in any way. That no child is subjected to humiliating or abusive situations concerning their background, culture, status or appearance etc.

If a child has a behaviour difficulty which we are unable to control, the child's parent(s) and an allocated member of staff/s will discuss and create a plan to try to improve the unwanted behaviour; perhaps a modification chart will be decided upon.

BITING

Biting can be an uncomfortable subject for parents of both the biter and the child who is bitten. The aim of this policy is to explain how the nursery deals with biting. Please do discuss any concerns you may have regarding this issue with the nursery Manager. If your child is known to bite, we would prefer to know in advance. Children bite for a variety of reasons. This may be because they are teething, frustrated, exploring using their mouth, asserting their independence and wanting to gain control, may be of a toy or they could be stressed. It may also be because they want to gain attention. The nursery will work with you and your child to establish when and why they are biting. We will observe the child closely to see if certain conditions or situations trigger the behaviour and then work with them to try and avoid the incidents occurring. This may involve altering the child's routine, giving them more one to one attention, purchasing additional resources so sharing is not such a major issue or if it is because a child is teething provide suitable teething resources. A member of staff will ensure that if a child is bitten that they are comforted and given lots of attention. We will ensure that any first aid is applied correctly, if required, and the incident will be recorded in the accident/incident book and parents asked to sign it. If your child bites then a member of staff will remove them from the situation. We will explain to them, according to their age and understanding that biting is unacceptable behaviour. For younger child this may be by tone of voice and facial expressions rather than lots of words. It may be necessary for us to exclude the child from an activity and use 'time

out' until they are calm enough to return. We will also encourage the child to apologise to the child they have bitten and work with them to develop strategies to help them deal with the reasons. With regard to our Confidentiality Policy we will not disclose the name of the biting child to the parents of the bitten child. Many children go through a stage of biting, please don't be alarmed it doesn't last forever!

If biting continues or happens on a regular basis further action will need to be discussed with parents and Nursery Manager. If we feel this is causing a well-being risk to other children we may have to discuss our exclusion policy as found on page 45 of these policies.

EARLY LEARNING OPPORTUNITIES STATEMENT

We set out to support all children attending the nursery to attain their maximum potential within their individual capabilities. A personalised record of each child's development is maintained, showing their abilities, progress, interests and areas needing further staff or parental assistance. We acknowledge that children learn in different ways and at different rates and plan for this accordingly. The staff are very aware of the importance of a positive play environment for the child, so they may develop good social skills and an appreciation of all aspects of this country's multi-cultural society. Planning of the learning experience by the staff is further designed to ensure, as far as practical, equality of opportunity between all children and that it celebrates diversity. We promote the relevant frameworks and curriculum set by the Department for Education to support and enhance children's learning and development holistically through play-based activities. We view all aspects of learning and development equally and ensure a flexible approach is maintained, which responds quickly to children's learning and developmental needs. We develop tailor-made activities based on observations which inform future planning and draw on children's needs and interests. This is promoted through a balance of adult-led and child-initiated opportunities both indoors and outdoors. We acknowledge parents as primary educators and encourage parental involvement as outlined in our Parents and Carers as Partners policy. We build strong home links in order to enhance and extend children's learning both within the nursery environment and in the child's home.

SPECIAL EDUCATIONAL NEEDS (SEN)

Our Nursery aims to use the DfE Code of Practice on Special Educational needs and to provide an inclusive policy, with appropriate learning opportunities for all children

It is the duty of the nursery to carry out our statutory duties to identify, assess and make provision for children's special educational needs. The Code of Practice recommends that our nursery uses IDP and to work with outer agencies such as 'SALSS' (speech and language setting support) and EYPARM.

Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs. Our nursery has identified members of staff as SENCO who will work alongside parents to assess the child's strengths and plan for future support. The SENCO's will ensure that appropriate records are kept according to the Code of Practice.

SEN Co-coordinator: Sadie Lee and Gemma Robinson

- Children with Special Educational needs, like all children, are admitted to the Nursery after consultation between parents, Manager/deputy and key worker and other agency representatives as appropriate.

- Staff will liaise closely with and learn from parents about the particular specific needs and procedures for individual children.

- Our system of observation and record keeping, which operates in partnership with parents, enables us to monitor children's needs and progress individually.

- If it felt that a child's needs cannot be met in the group without the support of a one-to-one worker, funding will be sought to employ one.

- We work in liaison with staff outside the group, including therapists, health visitors, psychologists, social workers, paediatricians and Portage workers, to meet children's specific needs.

- Our staff attend, whenever possible, in-service training on additional needs, as appropriate, with a number of professional providers.

INTERGRATED 2 YEAR CHECK

At the Old School Nursery, we are committed to working in partnership with other agencies to provide a holistic approach to child's outcomes. Under the EYFS we are required to provide a 2-year check between your child's 2nd and 3rd birthday. Since 2016 we are required to liaise with Community nursery nurses to undertake what is called an 'Integrated 2-year check' in this time as well. Parents must give their agreement for this to go ahead.

SETTLING IN

We aim for children to feel safe, stimulated and happy in the nursery and to feel secure and comfortable with all staff.

We also want parents to have confidence in both their children's well-being and their role as active partners, with the child being able to benefit from what the nursery has to offer.

We aim to support parents and other carers to help their children settle quickly and easily by giving consideration to the individual needs and circumstances of each child and their families.

The nursery staff will work in partnership with parents to settle their child into the nursery environment by:

Providing parents with relevant information regarding the policies and procedures of the nursery

Encouraging the parents and children to visit the nursery during the weeks before an admission is planned

Planning settling in visits and introductory sessions (lasting approximately 30 minutes to 1 hour) these will be provided free of charge over a period of time before starting dependent on individual needs, age and stage of development. We recommended 2 or 3 of these visits before your child starts with us.

Encouraging parents, where appropriate, to separate themselves from their children for brief periods at first, gradually building up to longer absences

Allocating a key person to each child and his/her family, before he/she starts to attend. The key person welcomes and initially looks after the child. He/she offers a settled relationship for the child and builds a relationship with his/her parents during the settling in period and to ensure the family has a familiar contact person to assist with the settling in process

Reviewing the nominated key person if the child is bonding with another member of staff to ensure the child's needs are supported

Respecting the circumstances of all families, including those who are unable to stay for long periods of time in the nursery and reassure them of their child's progress towards settling in

Children will not be taken on an outing from the nursery until he/she is completely settled.

TRANSITIONS

Children experience many transitions in their early years, some of these planned and some unplanned. Nursery staff are sensitive to the difficulties children may have whilst going through these transitions. Some examples of transitions that young children and babies may experience are:

Starting nursery

Moving rooms at nursery

Starting school or moving nurseries

Family breakdowns

New siblings

Moving home

Death of a family member

Death of a family pet.

Staff are trained to observe their key children and as such will be sensitive to any changes in their behaviour and personality. We respectfully ask that parents inform us of any changes in the home environment that may impact on

their child so staff can be aware of the reasons behind any potential changes in the child's character.

Supporting transitions in the nursery

The nursery will support all children in the nursery with any transitions they may be encountering. If the transition relates to the child starting at the nursery we will follow our settling in policy. When transitioning from room to room we will support the children by co-ordinating with adjoining room leaders and key workers to ensure we have a good understanding and full picture of the child and their family before the transition occurs. We will also carry out transition days to support the change.

Starting school

Starting school is a huge transition and the nursery will do all it can to facilitate a smooth move. We have a variety of methods that support this:

The nursery will invite school representatives into the nursery to introduce them to the children

The key person will initiate conversations with their key children, who are due to move to school, about the school and discuss what they think may be different and what may be the same. They will talk through any concerns the child may have and initiate activities or group discussions relating to any issues enabling these to be overcome

The nursery will ensure a comprehensive report is produced on each child starting school to enable teachers to have a good understanding of each child received. This will include their interests, strengths and level of understanding and development in key areas. This will support continuity of care and early learning.

Family breakdowns

When parents separate it is a difficult situation for all concerned. The nursery understands that emotions run high please refer to the separated families' policy which shows how the nursery will act in the best interest of the child.

Moving home and new siblings

These are normally two events that parents will have advance notice of, and we ask that parents let the nursery know about these events so we can support the child to be ready for this. We will spend time talking to the child and providing activities that may help the child to act out any worries they have, e.g. through role play, stories and discussions.

BEREAVEMENT

Nursery children and their families may experience grief and loss of close family members or friends whilst with us in the nursery. We understand that this is not only a difficult time for families but it may also be a confusing time for young children, especially if they have little or no understanding of why their parents are upset and why this person is no longer around.

We aim to support both the child and their family and will adapt the following procedure to suit their individual needs and wants:

We ask that if there is a loss of a family member or close friend that the parents inform the nursery as soon as they feel able to. This will enable us to support both the child and the family wherever we can and helps us to understand a potential change in behaviour of a child who may be grieving themselves

The key person and/or the manager will talk with the family to ascertain what support is needed or wanted from the nursery. This may be an informal discussion or a meeting away from the child to help calm a potentially upsetting situation.

There may also be rare occasions when the nursery is affected by a death of a child or member of staff. This will be a difficult time for the staff team, children and families.

Below are some agencies that may be able to offer further support and counselling if this occurs.

The Samaritans:

www.samaritans.co.uk

08457 909090

Priory:

www.priorygroup.com

08452 PRIORY (08452 774679)

Child Bereavement UK:

www.childbereavement.org.uk/For/ForBereavedFamilies/BereavedFamiliesandSchools

Cruse Bereavement Care:

www.crusebereavementcare.org.uk

0844 477 9400 helpline@cruse.org.uk

British Association of Counselling:

www.bacp.co.uk

01788 578328

SANDS:

www.uk

-sands.org/About

- Sands/Staff
- team
- departments/Bereavement
- Support.html

SEPARATED FAMILY

When parents separate it is a difficult situation for all concerned. The nursery understands that emotions run high and this policy lays out how the nursery will support the child and their family within the nursery. We feel this policy will support all parties in this difficult time including our team.

Parental responsibility

While the law does not define in detail what parental responsibility is, the following list sets out the key roles:

- Providing a home for the child
- Having contact with and living with the child
- Protecting and maintaining the child
- Disciplining the child
- Choosing and providing for the child's education
- Determining the religion of the child
- Agreeing to the child's medical treatment
- Naming the child and agreeing to any change of the child's name
- Accompanying the child outside the UK and agreeing to the child's emigration, should the issue arise
- Being responsible for the child's property
- Appointing a guardian for the child, if necessary
- Allowing confidential information about the child to be disclosed.

If the parents of a child are married to each other at the time of the birth, or if they have jointly adopted a child, then they both have parental responsibility. Parents do not lose parental responsibility if they divorce, and this applies to both the resident and the non-resident parent.

This is not automatically the case for unmarried parents. According to current law, a mother always has parental responsibility for her child. A father, however, has this responsibility only if he is married to the mother

when the child is born or has acquired legal responsibility for his child through one of these three routes:

By jointly registering the birth of the child with the mother (From 1 December 2003)

By a parental responsibility agreement with the mother

By a parental responsibility order, made by a court.

Registration

During the registration process it is important for the nursery to know all details about both parents. This includes details about who does or does not have parental responsibility as this will avoid difficult situations that may arise at a later date. The nursery requests that all details are logged on the child registration form. If a parent does not have parental responsibility, or has a court order in place to prevent this, the nursery needs a copy of this documentation for the child's records. If a child is registered by one parent of a separated family, the nursery requests that all details relating to the child and other parent are disclosed wherever possible, e.g. court orders, injunctions. This will allow the nursery to have all the appropriate information in order to support the child fully.

The nursery will:

Ensure the child's welfare is paramount in all operations relating to their time within the nursery

Comply with any details of a Court Order where they are applicable to the nursery's situation, provided the nursery has seen a copy/has a copy attached to the child's file

Provide information on the child's progress within the nursery to both parents

Ensure that all matters known by the staff pertaining to the family and the parent's separation shall remain confidential

Ensure that no member of staff takes sides within the separation and treats both parents equally and with due respect.

The nursery cannot restrict access to any parent with parental responsibility unless a formal Court Order is in place.

We respectfully ask that parents do not put us in this position.

We ask parents to:

Provide us with all information relating to parental responsibilities, Court Orders and injunctions

Update information that changes any of the above as soon as practicably possible

Work with us to ensure continuity of care and support for your child

Not involve nursery staff in any family disputes, unless this directly impacts on the care we provide for the child

Talk to the manager/key person away from the child when this relates to family separation in order to avoid the child becoming upset. This can be arranged as a more formal meeting or as an informal chat

Not ask nursery to take sides in any dispute. We will only take the side of your child and this will require us to be neutral at all times.

INTIMATE CARE

The Old School Nursery aims to support children's care and welfare on a daily basis in line with their individual needs. All children need contact with familiar, consistent carers to ensure they can grow confidently and feel self-assured. At times children, especially in our babies house need to be cuddled, encouraged, held and offered physical reassurance.

SAFE CARE AND PRACTICE

To minimise the risk of allegations the nursery promotes good practice in the following ways:

Although it is appropriate to cuddle children, staff are advised to usually do this in view of other children and practitioners. There may be occasions, for example when a child is ill and needs comforting away from others and this will continue to take place. It is the duty of all staff and the manager to ensure that comforting children is appropriate and to monitor practice

When changing children's nappy's or soiled/wet clothing, the doors remain open, where appropriate. All staff are aware of the whistle blowing procedures and the manager carries out random checks throughout the day

to ensure safe practices

Inappropriate behaviour such as over tickling, over boisterous or inappropriate questions such as asking children to tell them they love them is discouraged.

Management will challenge inappropriate behaviour in line with the supervision/ disciplinary or whistle blowing procedures. If a parent or member of staff has concerns or questions about safe care and practice procedures, they are urged to see the manager at the earliest opportunity.

Intimate care routines are essential throughout the day to ensure children's basic needs are met. This may include nappy changing, supporting children with toileting, changing clothes where required, first aid treatment and specialist medical support. We wish to ensure the safety and welfare of the children involved in intimate care routines and safeguard against any potential harm as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently. Through the following actions we will endeavour to support all parties:

Promote consistent and caring relationships through the key person system in the nursery and ensure all parents understand how this works

Ensure all staff undertaking intimate care routines have suitable enhanced DBS checks

Train all staff in the appropriate methods for intimate care routines and access specialist training where required, i.e. first aid training, specialist medical support

Conduct thorough inductions for all new staff to ensure they are fully aware of all nursery procedures relating to intimate care routines

Follow up on these procedures through supervision meetings and appraisals to identify any areas for development or further training

Working closely with parents on all aspects of the child's care and education as laid out in the parent and carers as partner's policy. This is essential for intimate care routines which require specialist training or support. If a child requires specific support the nursery will arrange a meeting with the parent to discover all

the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs

Ensure all staff have an up-to-date understanding of safeguarding and how to protect children from harm. This will include identifying signs and symptoms of abuse and how to raise these concerns in the most appropriate and speedy manner

The setting operates a whistle blowing policy as a means for staff to raise concerns relating to their peers. The management will support this by ensuring staff feel confident in raising worries as they arise in order to safeguard the children in the nursery

Staff will be trained in behaviour management techniques as applicable

The nursery conducts regular risk assessments on all aspects of the nursery operation and this area is no exception. The nursery has assessed all the risks relating to intimate care routines and has placed appropriate

safeguards in place to ensure the safety of all involved. If any parent or member of staff has concerns or questions about intimate care procedures or individual routines, please see the manager at the earliest opportunity.

Potty Training

When your child starts to show signs that they are becoming aware of their bodily functions staff will arrange a convenient time to discuss with you your plans on potty/toilet training your child. It is very important that we work together to potty train your child. If we start the training and your child is not ready, then we can stop and start again when they are. Some children take to potty training overnight for some it is a longer process, the most important thing is that we work together to give your child the support and reassurance they need during this period. Daily feedback will be provided via the child's normal diary with how we are progressing with the training. In order to help your child, become independent in going to the toilet the nursery provides low level toilets and sinks. For smaller children potties will be made available.

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time. We make necessary adjustments to our bathroom provision and hygiene practice in order to accommodate children are not yet toilet trained. We see toilet training as a self-care that children have the opportunity to learn with the full support and non-judgmental concerns of adults.

Procedures

- Changing areas are warm and there are safe areas to lay young children if they need to have their bottoms cleaned.
- Each young child has their own bag to hand with their nappies or 'pull ups', changing wipes and nappy cream where appropriate.
- Fresh gloves are put on before changing starts and the area is prepared. The changing mat is cleaned between each use.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- In addition, key persons ensure that nappy changing is relaxed and a time to promote independence in young children.
- Young children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk with a friend who is also using the toilet.

- They should be encouraged to wash their hands and have soap and towels to hand. They should be allowed time for some play as they explore the water and soap.
- Key persons are gentle when changing; they avoid pulling faces and making negative comments about 'nappy contents'.
- Key persons do not make inappropriate comments about children's genitals when changing nappies.
- Older children access the toilet when they have the need to and are encouraged to be independent.
- Nappies and 'pull ups' are disposed of hygienically. Any soil (faeces) in nappies is put in a nappy bag and put in the yellow designated bin. These are taken either immediately or soon after to the large bin outside. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are rinsed and bagged for the parent to take home.
- We have a 'duty of care' towards children's personal needs. If children are left in wet or soiled nappies/pull ups in the setting this may constitute neglect and will be a disciplinary matter

OUTDOOR PLAY

At the Old School Nursery, we are committed to the importance of daily outdoor play and physical development in all children regardless of their age and stage of development. All activities will be made accessible to children with learning difficulties and disabilities to ensure all children are able to freely and independently use the outdoor area and physical play opportunities to best effect.

Children need regular access to outdoor play in order to develop their large and small muscles, experience an environment that is different to the inside of the nursery and more importantly access sunlight in order to absorb vitamin D more effectively. The outdoor areas, both within the nursery grounds and in the local community have a wealth of resources which help children to develop in a variety of ways, including independence, exploration and investigative skills, risk taking and self-esteem all of which support children to develop skills for now and the future. The nursery will ensure all areas are safe and secure through close supervision and the use of robust risk assessments and safety checks. Staff are informed of the importance of these procedures and are trained appropriately to ensure these procedures are followed effectively. Parents' permission will be sought before any child leaves the nursery during the day; this includes short outings into the local community. Please refer to the visits and outings policy for further information on this process. All outdoor play opportunities and outings will complement the indoor activities and provide children with

both adult-led and child-initiated opportunities to enable children to learn and practice new skills, knowledge and behaviours. The nursery will use this policy alongside the following policies to ensure the safety and welfare of children throughout their time outside.

Health and safety

Sun care

Lost child policy

Parents and carers as partners

Supervision of children

Visits and outings

USE OF DUMMIES IN NURSERY

At the Old School Nursery, we recognise that a dummy can be a source of comfort for a child who is settling and/or upset, and that it may often form part of a child's sleep routine. As babies get older they need to learn to move their mouths in different ways, to smile, to blow bubbles, to make sounds, to chew food and eventually to talk. As babies move their mouths and experiment with babbling sounds they are learning to make the quick mouth movements needed for speech. The more practice they get the better their awareness of their mouths and the better their speech will be. The overuse of a dummy may restrict these movements from taking place and therefore effect a child language development.

The nursery aims to:

Discuss the use of dummies with parents as part of 'babies' individual care plans

Only allow dummies if a child is really upset for comfort (for example if there are problems at home, they are new to the setting) and/or as part of their sleep routine

If a dummy or bottle falls on the floor or is picked up by another child, this is cleaned immediately and sterilised where necessary

When discouraging the dummy staff will:

Have a designated place for the dummies to be stored, which the child will be aware of

Comfort the child and if age/stage appropriate explain why they are not allowed the dummy in a sensitive and appropriate manner.

Distract children's attention with other activities and ensure they are settled before leaving them to play.

Offer other methods of comfort such as toy, teddy or blanket.

Explain to the child they can have their dummy when they get home or at bed time.

We will also offer support and advice to parents to discourage dummy use during waking hours at home and suggest ways to wean in which the child can be weaned off their dummy (when appropriate).

SLEEP

At the Old School Nursery, we aim to ensure that all children have enough sleep to support their development and natural sleeping rhythms in a safe environment.

Children will be monitored visually when sleeping. In our Caterpillar and Butterfly Rooms those children wishing to sleep are provided with sleep mats with a sheet and blanket. Sleep patterns will be discussed with parents.

When monitoring, the staff member will look for the rise and fall of the chest, and if the sleep position has changed.

We provide a safe sleeping environment by:

Monitoring the room temperatures

Using clean light bedding/blankets

Keeping all spaces around a sleeping child clear from hanging objects i.e. hanging cords, blind cords, drawstring bags

Having a no smoking policy

We recognise parents' knowledge of their child in regards to sleep routines and will, where possible, work together to ensure each child's individual sleep routines and well-being continues to be met. However, staff will not force a child to sleep or keep them awake against his or her will.

Staff will discuss any changes in sleep routines at the end of the day and share observations and information about children's behaviour when they do not receive enough sleep.

FOOD AND NUTRITION

NUTRITION AND MEALTIMES

Statement of intent

It is our intention to provide an environment in which children can eat their meals safely and uninterrupted, with adult supervision.

We offer early drop off with breakfast option from 8am and later collection tea-time option until 5pm for children in the setting. We provide breakfast, tea and snacks and staff use a range of healthy and varied foods to provide a balanced diet. Children are required to bring a packed lunch box if they stay for lunch.

Those responsible for supervising meal times hold a certificate for food and hygiene.

Aim:

- Ensure the children eat a healthy, balanced lunch, within the confines of what the child has been sent with
- Ensure the child eats a reasonable amount, again within the confines of what a parent/guardian has advised
- Provide a drink where one is not provided (milk, water)
- We will ensure that children only have access to and eat the food provided for them and no one else's.

The children will eat together in an area sectioned off from the other children and from the toys, which will be clean and appropriate for use.

Section 1

This policy and procedure is to underpin how we will handle food and drink in the setting alongside current guidelines and law.

This will help us to promote the health and well-being of children and their families through food within the setting.

Mission statement/rationale

In our setting we are dedicated to ensuring that children have healthy and fulfilling snacks that will help them to grow and develop, as well as learning about healthy diets and balance. This is achieved through staff development and knowledge, as well as ensuring we keep a clean and healthy environment.

Relevance to Early Years Foundation Stage

This policy links back to the following themes and commitments:

A Unique Child

Positive Relationships

Enabling Environment

Learning and
Development

Health and well-
being

Respecting each other

Parents as partners

Key person

Supporting every child

Wider context

Personal, Social and

Emotional Development

Healthy Child Programme.

During the school year, we ensure we include topics revolving around food and drink, healthy choices and the effects on our bodies of these choices. We ensure we provide guidance on healthy meals and advice on how to handle fussy eaters. We are also ensuring we are providing the children with the knowledge they need to make sensible food choices. Staff are committed and enthusiastic when delivering this knowledge and we enjoy finding different ways to make this interesting.

This policy will continue to be developed with the input of staff, parents and children, with staff and parents both having access to this policy and procedure.

When and who the policy applies to

- This policy applies directly to the food that we provide during snack times; to staff at all times and for planning as well as children when eating.
- This policy also indirectly refers to the guidance we provide parents/carers and children for food brought in for lunches (lunch boxes) and food brought in for events and trips as well as food consumed at home; Parents/carers and staff when planning events etc.

This guidance will be shared with all staff and parents and carers to ensure everyone is aware.

Section 2

Fresh drinking water is available at all times to the children. We provide this by making sure the children are aware that if they are thirsty they may help themselves to a cup and use the tap or ask an adult if they need assistance. We provide water in jugs in the garden on warm days, as well as ensuring the children have access to their own bottles. Please provide a named water bottle for your child. We encourage water as opposed to squash, in line with schools. Please speak to your child's key worker/ room leader should your child refuse to drink water.

We receive milk from the Government milk scheme which is available to the children at both snack times, breakfast and tea club. we also supply oat milk for children with a milk intolerance/dietary requirements. Please speak to your child's key worker room leader if this applies.

Snack is to be provided by parents once during the morning session and once during the afternoon session. This is done on a rolling basis and an adult supervises this continuous process.

Throughout the year we often use continuous communication with parents and carers to ensure we are aware of food and dietary requirements, as well as on going food concern's (such as a child not eating much, or specific diets etc.). We also sometimes use communication diaries where we can communicate with a parent or carer regarding issues in the setting.

We use snack times and lunch times as ideal opportunities to talk about food and drink and give knowledge about healthy diets and healthy living. We vary the food provided in order to allow children to develop their ability to try new things and their social skills. We often talk about why things are healthy and how you can incorporate balance in your diet, as well as

ensuring you stay hydrated; and times when you may need more water e.g. exercise and hot days.

Ideas of healthy snack suggestions:

Savoury:

- bread sticks / crackers / oat cakes / crisp bakes or Ryvita / rice cakes / cheese twists / pitta bread / malt loaf / brioche bun or croissant
- hummus or other dips / cubes of cheese / cold meat / cocktail sausages (sliced)

Sweet:

- raisins / dried fruit e.g dried apricots or cranberries (or yoghurt coated dried fruits) / rich tea, digestive or any plain biscuits / fruit strings (Yoyo bears)

Fruit and Veg:

(round fruits to be cut in to quarters please i.e. grapes, blueberries, olives and tomatoes.)

- satsuma / grapes / blueberries / banana (whole) / melon / mango / all types of berries / pineapple chunks (apples and pears please cut up and add lemon juice to avoid going brown). Or any other prepared fruits.
- cherry tomatoes / carrot sticks / cucumber sticks / pepper sticks / celery sticks / olives

Please save any chocolate or cakes to be enjoyed at home or in your child's lunch box as a treat. No nut products (including peanut butter and kinder) or sweets.

Celebrations and special occasions

Often when a child has a birthday or during celebrations different foods or large quantities of food are provided; often by the setting and parents and carers. In order to ensure safety and a healthy balanced choice we ask parents and carers to bring in foods from different food groups, as well as ensuring they try to avoid foods that our children have allergies to. We also ask parents/carers to provide foods from their culture or religion where possible as this helps the children to learn about other routines and lifestyles as well as providing opportunities to discuss this and try new things.

Providing food for all

It is important that we ensure we provide food for children following special, cultural or religious diets, including children with food allergies, and manage this appropriately and effectively. To do this we work closely with parents and carers and ensure we build strong relationships. We value

and respect their cultures and religions as well as ensuring we listen to their advice on their child's diet, as well as providing guidance where it is appropriate. We work hard to ensure we are aware of all on going dietary requirements, and we take into account parents/carers wishes when doing so.

Encouraging fussy eaters to eat well

Fussy eating and fear of new foods are part of development affecting 10-20% of young children. We try hard to work with parents/carers regarding fussy eating in the setting and at home. We use regular communication as well as written records (where situation calls for it) to ensure we work to progress and improve the situation for the child - we do this by gently encouraging trying new foods, discussing healthy lifestyles and diets, as well as providing guidance for parents at home. We appreciate that sometimes the situation is difficult and that the child may wish to eat only certain foods which must be brought in from home - where this is the case we allow the child to eat their own food whilst beginning the process of encouragement.

Food brought in from home

We encourage parents by providing guidance and advice about the types of food and drink they may allow their child to bring to the setting. We try to encourage healthy choices alongside treats to ensure a balanced diet is achieved. This encourages them to provide the same or similar healthy food choices as you we are offering. This ensures that children receive consistent messages about healthy eating.

We ask you to put a small ice pack in your child's lunch box to keep food cool.

Heating meals

In our Babies House we have the facility to reheat meals that you have provided for your child's lunch. Food is tested with a probe to ensure it is of the correct temperature and then recorded down. In remainder of the setting we ask you provide a cold packed lunch as we do not have means of reheating food.

Food safety and hygiene

In early year's settings, it is important that food is stored, prepared and presented in a safe and hygienic environment and children are taught basic hygiene. Staff who prepare food have taken the appropriate level 2 food and hygiene course. We ensure the children learn everyday about health and hygiene by encouraging hand washing when coming in from the garden,

after using the toilets and before eating. We ensure they learn about keeping the toys clean and tidying away for safety.

Sustainability

Food production, processing, transport, procurement, cooking and waste all impact on the environment. At the Old School Nursery, we try to ensure we recycle where possible and try to ensure the least amount of waste when it comes to food and drink.

Protecting children's health

Everyone working in early year's settings has a responsibility to protect children's health including helping children to maintain a healthy weight as they grow, and encouraging breastfeeding and good dental practices. We try to encourage good routines at home and in setting by discussing dental hygiene and the dentist, and good diets. We also provide guidance to parents and carers regarding how to ensure you are being healthy.

Evaluation and review of the setting's approach to food and drink provision

As a setting we appreciate it is important to evaluate and reflect on everything you, including your approach to food and drink provision.

When implementing and reviewing this policy we will:

- Using the Code of Practice Checklist to evaluate the setting's approach to food and drink provision (and the Menu Planning Checklist to evaluate your food and drink provision, particularly when planning new menus.
- Getting feedback from parents, carers and children
- Looking at the way other settings approach food and drink provision in your area
- Keeping up to date with current good practice on meeting the welfare requirements for food and drink. Using the Children's Food Trust website: www.childrensfoodtrust.org.uk
- Regularly review staff training and development plans for food safety, hygiene and nutrition.

FOOD SUPPLIED BY PARENTS

Parents must be aware of food hygiene when preparing packed lunches or snacks. This includes checking dates for consumption of both dried and perishable foods. As consumption of all food on the nursery premises, inclusive of that provided by parents, is ultimately our responsibility, the following policy must be observed at all times.

Any perishable foods inclusive of dairy and meat products must be identified by parents and labelled with their child's name.

Any food not consumed by a child will be returned to parents that same day.

Food brought to the nursery by a parent to meet a child's specific dietary requirements can only be stored on a weekly basis and must be collected at the end of the week.

PARTNERSHIPS AS PARENTS

PARENTS AND CARERS AS PARTNERS

We believe that in order for children to receive quality care and early learning that suits their individual needs, parents and staff need to work together in a close partnership. The two-way sharing of information is key to this. The nursery team welcomes parents as partners and this relationship needs to be built on trust and understanding. It is important that we, as practitioners, are able to support parents in an open and sensitive manner. The nursery wishes to ensure parents are an integral part of the care and early learning team within the nursery.

Our policy is to:

Recognise and support parents as their child's first and most important educators, and to welcome them into the life of the nursery

Generate confidence and encourage parents to trust their own instincts and judgment regarding their own child

Welcome all parents into the nursery at any time

Ensure nursery documentation and communications are in a format to suit individual parent's needs, e.g multi-lingual, electronic communications

Ensure that all parents are aware of the nursery's policies and procedures. A detailed parent prospectus will be provided and our full policy documents are available in the office for all parents to look at, at any time. A full copy is also available to parents on request at any time.

Maintain regular contact with parents to help us to build a secure and beneficial working relationship for their children

Support parents in their own continuing education and personal development and inform them of relevant conferences, workshops and training

Create opportunities for parents to talk to other adults in a secure and supportive environment through such activities as open days and stay and play.

Inform parents about the range and type of activities and experiences provided for children, the daily routines of the setting, the types of food and drinks provided for children and events through regularly distributed newsletters, parent notice boards, about me documents and a number of other ways

Operate a key person system to enable a close working relationship with all parents. Parents are given the name of the key person of their child and their role when the child starts. Support two-way information sharing regarding each child's individual needs both in nursery and at home

Inform parents on a regular basis about their child's progress and involve them in the shared record keeping. In our babies house staff complete a 'Daily diary' to inform of your child's day with regards to their sleeping, eating and drinking, nappies and their play. Once the children move up to the rest of the setting staff are available to discuss your child's day at the end of the session.

Consider and discuss all suggestions from parents concerning the care and early learning of their child and nursery operation

Inform all parents of the systems for registering queries, compliments or complaints, and to check that these systems are understood by parents. All parents have access to our written complaints procedure

Provide opportunities for parents to learn about the Early Years Foundation and about young children's learning in the nursery and how parents can share learning at home and where they can access further information

Respect the family's religious and cultural backgrounds and beliefs and to accommodate any special requirements wherever possible and practical to do so

Inform parents how the nursery supports children with special educational needs and disabilities

Find out the needs and expectations of parents. These will be obtained through regular feedback via conversations encouraging parents to review working practices.

Parent admin login

On successful sign up you will receive a link from 'Nursery In A Box -Parent Admin' . In order to have a place with us at the Nursery you are signing to agree to complete the login and registration in full. If you do not complete the full registration process and your child's details we may not be able to accept them in for their next booked session.

PAYMENT OF FEES POLICY

It is our intention to make the nursery fees understandable and fair to all parents. We offer term time childcare and/or 48 weeks a year all round childcare. We are closed on Bank Holidays and do not charge for days we are closed. Parents can pay via childcare vouchers through your employer, or a combination of both. There is also tax free childcare option for working parents - please see <https://www.gov.uk/tax-free-childcare>

Payments are to be made on a monthly basis invoiced via the Nursery School. Our preferred method of payment is bank transfer. Please note this should be done by the last working day of each month.

We use 'Nursery in box' system for invoicing. Invoices are sent at the beginning of the month and must be paid by the last day of each month.

Fees must still be paid if your child is absent for a short period of time e.g. illness or holiday. If you wish to cancel your child's place at the nursery, then we will require ½ a terms notice to do so. If you have had a change in personal circumstances and are now struggling to make payments, please let the nursery management know so we can make suitable arrangements. It may be that you are now entitled to additional funding through the Childcare element of the Working Tax Credit and other benefits.

Government Funding

Up to 15 hours of Government funded Early Years Entitlement (or Extended 30 hours funding for those eligible) is available to all 3 & 4 year olds from the term following the child's 3rd birthday. This will be calculated and shown as a reduction on invoices. All parents **must** fill out a Provider Declaration Form the term before their child is 3. Without this completed form we are unable to claim your child's funding.

Please download the form and complete:

https://www.westsussex.gov.uk/media/15505/parent_declaration_form_res.pdf

To check your eligibility and apply for 30 hours funding please see: <https://www.gov.uk/30-hours-free-childcare>. Please note you will need to reconfirm your eligibility every 3 months.

Some two year olds are also eligible for two year old funding. This is based on income criteria and non-income criteria. Please refer to: <https://www.gov.uk/help-with-childcare-costs/free-childcare-2-year-olds>

NON PAYMENT OF FEES POLICY

The Old School Nursery value their relationship with parents/carers and will be sympathetic towards any difficulty in paying their child's fees. However, we are unable to function effectively without these payments. We aim to help parents/carers to pay all fees due to us by offering an agreed flexible payment system and following a fair procedure. Should a parent/carer have problems paying their child's fees on time they should speak in confidence to the Nursery Manager and the Office/business directors. If an arrangement has not been made, then the following procedure will apply.

NON PAYMENT OF FEES PROCEDURE STEPS

Any late payments will incur a 10% penalty charge on top of your invoice. This will be applied to any payments not received by the last working day of every month.

If 2 or more payments are missed - a final warning will be issued giving the parent/carer 14 days to pay the full amount due (inclusive of penalty charges)

If the full payment is not received after this time scale, then procedures will begin at the Small Claims Court and the child will lose their place at nursery.

Any unmade payments run the risk of a child's place being withdrawn by the setting at any reasonable time.

The Old School Nursery thank you for your understanding and will do all they can to avoid the above situation. However, we are not able to function effectively without all payments due.

PERSONAL POSSESSIONS POLICY

The nursery provides a wide range of toys and activities for all the children, catering for different needs, abilities and ages. Whilst it is not necessary for children to bring additional toys with them to play with, the nursery appreciates that sometimes a child may have a particular comfort toy that they wish to bring or a toy that they have been playing with just before they left home. Staff will endeavour to keep all children's toys and resources safe, however we are sure you appreciate that with several children in our care at any one time, it is not always possible to keep an eye on their

belongings. Whilst losses are rare we would advise that if a toy is very special or expensive that it remains safely at home as the nursery will not be held responsible for loss or damage to them. We would ask you to put your child's name on it so it can be identified if found.

If your child does have a comfort toy that they are very attached to, the nursery recommends that additional 'copies' are purchased as this can prevent great upset if it becomes lost or that it does not come into nursery.

We would also ask that all shoes, boots, coats, jumpers etc... are all clearly named. With so many children at nursery at any one time it's normal for several children to have the same items and it very difficult to make sure that

they all have their own

ABUSIVE PARENTS

At the Old School Nursery, we believe that we have a strong partnership with our parents and an open door policy to discuss any matters arising (if applicable).

In the unlikely event that a parent starts to act in an aggressive or abusive way at the nursery, our policy is to:

Direct the parent away from the children and into a private area such as the office

(Where appropriate)

Ensure that a second member of staff be in attendance, where possible whilst ensuring the safe supervision of the children

Act in a calm and professional way, ask the parent to calm down and make it clear that we do not tolerate aggressive or abusive language or behaviour

Contact the police if the behaviour does not diffuse

Once the parent calms down, the member of staff will then listen to their concerns and respond appropriately

An incident form will be completed detailing the time, reason and action taken

With incidents like this staff may require support and reassurance following the experience, management will provide this and seek further support where necessary

Management will also signpost parents to further support if applicable

COMPLAINTS AND COMPLIMENTS

Our Nursery aims to provide a high quality of education and care of all the children. We aim to offer a welcome to each individual child and family and to provide a warm and caring environment within which all the children can learn and develop through play.

We recognise that occasionally there may be concerns by parents about the provision, about behaviour or some aspect of the group and we hope that through the good relationship that we have with parents, any concerns will be expressed, discussed and a solution agreed. However, the following procedures will apply:

MAKING CONCERNS KNOWN

- A parent who has concerns about any aspect of the groups provision should first talk with the room leader/Manager
- If this does not have a satisfactory outcome within two weeks, or the problem recurs, the parent should put the concerns or complain in writing and request a meeting with the Manager/owners.

Most complaints should be resolved informally at this stage.

What to do if you want to make a complaint:

Our complaints procedure:

At The Old School Nursery, we are committed to providing good quality services. We recognise however that we sometimes get things wrong or make mistakes. To deal with this we have a complaints procedure.

We will deal with your complaint

We do not look on complaints as unwanted. In fact, they may help us to see where our services or procedures might be improved. So do let us know where you feel we have made a mistake or done something which you found unsatisfactory or unacceptable. Even if you do not think your particular concern amounts to a 'complaint' we would still like to know about it. You may help us to deal with something we would otherwise overlook.

How to complain:

Step 1: Contacting us

The first step is to talk to a member of OSN staff. This can be done quite informally, either directly or by telephone.

Usually, the best staff member to talk to will be the person who dealt with the matter you are concerned about, as they will be in the best position to help you quickly and to put things right. If they are not available, or you would prefer to approach someone else, then ask for their superior.

We will try to resolve the problem on the spot if we can. If we can't do this, for example, because information we need is not to hand, then we will take a record of your concern and arrange the best way and time for getting back to you. This will normally be within five working days or we will make some other acceptable arrangement.

Step 2: Taking your complaint further

We hope you will only feel the need to make a formal complaint as a last resort and that you will complain to the person dealing with the matter first to give them a chance to put things right. However, if you are still unhappy, the next step is to put your complaint in writing to the Directors of The Old School Nursery, setting out details, explaining what you think went wrong and what you feel would put things right. If you are not happy about writing a letter, you can always ask a member of staff to take notes of your complaint. You should make sure you agree with what they have recorded and that they provide you with your own copy for reference. This record will be passed promptly to the Directors to deal with.

Once the Directors receive a written complaint, they will arrange for it to be fully investigated. Your complaint will be acknowledged in writing within five working days of receiving it and the letter will say when you can expect a full response. This should normally be within three weeks unless the matter is very complicated, such as where other organisations need to be contacted. Where this is the case we will still let you know what action is being taken and tell you when we expect to provide you with a full response.

Taking your complaint outside the organisation:

If you are not satisfied with the Director's response, you can always seek advice from outside the organisation. It may be possible to seek help from an advice agency or another organisation. The Old School Nursery will provide you with details of any services local to your area if we can.

Early Years

Ofsted

Piccadilly Gate

Store Street

Manchester

M1 2WD

Telephone: 0161 618 8524

0300 123 1231

www.ofsted.gov.uk

Ofsted do have a complaints and enforcement department which is shown above. We hope you will be comfortable talking to one of the people listed below to try and resolve the matter before further action is taken:

Your child's Key worker, room leader or Faye Homer - Deputy Manager

Gemma Robinson - Manager

Lisa Richards or Tracey Bêtes - Directors

ACCESS AND STORAGE OF INFORMATION

We believe that an open access policy is the best way of encouraging participation. Parents are welcome to view the policies and procedures file as any time the nursery is open. These policies govern the way in which the nursery operates and are located on the wall next to the main notice board. Parents are also welcome to see and contribute to all the records that are kept on their child; however, the nursery will adhere to Data Protection laws. The nursery ensures that it is registered in regard to data protection and a copy of the certificate can be viewed at in the main entrance hallway. All parent, child and staff information is stored securely according

to Data Protection including details, permissions, certificates and photographic images. The nursery's records and documentation are kept and stored in accordance to the minimum legislative archiving time. We currently archive records for at least 21 years and three months. This will be reviewed annually and amended according to any change in law/legislation.

GDPR Privacy Notice May 2018 Information about Pupils in Schools, Alternative Provision, Pupil Referral Units and Children in Early Years Settings

The EU General Data Protection Regulation (GDPR) On the 25th May 2018 the General Data Protection Regulation (GDPR) will be applicable and the current Data Protection Act (DPA) will be updated by a new Act giving effect to its provisions. Before that time the DPA will continue to apply.

Our GDPR registration number is: ICO:00012545689

The Data Protection Officer (DPO) for the school are Tracey Betes and Lisa Richards We ensure that your personal data is processed fairly and lawfully, is accurate, is kept secure and is retained for no longer than is necessary. The Legal Basis for Processing Personal Data The main reason that the school processes personal data is because it is necessary in order to comply with the nursery's legal obligations and to enable it to perform tasks carried out in the public interest.

The nursery may also process personal data if at least one of the following applies:

- in order to protect the vital interests of an individual;
- there is explicit consent;
- to comply with the school's legal obligations in the field of employment and social security and social protection law;
- for the establishment, exercise or defence of legal claims or whenever courts are acting in their judicial capacity;
- for reasons of public interest in the area of public health;
- for reasons of substantial public interest, based on law, which is proportionate in the circumstances and which has provides measures to safeguard the fundamental rights and the interests of the data subject. The categories of pupil information that we collect, hold and share include:
 - Personal information (such as name, unique pupil number and address and contact details, carers details);
 - Characteristics (such as ethnicity, language, nationality, country of birth, religion and free school meal eligibility);

- Safeguarding information (such as court orders and professional involvement); Privacy Notice for Pupils - May 2018
- Medical and administration (such as doctors information, child health, allergies, medication and dietary requirements);
- Attendance information (such as sessions attended, number of absences and absence reasons, behavioural information, details of any exclusion information);
- curriculum assessment results;
- behavioural information;
- where pupils go after they leave us;
- any special educational needs or disabilities as well as relevant medical information.

How we use information We collect and hold personal information relating to our pupils and those involved in their care, we may also receive information from previous schools or settings, the local authority(s) and/or the Department for Education (DfE).

We use this personal data to:

- support our pupils' learning;
- support our pupils' welfare;
- monitor and report on their progress;
- provide appropriate pastoral care;
- to keep children safe (food allergies, or emergency contact details);
- to meet statutory duties placed upon us for DfE data collections;
- assess the quality of our services;
- process any complaints;
- protecting vulnerable individuals;
- the prevention and detection of crime. Who we share data with We may pass data to:
 - the local authority;
 - Schools or settings that a pupil attends after leaving this school;
 - The Department for Education (DfE);
 - NHS;
 - third-party organisations, as allowed by law;
 - agencies that provide services on our behalf eg Connect billing system;

- agencies with whom we have a duty to co-operate.

LATE COLLECTION AND NON-COLLECTION

Children are in the care of the Nursery throughout the session until they are handed over into the care of the parent/carer.

The times and procedures for collection of children should be made clear to parents in the information given to parents prior to a child starting at the nursery. Occasionally, a parent may be delayed or the child 'forgotten' by another family member, friend or neighbour.

- If a child is not collected after a reasonable time of the session finishing, the parent/carer should be contacted by telephone.
- If contact cannot be made, other parents of children in the group may be contacted for further information.
- Another parent may offer to collect the child; in which case it needs to be established who will leave a note for the parent at the child's home
- If no one is able to take the child and staff are not able to wait beyond a reasonable time, or the premises are needed for another user group, the Manager or another member of staff may take the child home with them, ensuring that a note is left at the child's home and/or mobile to say where the child is, with contact details.

This highlights the need for details to be given by parent of another family member, friend or neighbour who can be contacted in an emergency.

All parents agree on arrival time at the nursery and are informed of procedures on what to do if they expect to be late.

This includes:

Calling the nursery as soon as possible to advise of their situation

Asking a designated person to collect their child wherever possible

Informing the nursery of this person's identity so the nursery can talk to the child if appropriate. This will help to reduce or eliminate the distress that may be caused by this situation

If the designated person is not known to the nursery staff the parent must provide a detailed description of this person. This designated person must know the agreed password in order for the nursery to release the child into their care. This is the responsibility of the parent.

If the parents still have not collected the child, the manager will telephone all contact numbers available every 10 minutes until contact is made. These calls need to be logged on a full incident record

In the event of no contact being made after one hour has lapsed, the person in charge will ring the Social Services Emergency Duty Team (MASH) and Ofsted to advise them of the situation

The two members of staff will remain in the building until suitable arrangements have been made for the collection of the child.

The child's welfare and needs will be met at all times and to minimise distress staff will distract, comfort and reassure the child during the process

In order to provide this additional care a late fee of £5 per 15 Minutes will be charged to parents. This will pay for any additional operational costs that caring for a child outside their normal nursery hours may incur.

Contact numbers:

MASH (Multiagency Safeguarding Hub)

01403 229900

Ofsted

0300 123 1231

ADMISSIONS

The Old School Nursery offers space for up to 36 children per session in our pre-school room and 25 in our 2/3 room. We offer 9 spaces in our Babies House. Matters taken into account in deciding which child can be offered a place in the nursery are:

Availability of places, taking into account the staff/child ratios, the age of the child and the registration requirements (EYFS requirements)

When the application is received (priority is given to those who have been on the waiting list the longest)

The nursery's ability to provide the facilities for the welfare of the child, including appropriate staffing arrangements

We operate an inclusion and equality policy and ensure that all children have access to nursery places and services irrespective of their gender, race, disability, religion or belief or sexual orientation of parents.

Prior to a child attending nursery, parents must complete and sign a contract and registration form. These forms provide the nursery with personal details relating to the child. For example, name, date of birth, address, emergency contact details, parental responsibilities, dietary requirements, collection arrangements, fees and sessions, contact details for parents, doctor's contact details, health visitor contact details, allergies, parental consent and vaccinations etc.

All settings registered to accept government funding (detailed in the code of practice) must offer free places for three to five year olds for the sessions specified by the local authority, as well as funded places for 2 year olds where appropriate. These places will be allocated on a first-come, first-served basis. All funded sessions are now in line with the flexible arrangement as specified by the Government. When you register your child for their funded place we will discuss your needs, and as far as possible with availability and staffing arrangements we will accommodate your wishes.

TERM TIME/ALL YEAR ROUND SPACES

We offer term time (38 weeks) and all year round spaces (48 weeks). Term time is the most popular amongst our families and we have lower children and subsequently lower staffing numbers in the school holidays. Due to this we therefore join The Caterpillar & Butterfly Room children and staff together and operate from one room. If your child attends term time and you wish to enquire for them to do any additional 'ad-hoc' sessions in the holidays please do this by emailing the office half a term before the school holiday. Due to staffing we may be unable extra sessions prior to this time period. Please note we are unable to guarantee additional sessions due to adhering to our staffing ratios.

ARRIVALS AND DEPARTURES

Policy Statement

It is the policy of the nursery to give a warm welcome to all children on their arrival to nursery. Entrance into the Nursery is via one main entrance door in either section, be it pre-school, 2-3's or Babies House which is locked with a bolt at the top of the door at all times. Attention is gained by ringing the door bell, at which point a permanent member of staff will attend and decide whether the person can gain access to the setting. Only management have keys for these main access doors and the code for the alarms. It is their responsibility to ensure the security of the setting and ensure that it is securely locked at the end of sessions where appropriate, unless this responsibility is passed to another staff member where this is approved by the directors.

Unauthorised persons are not permitted to open the door to anyone at any time. Anyone found doing this would be in breach of this policy. To be in breach may lead to the withdrawal of your contract held with the Nursery. All visitors must sign in and identify the purpose of their visit.

Section 1

Arrival procedure

- All children are to be brought into the main room by the person who is responsible for them upon arrival (Parent or guardian).
- The person dropping off must make the room staff aware of their arrival. Staff members are situated on the main door during arrival as the door is unlocked (although kept closed) at this time. A register of staff and children present is completed once the main front door is locked and all parents have left. An adult is at this door to ensure no unsupervised child leave.
- The person dropping off should place the child's belonging in the appropriate places - on their pegs in the main nursery
- Both the person dropping off and the staff members will then spend time exchanging information. This information will be used to assess the child's day. Some of the information exchanged may be as follows:
 - An over view of the child since their last attendance
 - Has the child eaten?
 - Are they in good health? If not what are the problems?
 - Who will collect them at the end of the session? Do they have the password?
 - Have they had medication in the past 12 hours? If yes, what?
- The arrival and departure time of each child will be recorded on the registers where this differs from typical registration times.
- Any specific information provided by the parents should be recorded and passed onto the relevant member of staff/ key worker.

- If a parent/carer requests that their child be given medicine during the day the staff member must ensure that the medicine consent form is completed and signed (staff should follow administration of medicine policy.)

- If a child has an existing injury, bruises, bump etc... Parents/ carers have a responsibility of informing staff of this when dropping the child off and should complete an existing injury form.

Section2

Departures

Collecting children from Nursery is in principal the same as for arriving set out in section 1 as is the procedure for entering the Nursery. After opening main door's, (once all children have been registered and accounted for, and are all sat waiting in a secure place with at least 2 members of staff situated at this door for safety), members of staff are then responsible for ensuring the conduct of such persons and that appropriate access to children is allowed and supervised. Parents must arrive in good time to ensure collection before the session end or closure time unless agreed otherwise in advance.

In our Babies House at pick up time parents are to identify themselves at the front door and are then given access by a member of staff to enter and collect their child.

Children will only be released from the care of the Nursery to individuals named by the Parent either in their file or on the morning of arrival. We will always contact a parent to gain consent to release to someone who we do not know, or who we were not told were coming. We realise this can be an inconvenience but it is necessary in ensuring the safety of each child.

A unique password set between Parent, Collector and Nursery must be used and received before handing over a child into their care.

The parent must ensure that a *suitable person will collect their child in their absence

* Suitable person must be over 18 yrs old and be capable of caring for the child in the absence of the child's parent

All staff should be aware that some children are not allowed to come into contact with members of their own family (a court order for example or if the parent doesn't have Parental Responsibility).

In such circumstances a record is kept of each child and the names of those family members with whom that child is forbidden contact. If one of these

family members should call at the nursery they must not be granted access and the manager or person in charge must deal with the situation and ensure that no contact is permitted. The child's primary carer must be informed of the incident immediately thereafter. Parents/ carers or authorised people may be asked to wait before access to the child is granted if a member of staff hasn't met one of them before or doesn't recognise them. They will seek advice from senior staff members.

Staff

All staff will enter the building in the same way as the children; they must always seek another appropriate member of staff to unlock and re-lock the door once they have left or entered the building. This should be checked by the member of staff leaving/entering, by trying to open the door once leaving, and checking the door is bolted when entering.

Staff who are new or volunteering will not open the door for parents to collect their child until, they are sure they know who they are here to collect. Where they have opened the door the parent will be asked to wait until another member of staff can verify their identity.

A telecom system in the main nursery is in place to ensure the door is not opened to unknown or dangerous persons. The system will be used to gauge the identity of the person wishing to gain access and why they wish to. The spy hole can be used to verify this. People who are not recognised and cannot provide a reasonable reason for entry will not be allowed to enter the setting. If the person is deemed to be a threat to the security and safety of the children and staff the police will be called.

STAFF

PERSONNEL

The nursery's policies in respect of personnel are governed by the following:

The best interests of the children, their welfare, safety, care and development

The requirements of the Early Years Foundation Stage

The needs of the children including maintaining continuity of care

Compatibility between all members of staff and the building of a good team spirit

Consideration of the advancement of each member of staff both by internal and external training to help them achieve their maximum potential

Equal pay for work of equal value

Compliance with the current legislation including the principles of the Equality Act 2010 and all current legislation governing discrimination.

We will ensure:

The provision of a person specification and job description for each member of staff prior to an interview

All interviews will follow our recruitment procedures to ensure safe and fair recruitment occurs

The provision of a statement of terms and conditions and contract for each member of staff on employment (contract to be received by new employee within two months of commencement of employment)

New members of staff will be provided with copies of all the policies and procedures by email and we will ensure their understanding and adherence to these over an induction period.

Harassment of any member of staff relating to race, sexual orientation, gender, gender reassignment, age, religion or belief and disability will not be acceptable. This includes unwanted verbal or physical third party harassment by those not employed by the nursery

PERSONAL BELONGINGS

Staff are required to store personal belongings including their phones and any medication in the lockers or safe provided. This ensures that our mobile phones policy is adhered to as well as protecting the children from unnecessary harm.

STAFF DEVELOPMENT AND TRAINING

The nursery highly values its staff. It is in the interests of the nursery, the children, their families, and the individual, that each staff member is given the opportunity to develop their skills to their maximum and to broaden their knowledge and skills in caring for children. Personal and professional development is essential for maintaining the delivery of high-quality care and learning for children in their early years. It underpins all aspects of positive interactions and activities planned for children.

At the Old School Nursery, we encourage all our staff are either level 2 or level 3 qualified in Early Years (or working towards their qualification).

We strongly promote continuous professional development and work with all staff to offer suitable training throughout the year.

To facilitate the development of staff we:

Coach, lead and offer encouragement and support to achieve a high level of morale and motivation

Promote teamwork through on going communication, involvement and a no blame culture to enhance nursery practice

Provide opportunities for delegation based on skills and expertise to offer recognition and stimulate staff

Encourage staff to contribute ideas for change within the nursery and hold regular staff meetings and team meetings to develop these ideas. Regular meetings are also held to discuss strategy, policy and activity planning

Encourage staff to further their experience and knowledge by attending relevant external training courses

Encourage staff to pass on their knowledge to those who are less experienced and share knowledge from external training with small groups of staff within the nursery

Provide regular in-house training relevant to the needs of the nursery

Staff appraisals are carried out annually where objectives and action plans for staff are set out, whilst also identifying training needs according to their individual needs

Promote a positive learning culture within the nursery

Provide inductions to welcome all new staff.

Offer ongoing support and guidance

SUPERVISIONS

3.21 (EYFS STATUTORY FRAMEWORK)

Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues'

As part of our culture of safeguarding and continuous improvement we plan times for staff and management to meet to discuss children's development, staff development and any issues that may have arisen in confidence. It is a chance to identify and discuss areas of work that need developing and also praise good work. We aim to coach staff, making these sessions about team

work and support as well as creating mutual understanding about the subject matter. We will encourage staff to be reflective. All staff will be given this opportunity and the Managers development and issues are handled by the directors.

Supervisions provide staff with the opportunity to:

1. Discuss any issues, particularly concerning children's development or well-being.
2. Identify solutions to address issues as they arise.
3. Receive coaching to improve their personal effectiveness.
4. Identify and discuss any concerning holiday time and any absence.
5. Action and progress from previous supervisions and appraisals.
6. Current workloads
7. Actions for term ahead.

If there is anything either party wishes to add to the agenda, then this should be discussed at the beginning of the meeting.

It is the responsibility of the Manager **Gemma Robinson** and Deputy **Faye Homer** to plan time to ensure that all staff have this opportunity.

Staff are required to declare any criminal offences since last DBS or reason for incapability to work with children. This includes living in the same premise as someone who is deemed unfit to be around children - e.g. someone with a record of child abuse, someone on the sex offenders register etc.

CONFIDENTIALITY POLICY

Definition of confidentiality

Confidential information is information of some sensitivity, which is not already lawfully in the public domain or readily available from another public source, and which has been shared in a relationship where the person giving the information understood it would not be shared with others

Information Sharing: Practitioners Guide

In our setting, staff and managers can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years' care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children.

There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act and the Human Rights Act. Parents sign a 'confidentiality permissions' form when their child starts at our setting ensuring that we have made it clear our intentions regarding confidential information.

EYFS key themes and commitments

A Unique Child

Positive Relationships

Enabling Environments

Learning and Development

1.3 Keeping safe

2.1 Respecting each other

2.2 Parents as partners

3.4 The wider context

Confidentiality procedures

We always check whether parents regard the information they share with us to be regarded as confidential or not. Some parents sometimes share information about themselves with other parents as well as staff; the setting cannot be held responsible if information is shared beyond those parents whom the person has 'confided' in. Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it. Any staff or committee involved with parents on a social network (Facebook, Twitter etc.), no information must be

disclosed/discussed about the workplace or children. Staff are advised by our social media policy not to have parents on social media sites.

We inform parents when we need to record confidential information beyond the general personal information we keep (see our record keeping procedures) -for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child. We keep all records securely (see our record keeping procedures).

Client access to record procedures

Parents may request access to any confidential records held on their child and family following the procedure below:

1. Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the setting Manager or Directors.
2. The setting Manager informs the Directors of setting and sends a written acknowledgement.
3. The setting commits to providing access within 14 days, although this may be extended.
4. The setting's Manager and staff prepare the file for viewing
5. All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. Copies of these letters are retained on file.

'Third parties' include all family members who may be referred to in the records. It also includes workers from any other agency, including social services, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.

When all the consents/refusals to disclose have been received these are attached to the copy of the request letter.

6. A photocopy of the complete file is taken.

7. The setting Manager goes through the file and remove's any information which a third party has refused consent to disclose. This is best done with a thick black marker, to score through every reference to the third party and information they have added to the file.

What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.

8. The 'clean copy' is photocopied for the parents who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by the setting Manager,

So that it can be explained.

9. Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another (third party) agency.

All the undertakings above are subject to the paramount commitment of the setting, which is to the safety and well

-being of the child. Please see also our policy on child protection.

Legal framework

- Data Protection Act 1998
- Human Rights Act 1998

Further guidance

- Information Sharing: Practitioners' Guide (HMG 2006)

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www.everychildmatters.gov.uk/_files/ACB1BA35C20D4C42A1FE6F9133A7C614.pdf

SAFE RECRUITMENT OF STAFF

At the Old School Nursery, we are vigilant in our recruitment procedures aiming to ensure all people working with children are qualified and suitable to do so. We follow this procedure each and every time we recruit a new member to join our team.

Advertising

We use reputable newspapers, websites and the local job centre to advertise for any vacancies

We ensure that all recruitment literature includes details of our equal opportunities policy and our safe recruitment procedures; including an enhanced

Disclosure and Barring Service (DBS) check, at least two independent references for each new employee.

Interview stage

We shortlist all suitable candidates against a pre-set specification and ensure all applicants receive correspondence regardless of whether they are successful in reaching the interview stage or not

All shortlisted candidates will receive a job description, a person specification and a request for identification prior to the interview

The Directors will both sit on the interview panel and the Manager and deputy Manager and directors are all involved in the overall decision making

At the start of each interview all candidates' identities will be checked using, for example, their passport and/or photo card driving license. All candidates will be required to prove they are eligible to work in the UK

All candidates reaching the interview stage are questioned using the same set criteria and questions. These are formulated around specific areas of childcare, including safeguarding the children in their care, planning suitable activities to enhance the child's development and their understanding of the legal frameworks applied too childcare and used in the nursery. The questions will be value based and will ensure the candidate has the same values as the nursery with regards to the safety and welfare of the children in their care.

Candidates will be given a score for their answers including a score for their individual experience and qualifications

Each shortlisted candidate will be asked to take part in a trial session which will involve spending time in the nursery interacting with the children, staff and where appropriate parents

The Director and Managers select the most suitable person for this position based on these scores and their knowledge and understanding of the early year's framework as well as the needs of the nursery.

Each candidate will receive communication from the nursery stating whether they have been successful or not.

Starting work

The successful candidate will be offered the position subject to at least two references from previous employment or in the case of a newly qualified student, their tutor and a personal or professional reference (e.g. their GP). These references will be taken up BEFORE employment commences.

Prior to employment but after the job has been offered a health check questionnaire will be given to the employee

All new starters will be subject to an enhanced Disclosure and Barring Service (DBS) check whether they currently hold an enhanced DBS check or not. This will be initiated before the member of staff commences work in the nursery and they will not have unsupervised access to any child or their records before this check comes back clear. Further to this, the taking of photographs of any child, looking at their learning and development log or changing the nappy of any child will not be undertaken by any new member of staff without an up-to-date enhanced DBS check (whether supervised or not)

All qualifications will be checked and copies taken for their personnel files

All new members of staff will undergo an intensive induction period during which time they will read and discuss the nursery policies and procedures.

During their induction period all new staff will receive training on how to safeguard children in their care and follow the Safeguarding Children Policy and procedure

Ongoing support and checks

All staff are responsible for notifying the manager in person should any circumstances arise that may affect their suitability to work with children. This will include any incidents occurring outside the nursery. Staff will face

disciplinary action should they fail to notify the manager in a reasonable timescale.

Each member of staff will receive a formal appraisal annually

The Manager, Deputy and room leaders will be responsible for any support the staff team may have between these reviews. This includes mentor support, one-to-one training sessions, ongoing supervision, work-based observations and constructive feedback.

Legal requirements

The nursery abides by all legal requirements relating to safe recruitment from the Early Years Foundation Stage

The nursery also abides by the employer's responsibilities relating to informing the Independent Safeguarding Authority of any changes to the suitability of their staff, whether this member of staff has left the nursery or is still under investigation. Please refer to the safeguarding policy for further information.

SUPERVISION OF STAFF

The nursery directors along with the Manager are responsible for ensuring all staff, including students, are suitable to work with children. Checks are carried out via enhanced DBS clearance checks. Where possible staff will have the checks completed prior to starting employment. However, if there are delays in checks coming through as a last resort staff may work in the nursery before these checks are completed as long as they are supervised by registered staff at all times. All nursery staff will be informed of staff awaiting enhanced CRB clearances.

Staff awaiting these checks will never:

Be left unsupervised whilst caring for children

Take children for toilet visits unless supervised by registered staff

Change nappies

Be left alone in a room or outside with children

Administer medication

Administer first aid

Take photographs of any children

Look at a child's learning and development log.

Have access to children's personal details and records.

Whilst ensuring all the above are adhered to, we still recognise that it is vital that the staff member awaiting an enhanced disclosure is made to feel part of the team and participate fully in every other aspect of the nursery day. We recognise that the enhanced DBS disclosure is only part of a suitability decision and nursery management will ensure each individual working with a child goes through a vigorous recruitment and induction procedure (as laid out in the safe recruitment policy). We will also ensure they receive continuous support, training and supervision from management in order to provide a safe, secure and healthy environment for all children in the nursery. All students will also receive an interview to ensure they are suitable for the nursery, an induction process to ensure they fully understand and are able to implement the nursery procedures, working practices and values. All students will be fully supervised to ensure they receive the appropriate support, training and information they may require.

See student policy

STUDENTS

The nursery is committed to sharing good practice with those wishing to pursue a career in childcare. Therefore, students will be welcomed to join our staff team and gain work experience within our nursery. We welcome the chance to encourage training. We accept student placements and recognise this as an opportunity to examine and revise our own practice. We will accept 3 student(s) at a time as more students than this places undue pressure on staff. We do, however, accept small groups or occasional placements when research or studies are being carried out that will be of benefit to childcare.

Students are expected to be associated with a recognised child-related course, or on occasions, pupils from local secondary schools on work experience. Placements will be offered after discussions with the appropriate tutors, and close links have been established with the college or school.

Students will attend a visit to the nursery for an interview, followed by their student induction and nursery tour. At this time, students will have the opportunity to read and discuss relevant health and safety policies.

Students will be supervised at all times by a member of staff assigned to them and will not be left alone with the children

Students will be asked to read all nursery policies that relate to their placement during their student induction

It is expected that during the student's placement, their tutor will visit the nursery or have verbal communication with the Manager or room leader to receive feedback about the student's progress

Students will be offered support and guidance throughout their placement and offered constructive honest feedback in respect of their performance. Staff will respect individual students' needs and abilities and will aid their development

An accurate evaluation of ability and performance for both students and training providers will be provided and the nursery will support students who are experiencing difficulties with action plans if needed

To maintain parent partnerships, parents will be informed of when students are present in the nursery via the notice board. Wherever possible this will be accompanied by a recent photograph of the student.

All students on placement must adhere to the same codes of conduct as permanent staff and this also applies to time-keeping and dress codes. Confidentiality must be upheld at all times. Students are attached to a senior member of staff who will supervise their work and explain the health, safety and fire requirements. All students are encouraged to contribute fully to the nursery routine and to spend some time in each area. Students must not be left alone with children and they should only be allowed to change nappies when supervised.

Students' induction pack

On commencing their placement, the student will be given a pack containing:

General information about the nursery

A copy of this Student policy

Details of access to all nursery relevant policies and procedures

VOLUNTEERS

The Old School Nursery recognises the immense benefits that volunteers bring to the nursery. In return, we hope to give volunteers an opportunity to exercise their skills in a different environment and to undertake new experiences.

Status of volunteers

A volunteer is not an employee and will not have a contract of employment with the nursery. We will however insist that the volunteer follows all nursery procedures in the same manner as a paid employee to ensure consistency and quality of care and early learning for the children.

Enhanced DBS check

All volunteers will have suitability checks conducted in the same way as paid employees. This will include enhanced DBS checks.

These checks will be conducted before any volunteer starts their time within the nursery.

Policies and procedures

Volunteers are expected to comply with all the nursery's policies and procedures. The volunteer's induction process will include an explanation of this.

Confidentiality

Volunteers are likely to become aware of confidential information within the nursery either about the children, its staff and parents. Volunteers should not disclose this information and should follow the nursery confidentiality procedure at all times.

WHISTLEBLOWING

Whilst we expect all our colleagues, both internal and external, to be professional at all times and hold the welfare and safety of every child as their paramount objective, there may be occasions where this may not be happening.

It is vital that all team members talk through any concerns they may have with their line manager at the earliest opportunity to enable any problems to be ironed out as soon as they arise.

Disclosure of information

If, in the course of your employment, you become aware of information which you reasonably believe tends to show one or more of the following, you **MUST** use the nursery's disclosure procedure set out below:

That a criminal offence has been committed or is being committed or is likely to be committed

That a person has failed, is failing or is likely to fail to comply with any legal obligation to which they are subject e.g. EYFS

That a miscarriage of justice that has occurred, is occurring, or is likely to occur

That the health or safety of any individual has been, is being, or is likely to be, endangered

That the environment, has been, is being, or is likely to be, damaged

That information tending to show any of the above, is being, or is likely to be, deliberately concealed.

Disclosure procedure

If this information relates to safeguarding then the nursery safeguarding policy should be followed, with particular reference to the staff and volunteering section

Where you reasonably believe one or more of the above circumstances listed above has occurred you should promptly disclose this to your manager so that any appropriate action can be taken. If it is inappropriate to make such a disclosure to your manager (i.e. because it relates to your Manager) you should speak to the deputy Manager or the directors if your worry is about both Managers.

Employees will suffer no detriment of any sort for making such a disclosure in accordance with this procedure. For further guidance in the use of the disclosure procedure, employees should speak in confidence to the nursery manager.

Any disclosure or concerns raised will be treated seriously and will be dealt with in a consistent and confidential manner and will be followed through in a detailed and thorough manner

Any employee who is involved in victimising employees who make a disclosure, takes any action to deter employees from disclosing information or makes malicious allegations or disclosures in bad faith will be subject to potential disciplinary action which may result in dismissal

Failure to report serious matters can also be investigated and potentially lead to disciplinary action which may result in dismissal

Any management employee who inappropriately deals with a whistle blowing issue (e.g. failing to react appropriately by not taking action in a timely manner or disclosing confidential information) may be deemed to have engaged in gross misconduct which could lead to dismissal

ABSENCE MANAGEMENT

The Old School Nursery encourages all its employees to maximise their attendance at work while recognising that employees will, from time to time, be unable to come to work due to sickness. By implementing this policy, we aim to strike a reasonable balance between the pursuit of its business needs and the genuine needs of employees to take occasional periods of time off work because of sickness. This policy and procedure establishes a framework to support individuals and the organisation in times of sickness absence. It ensures that appropriate and consistent advice is provided and that assistance and support is offered to employees and, where necessary, action is taken.

Principles

We aim to provide a healthy working environment and demonstrate commitment to health, safety and the welfare of staff in order to maximise attendance.

Management is responsible for regularly monitoring and taking appropriate action in connection with sickness and other unplanned absence.

Exclusion periods for contagious illnesses

Working with children will mean that you are in contact with illnesses which can be highly contagious. We take the health of children and staff very seriously therefore if you have any contagious illness you must adhere to the same exclusion periods as children. This will ensure that you are able to recover appropriately and that this illness is not passed onto other staff, children or parents. The manager will advise you of any exclusion times required (see the sickness and illness and infection control policies).

Sickness absence reporting procedure

Reporting of sickness absence should be done using the following guidelines. Failure to follow these guidelines could possibly result in disciplinary action.

1. On your first day of absence, you must:

Telephone the nursery room leader before the session begins, before 7.00 am. if you cannot get hold of your room leader phone the manager as next port of call.

Give brief details of your illness

Telephone and speak to someone yourself unless you are hospitalised or incapacitated

2.

If you are aware that the illness is likely to last for more than the one day you should indicate the length of absence expected.

We ask that you endeavour to let the Manager know by the end of the first working days' sickness of any further absence.

The abuse of sick leave and pay regulations may be classified as misconduct and will be dealt with through the disciplinary procedure.

Frequent and/or persistent short-term sickness absence

Short-term absence may either be for reasons of sickness, e.g. short periods of one or two days occurring frequently.

Absence of this nature can be identified by one of the following indicators and should be classed as a trigger:

Four self-certified spells of absence in one calendar year

A total of 10 working days or more of self-certified absence in one calendar year

Patterns of absence over a period, e.g. an individual regularly taking Mondays or Fridays off

Where an employee's attendance record is significantly worse than those of comparable employees, or absence problems have gone on for a considerable length of time

Long-term sickness absence

If a staff member is signed off as sick, it is to be agreed contact will take place once a week with the Manager or owners as mutually agreed with the staff member, unless agreed otherwise.

For the purposes of the policy, long-term sickness absence is defined by the nursery as absences lasting over one month.

Where absences have lasted over 14 calendar days or more the manager or owners should contact the member of staff concerned to obtain an initial assessment of the problem and to offer any further help or assistance. This informal contact may be maintained with the employee's agreement until one month's continuous absence.

At this point and where felt appropriate after further assessment of the problem, the manager will arrange a face-to-face meeting or telephone conference between themselves and the member of staff.

The meeting should:

Seek to confirm the reasons and nature of the absence and its likely duration

Ensure that the member of staff is aware of the nursery's concern regarding their health and necessary absence from work

Consider offering alternative duties or a shorter working week if this would enable a quicker return to work subject to medical advice. Subject to the nursery being able to offer these options.

Give consideration to any personal problems being encountered and discuss possible ways of helping the individual resolve these

Advise the member of staff that in their best interests they may be asked to see a registered medical practitioner or occupational health provider appointed by the nursery to enable a medical report to be prepared

Alternatively, and if appropriate, gain agreement from the member of staff to contact their doctor or specialist in order to establish the likely length of absence and the long-term effect on capability in relation to job performance and attendance at work.

If all other avenues have been investigated, the absence continues or following return to work, the attendance record does not improve; a subsequent meeting should be arranged. At this point unless there are reasonable grounds to believe there will be an improvement in the foreseeable future, the manager should inform the member of staff that long-term sickness absence due to ill health may put their employment at risk and the possibility of termination by reason of capability might have to be considered taking into account any medical information available.

The position will be reviewed periodically and ultimately it may become necessary from a business perspective to consider termination of employment. In these circumstances, the nursery will:

Review the employee's absence record to assess whether or not it is sufficient to justify dismissal

Consult the employee

Advise the employee in writing as soon as it is established that termination of employment has become a possibility

Meet with the employee to discuss the options and consider the employee's views on continuing employment

Review if there are any other jobs that the employee could do prior to taking any decision on whether or not to dismiss

Allow a right of appeal against any decision to dismiss the employee on grounds of long-term ill health and;

Arrange a further meeting with the employee to determine any appeal

Following this meeting, inform the employee of its final decision

Act reasonably towards the employee at all times.

Any decision to terminate employment will be taken by the directors.

Access to medical records

The Access to Medical Records Act 1988 gives individuals the right of access to medical records relating to themselves which have been prepared by a medical practitioner for employment purposes. The Act provides that:

Employers must gain the consent of employees before requesting reports from medical practitioners

Employers must inform employees of their rights in respect of medical reports

The employee has the right of access to the report before the employer sees it, provided appropriate notification is given

The employer is responsible for notifying the medical practitioner that the employee wishes to have access

The employee may ask for a report to be amended or may attach a statement to the report

Having seen the report, the employee may wish to withhold consent to it being supplied.

Where the nursery requests further medical information about the health of staff from an individual's General

Practitioner or Specialist, or its own occupational health provider, the provisions of the Act will be followed.

Throughout any interviews regarding sick absence, staff are entitled to the support of and/or representation by a colleague.

The nursery reserves the right to request employees to attend a medical advisor (e.g. consultant, GP or Occupational

Health Advisor) during their employment, if it is reasonably deemed necessary due to sickness absence, changes in health or the role, where it is necessary to seek expert medical opinion as to whether or not the employee can fulfil their job role.

Sick Pay

Statutory Sick Pay (SSP) will be paid in accordance with Department for Work and Pensions requirements, and no payment will be made for the first three working days in a period of incapacity for work.

HEALTH AND SAFETY

HEALTH AND SAFETY -GENERAL STATEMENT OF POLICY

It is our policy to provide a healthy and safe environment for staff and children. The nursery has regard for the Health and Safety at Work Act 1974, the Substances Hazardous to Health Regulations 2002 (COSHH) and the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR).

At all times staff will cooperate fully in implementing health and safety initiatives. They will do everything possible to make sure injuries do not occur to themselves or to others. We expect our staff to take responsible care for their own health and safety at all times.

Safety Information:

- Access will be supervised at the appropriate times by staff members who will ensure that the door is securely closed and locked and that the outside back gate is locked.
- Any visitors that enter into the nursery during session times are required to sign the visitor log sheet.
- A register will be taken of all the children and adults at the beginning and end of each session.
- A copy of the fire drill will be displayed at all times. All staff and volunteers know the procedure to be taken. A fire drill will be carried out and recorded once per term.
- The nursery also operates a no-smoking policy and smoking is not permitted on the premises.
- Risk assessments are regularly carried out and reviewed and all new staff are inducted on general health and safety procedures.

We do this by ensuring:

HEALTH

Shoes

- **No Outdoor Shoe Policy - in our studios**

As like many other settings/childcare providers, the hygiene and up-keep of our buildings of high priority, this also ensures we can provide your children with the safest environment to learn in. With this in mind we ask you to provide a pair of slippers/indoor plimsolls (named) for your children to wear whilst playing inside (staff also). We will be providing over-shoes for parents wishing to enter the rooms at drop off and pick up. Alternatively parents are welcome to remove their shoes in the waiting area - we have provided carpeted areas at collection for parents to walk on. Please could parents ensure that child/siblings remain on the carpeted areas at pick up and supervise them at all times.

HYGIENE:

To prevent the spread of infection, adults in the group will ensure that the following good practices and procedures are followed:

- Hands washed after using the toilet.
- Children are encouraged to blow and wipe their nose when necessary, with soiled tissues being disposed of hygienically.
- Children are encouraged to put their hand in front of their mouth when coughing.
- Paper towels used and disposed of hygienically.
- Open cuts and sores will be covered with waterproof dressing, unless allergy recorded.

Body fluids - clearing and cleaning

- Disposable gloves should be worn and be available at all times e.g. overall pocket, staff resource box.
- Gloves must always be worn when cleaning up or clearing blood, vomit, urine, faeces, with any surfaces being cleaned with bleach, diluted to the manufacturer's directions. Fabrics contaminated with body fluids should be washed in hot soapy water/washing machine.
- Spare laundered pants and other clothing available together with polythene bags in which to put soiled garments to be taken home.
- All surfaces to be cleaned daily with an appropriate antibacterial cleaner.
- Tea towels will be washed between each session.
- All utensils will be kept clean and stored in a cupboard or drawer.

SAFETY:

We will follow these safety procedures:

- Ensure children will always be supervised by a responsible member of staff and will be kept out of kitchens or areas where hazardous materials are kept.
- Monitor children as they arrive and leave each session, through the Attendance Register. Children will only leave with a known authorised adult.
- Adults and visitors will be recorded on a register.
- Safety checks will be carried out on the premises, both indoors and outdoors before each session and monitored throughout.
- The fire inspector will check fire extinguishers annually and adults will be taught how to use them.
- Procedures for fire/evacuation drills will be known by the adults in the group, with a fire drill taking place each term, with a record of date, time, adults and children present.
- The adults involved and agreed will know procedures for entrance and exits.
- Fire doors will be kept free of any obstructions.

- Windows, sockets, stairs, heaters, potentially dangerous materials and layout of activities and equipment (indoors and outside) will be closely supervised to remove or minimise risks and hazards.
- A minimum of two adults will be present at all times to supervise children.
- The premises will be a no smoking area prior to and during a session and whilst there are children on the premises.
- Equipment and activities available to children will be appropriate for safety, age and stage of development. Any broken or damaged equipment is repaired or discarded.
- At least one member of staff at each session will have current first aid training/qualification and be familiar with the first aid box and Accident Book and location.

Any incident which results in body fluids i.e. blood, vomit, urine, faeces needing to be cleaned up, the following procedures must be used:

- Always wear disposable gloves, gloves to be readily available e.g. in pocket/overall).
- Wash any wound with soap and water, apply a suitable dressing.
- Any blood stained tissues to be disposed of in yellow plastic bag, separate from other waste.
- Wash blood splashes from the skin with hot soapy water/or water on face.
- Area affected by blood, vomit, urine or faeces to be cleaned with diluted household bleach (1:10)
- Waste cleaning materials to be put in yellow plastic bag, to be disposed of separately from other waste.
- Clothes, soft toys or soft furnishings stained by body fluids to be washed by hand in hot water/detergent or in hot wash cycle of washing machine.

The staff will ensure that all possible precautions are taken to ensure the safety of the children and that parents can be reassured and feel confident to leave their children in our care.

The staff will ensure that:

- All children are supervised by adults at all times and will always be within sight of an adult.
- All accidents/incidents are recorded on accident forms, which will be monitored for safety aspects.
- Steps will be taken where appropriate to reduce risk after accidents - we will always ask - can we make this safer? This will always be documented.
- All adults are aware of the procedures for children's arrivals and departures.
- Children will only leave the group with an authorised adult.
- Safety checks of premises, indoors and outdoors are made before each session.
- Low-level glass will be covered or replaced by safety glass.
- Outdoor space is securely fenced.
- The layout of activities allows children and adults to move around safely and freely.
- Fire doors are never obstructed.
- Fires, heaters, electric points, wires and leads are safe and adequately guarded.
- All electrical equipment is regularly PAT tested.
- Fire drills are held at least once each term.
- All dangerous materials, including medicines, cleaning materials, are stored out of reach of children.
- Children do not have unsupervised access to kitchen areas, cookers or cupboards storing hazardous materials including matches.
- Adults will not have within reach of children any hot drinks.

- A register of both adults and children present is completed soon after arrival to ensure there is a record available in any emergency.
- There is a no smoking policy on the premises.
- A stocked first aid box is available at all times.
- Fire extinguishers are checked annually and staff know how to use them.
- Whenever children are on the premises at least two adults are present.
- All equipment available for children to use is developmentally appropriate, safely constructed from suitable materials, specifically for young children.
- Large equipment is erected with care and checked regularly.
- Activities such as cooking, woodwork, and energetic play are always closely supervised.
- On outings/visits the adult: child ratio will be at least 1:2. We ask for parent helpers to increase our ratio where possible. Outings will not go ahead without appropriate ratios.
- If a small group goes out, appropriate staffing ratios for remaining children will be maintained.

Risk assess all electrical sockets and take appropriate measures to reduce risks where necessary and ensure no trailing wires are left around the nursery

Ensure all cleaning materials are placed out of the reach of children and kept in their original containers

Wear protective clothing when cooking or serving food

Prohibit certain foods, e.g. peanuts are not allowed in the nursery

Ensure risk assessments are undertaken on the storage and preparation of food produce within the nursery

Familiarise all staff and visitors with the position of the first aid boxes and ensure all know who the appointed first aiders are

Ensure children are supervised at all times

Ensure no student is left unsupervised at any time.

Pregnancy -

Any staff member who notifies the manager of pregnancy will not be expected to do any heavy lifting through the duration of her pregnancy which she remains employed by the setting. Other duties may be organised in addition to this. A risk assessment will be carried out by the Manager / Deputy.

FIRE SAFETY

As part of ensuring that all adults and children know what to do in the case of a fire on the premises, a fire drill (practice) will take place at least once each term.

Person responsible will:

- Ring the fire bell or blow the whistle.
- On hearing the bell or whistle, everyone will stop what they are doing, stand still, stop talking and listen

The Manager, deputy or room leader will:

- Tell the children to move towards the door and line up
An assistant will lead the children outside and group together
Keeping the children calm.
- All staff will leave the premises with the children and assemble at a safe distance from the building
- The Manager will be the last one to leave the building, ensuring that no one is left in the toilets or elsewhere in the building. The Manager will collect the register, first aid box and nursery mobile.
- After joining the children and staff the Manager will call the register to ensure that all the children marked present at the beginning of the session are present.

- This is an important time to talk about what the next stage would be if there really was a fire. After a few minutes everyone will return to the building. It is important that the staff take time to answer the children's questions and to reassure those who may be disturbed by the procedure.

A record will be kept of the date and time of all fire practices.

INSTRUCTIONS TO STAFF (to be posted in staff/communal areas)

IN CASE OF FIRE

- In the event of fire, it is the first duty of all concerned to prevent injury or loss of life. For this purpose, you should make certain that you are familiar with all the means of escape in case of fire.

IF YOU DISCOVER A FIRE or one is reported to you, you should:

- Respond in accordance with the agreed fire plan for the premises
- Immediately evacuate any persons at risk
- See that any doors immediately surrounding the fire situation are closed
- Escort the persons in your charge to the assembly point in accordance with the detailed fire plan procedure, ensuring that all doors through which you pass are closed after you
- When the persons arrive at the assembly point (**which is either at the adjacent wall of the car park - through the front door or side gate - or the adjacent wall of the church car park - through back gate for the pre-school room and the car park for the 2/3**

year old room) call the register and notify those in charge at once of the results (e.g.: all persons present, or one missing and the name and likely location, as the case may be).

NB: FIREFIGHTING- only minor outbreaks of fire are capable of being tackled using portable fire extinguishers. They should ONLY be used by STAFF WHO HAVE BEEN TRAINED TO DO SO.

The safety of the children at all times is a prime consideration in all that takes place in the nursery.

In the event of a fire occurrence in the building, the fire procedures as written in the policy will be followed by staff and children to remove everyone to safety.

- The Manager/Deputy will ensure that all children and staff are safely outside the building and a distance from it.
- The Manager or other designated member of staff will telephone the emergency number for the fire service, giving clear directions to the locality of the setting.
- Staff will be responsible for assuring children that they are safe.
- The building will have been evacuated quickly and personal possessions, coats etc. will have been left inside. Some children may be upset by this, but it is important to ensure that they understand that they and their safety are more important.
- If the weather is very cold or it is raining it will be necessary to find somewhere dry for the children to wait. This may be a neighbouring house, shop, other building or even in cars. (The Manager/Manager will have previously considered this and made some arrangement in the locality if possible.)

- Children should not be removed from the incident (e.g. by a parent) without the Manager and staff being aware and for this to be recorded.
- Fire Service firemen attending the fire will decide if and when it may be safe to return to the building, if only to retrieve belongings.
- If it is not possible to return to the building, parents need to be contacted to collect their children. It is therefore important that at least one member of staff carries a mobile telephone.
- If it is possible to return to the building (the fire may have been in another area of the building) it will be important to gather the children together and talk about what has happened and how everyone feels about it.

In the event of a fire at the front of the building children will be lined up and taken out the back door and through the gate into the church car park. There is a key safe on the wall which staff know the code to, which contains the key for the gate which has been checked for efficient and easy opening. The children will be taken to the far adjacent wall and lined up and counted and registered.

In the event of a fire in the back of the building the children will be lined up and taken out of the front door and lined up against the adjacent far wall. An adult will shut the car park gates to ensure the children's safety whilst lining them up and counting them. These will be opened upon the arrival of the fire service when the children are in a safe position for this to happen. In the event of a fire drill children will be taken into the car park at the front of the building due to this being the nursery's property, as a pose to the church car park, which is not. This applies throughout the setting.

In our babies house due to having some non-walkers we have 3 double buggies and a fire evacuation trolley.

SAFETY CHECKS

This document has been produced in conjunction with Early Years and takes into account the Early Years Foundation Stage (EYFS) Welfare Requirements.

Risk Assessment is a legal requirement under the Management of Health and Safety at Work Regulations 1999.

“It is essential that children are provided with safe and secure environments in which to interact and explore rich and diverse learning and development opportunities. Providers need to ensure that, as well as conducting a formal risk assessment, they constantly reappraise both the environments and activities to which children are being exposed and make necessary adjustments to secure their safety at all times.”

(EYFS Welfare requirements)

The Early Years Foundation Stage requires childcare providers to conduct risk assessments and review them regularly. The Old School Nursery holds safeguarding in the upmost importance. We strive to ensure all children’s safety both indoors and outdoors on a daily basis. We aim to provide children with a stimulating and exciting curriculum both indoors and outdoors. Therefore, in order to ensure the safety of all the children we follow the guidelines stated in EYFS Requirements.

We have a risk assessment for both our outdoor and indoor environment which are assessed as on-going and are part of the daily routine which are signed and dated. Documented checks are carried out twice a day once in the morning and once in the afternoon. Activities which are not regularly provided and require a risk assessment (such as cooking and outings) are made in advance and consideration is given to the risks involved, to whom and how the risk will be removed or minimised. We review our risk assessment once a year, or more often as needed, and concerns are reported to the Directors.

Five Steps to Risk Assessment

- **Identify the hazards** (talk to staff, consider previous accidents/incidents, observe work processes)
- **Decide who can be harmed and how** (consider staff, pupils, service users, vulnerable people, extended services etc.)

- **Evaluate the risks and apply the required preventative and protective measures** (decide whether you need to do anything more to keep people safe)
- **Record the findings** (and communicate to staff)
- **Review** (periodically, after an accident / incident, introduction of new work processes etc.)

Risk Control Measures

Where possible the following risk control measures should be applied:

- Eliminate or avoid the risk at its source
- Reduce the risk at its source
- Contain the risk
- Remove employees/pupils (as applicable)
- Reduce exposure to the risk
- Utilise protective equipment

Perimeter Security

Hazard: Children being able to leave the premises.

Control measures in place:

- Boundary fences and gates are of a suitable height (minimum of 1500mm)
- They are constructed of a suitable material and are maintained in good condition
- Gate fasteners are beyond the reach of children
- Gates are checked and secured at all times

All staff are vigilant in ensuring doors and gates are closed

Entrances & External Doors

Hazard: Children being able to leave the premises.

Control Measures are in Place:

- Children enter the setting at a dedicated entrance door; This is continuously supervised at the start of sessions
- Members of staff are aware they should not allow themselves to be distracted by parents at these key times
- Once all parents/carers have departed the door is locked at all times and visitors must use the bell to gain access if agreed.

Managing Children throughout the Session

Hazard: Child managing to leave during outdoor provision etc.

Control Measures are in Place:

- A daily record of the names of all children attending the setting is taken at the start and end of the session.
- The whereabouts of children is monitored throughout i.e. by regular headcounts when both inside and outside areas are in use.
- Consideration has been given to new starters, children with special needs and those where English is not their first language as additional control measures may be needed.
- Continuous provision is structured to take account of the play, care and learning needs of all children
- Gates are regularly checked to ensure that they remain secure
- Staff are aware of obstructions/" blind spots" in the indoor / outdoor play area. Where this is an issue, steps are taken to
 - relocate the obstruction
 - cordon off the area
 - ensure that staff are strategically placed
- Play equipment / external seating is not sited adjacent to the perimeter fence
- Supervision levels both inside and outside are continually assessed by members of staff
- Procedures are in place for summoning assistance from other staff members i.e. in the case of an accident / incident

Staff Roles and Responsibilities

Hazard: Child leaving the premises unsupervised

Control Measures are in Place:

Our arrangements include

- Planned times for preparatory work (i.e. drinks, snacks and setting up play equipment/tasks) when children are not present
- Clarity about who will be “meeting and greeting”. This role should always be carried out by a permanent member of staff and never by a supply teacher, student, or volunteer
- Ensuring that doors and gates are secure as soon as possible after parents have left the nursery.
- A formal written emergency procedure that all staff are familiar with, for the recovery of a missing child.

MANUAL HANDLING

As it is not possible to eliminate manual handling altogether, correct handling techniques must be followed to minimise the risks of injury. A variety of injuries may result from poor manual handling and staff must all be aware and adhere to the nursery’s manual handling policy.

Remember

Lifting and carrying children is different to carrying static loads and therefore manual handling training should reflect this. All staff will receive training in manual handling within their first year of employment and will receive ongoing training as appropriate.

Preventing injuries

As with other health and safety issues, the most effective method of prevention is to eliminate the hazard -in this case, to remove the need to carry out hazardous manual handling. For example, it may be possible to re-design the workplace so that items do not need to be moved from one area to another.

However, this is not possible for lifting children. Where manual handling tasks cannot be avoided, they must be assessed as part of the risk

assessment. This involves examining the tasks and deciding what the risks associated with them are, and how these can be removed or reduced by adding control measures.

As part of a manual handling assessment the following should be considered:

The tasks to be carried out

The load to be moved (remember to think about the children moving at this point)

The environment in which handling takes place

The capability of the individual involved in the manual handling.

A number of factors increase the risk of manual handling injuries, and these should be considered and controlled. The following paragraphs offer a number of suggestions.

Correct lifting procedure

Planning and procedure

Think about the task to be performed and plan the lift

Consider what you will be lifting, where you will put it, how far you are going to move it and how you are going to get there

Never attempt manual handling unless you have read the correct techniques and understood how to use them

Ensure that you are capable of undertaking the task -people with health problems and pregnant women may be particularly at risk of injury

Assess the size, weight and centre of gravity of the load to make sure that you can maintain a firm grip and see where you are going

Assess whether you can lift the load safely without help. If not, get help or use specialist moving equipment e.g. a trolley. Bear in mind that it may be too dangerous to attempt to lift some loads

If more than one person is involved, plan the lift first and agree who will lead and give instructions

Plan your route and remove any obstructions. Check for any hazards such as uneven/slippery flooring

Lighting should be adequate

Control harmful loads -for instance, by covering sharp edges or by insulating hot containers

Check whether you need any Personal Protective Equipment (PPE) and obtain the necessary items, if appropriate. Check the equipment before use and check that it fits you

Ensure that you are wearing the correct clothing, avoiding tight clothing and unsuitable footwear

Consider a resting point before moving a heavy load or carrying something any distance.

Carrying children

If the child is old enough, ask them to move to a position that is easy to pick up, and ask them to hold onto you as this will support you and the child when lifting

Do not place the child on your hip, carry them directly in front of you in order to balance their weight equally

Wherever possible, avoid carrying the child a long distance

Where a child is young and is unable to hold onto you, ensure you support them fully within your arms

Avoid carrying anything else when carrying a child. Make two journeys or ask a colleague to assist you

If a child is struggling or fidgeting whilst you are carrying them, stop, place them back down and use reassuring words to calm the child before continuing

Students and pregnant staff members will not carry children.

Position

Stand in front of the load with your feet apart and your leading leg forward. Your weight should be even over both feet. Position yourself (or turn the load around) so that the heaviest part is next to you. If the load is

too far away, move toward it or bring it nearer before starting the lift. Do not twist your body to pick it up.

Lifting

Always lift using the correct posture:

Bend the knees slowly, keeping the back straight

Tuck the chin in on the way down

Lean slightly forward if necessary and get a good grip

Keep the shoulders level, without twisting or turning from the hips

Try to grip with the hands around the base of the load

Bring the load to waist height, keeping the lift as smooth as possible.

Moving the child or load

Move the feet, keeping the child or load close to the body

Proceed carefully, making sure that you can see where you are going

Lower the child or load, reversing the procedure for lifting

Avoid crushing fingers or toes as you put the child or load down

If you are carrying a load, position and secure it after putting it down

Make sure that the child or load is rested on a stable base and in the case of the child ensure their safety in this new position

Report any problems immediately, for example, strains and sprains. Where there are changes, for example to the activity or the load, the task must be reassessed.

The task

Carry children or loads close to the body, lifting and carrying the load at arm's length increases the risk of injury

Avoid awkward movements such as stooping, reaching or twisting

Ensure that the task is well designed and that procedures are followed

Try never to lift loads from the floor or to above shoulder height. Limit the distances for carrying

Minimise repetitive actions by re-designing and rotating tasks

Ensure that there are adequate rest periods and breaks between tasks

Plan ahead -use teamwork where the load is too heavy for one person.

The environment

Ensure that the surroundings are safe. Flooring should be even and not slippery, lighting should be adequate, and the temperature and humidity should be suitable

Remove obstructions and ensure that the correct equipment is available.

The individual

Ensure that you are capable of undertaking the task -people with health problems and pregnant women may be particularly at risk of injury.

HEALTHY WORKPLACE

The nursery is committed to providing a workplace which supports and encourages a healthy staff team through sharing information, training and family friendly issues.

Dress code

Staff must follow our dress code at all times, which is given to them during induction. This consists of: Nursery polo or t-shirt, Nursery hoodie (provided), smart black or navy trousers (over the knee shorts permitted in Summer).

Hair is to be tied up at all times.

In the summer months, flip flops can be warm in hot weather. Please note it is at staff's discretion and the nursery takes no responsibility if an accident occurs as a result of wearing this style shoe. The nursery recommends staff wear 'backed shoes' such as trainers or sandals with backs.

Personal hygiene

Staff must follow the personal hygiene code below at all times, and encourage children to adopt the same good personal hygiene code themselves.

All hands must be washed before handling food, after using the toilet or toileting children, after playing outside, wiping noses and after contact with animals.

After noses have been wiped the tissue must be disposed of hygienically and hands should be washed.

Cleaning

The nursery is committed to providing a safe, happy and healthy environment for children to play, grow and learn.

Cleanliness is a vital step to ensure this. The nursery will be cleaned every

Day and regular checks will be made in the bathrooms -these will be cleaned at least daily (more if necessary). The nappy changing facility will be cleaned after every use, and potties will be cleaned out after each use. Any mess caused throughout the day will be cleaned up as necessary to ensure that a hygienic environment is provided for the children in our care.

Kitchen area

Staff need to be aware of the basic food hygiene standards through appropriate training and this will be reviewed every three years.

Fridges to be cleaned out weekly

Microwave to be cleaned after each use

Fridge temperatures must be recorded first thing in the morning by the room leaders on the risk assessment

All food to be covered at all times in and out of the fridge and dated to show when each product was opened

Care must be taken to ensure that food is correctly stored in fridges

When re-heating food it should over 75°C, then cooled down before serving.

Food served but not used immediately should be appropriately covered and placed in the fridge/freezer within 60 minutes. If this is not followed, food should be discarded immediately

All opened packets to be dated when opened and placed in

an airtight container e.g. baby food, raisins, cereal etc.

Blended food should be placed in suitable airtight containers, named and dated

Surfaces to be cleaned with anti-bacterial spray

Staff must be aware of general hygiene in the nursery and ensure that high standards are kept at all times

Toys are washed with sanitising fluid on a regular basis

Floors should be cleaned during the day when necessary. Vacuum cleaner bags (where used) should be changed frequently

All surfaces should be kept clean and clutter free

Children must always be reminded to wash their hands after using the bathroom and before meals. Staff should always encourage good hygiene standards, for example, not eating food that has fallen on the floor

Children should learn about good hygiene routines and why they need to wash their hands, wipe their noses and cover their mouths when coughing.

ANIMAL HEALTH AND SAFETY

Children learn about the natural world, its animals and other living creatures, as part of the Learning and Development Requirements of the Early Years Foundation Stage. This may include contact with animals, or other living creatures, either in the setting or on visits. We aim to ensure that this is in accordance with sensible hygiene and safety controls.

Procedures

Animals in the setting for topics

- We take account of the views of parents and children when selecting an animal or creature to have in the setting alongside and supporting topics.
- We carry out a risk assessment with a knowledgeable person accounting for any hygiene or safety risks posed by the animal or creature.
- We will provide suitable housing for the animal or creature and ensure this is cleaned out regularly and is kept safely.
- We ensure the correct food is offered at the right times.
- We make arrangements for weekend and holiday care for the animal or creature where appropriate.
- We register with the local vet and take out appropriate pet care health insurance where appropriate.
- We make sure all vaccinations and other regular health measures, such as de-worming is up-to-date and recorded.
- Children are taught correct handling and care of the animal or creature and are supervised.
- Children wash their hands after handling the animal or creature and do not have contact with animal soil or soiled bedding.
- Staff wear disposable gloves when cleaning housing or handling soiled bedding.
- If animals or creatures are brought in by visitors to show the children they are the responsibility of the owner.

Visits to farms

- Before a visit to a farm a risk assessment is carried out - this may take account of safety factors listed in the farm's own risk assessment which should be viewed.
- The outings procedure is followed.
- Children wash their hands after contact with animals.
- Outdoor footwear worn to visit farms are cleaned of mud and debris and should not be worn indoors.

WASTE MANAGEMENT

Staff are made aware of the need to minimise energy waste and the nursery uses appropriate measures to save energy, including:

Energy saving light bulbs

Turning off lights and taps when not in use

Not leaving any equipment on standby

Unplugging all equipment at the end of its use/the day

Disposal of Bodily Waste Procedure

To minimise the risk of infection we ensure that:

All staff wear disposable gloves when toileting/nappy changing children.

Soiled nappies, wipes and used gloves etc. are placed in nappy sacks and disposed of in the bin.

Bodily fluid e.g. vomit, blood is cleaned by disposable paper towels and placed in a bag in the outside bin. If cloths or rags are used to clean up, these are disposed of in the same way.

Changing mats are cleaned after every use with disposable paper towels and anti-bacterial spray and hands washed thoroughly.

Any soiled clothes are placed in a nappy bag.

At the Old School Nursery, we value our environment and in order to keep our earth safe and healthy for our children we closely monitor the management of our waste and its disposal in accordance with local authority requirements.

VISITS AND OUTINGS

Children benefit from being taken out of the Nursery to go on walks around the local area which enhance their learning experiences. We ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures below.

Procedures

- Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the setting.
- A risk assessment for each venue is carried out, which is reviewed regularly.

- A risk assessment is carried out before an outing takes place.
- All venue risk assessments are made available for parents to see.
- Staff take a mobile phone on outings and supplies of tissues, wipes, pants etc. as well as a mini first aid pack, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.
- Staff take a list of children with them with contact numbers of parents/carers as well as some accident forms and a copy of our Missing Child Policy.
- There will be an appropriate number of staff will be with the children and with the children left behind according to ratios and safety - i.e. even where the ratio dictates less, groups will never go out without at least 2 members of staff. We also ask for parent helpers on trips.
- Named children are assigned to individual staff to ensure that each child is well supervised, that no child goes astray and that there is no unauthorised access to children.

LOST CHILD PROCEDURE FROM NURSERY

Children are in the care of the Nursery throughout the session until they are handed over into the care of the parent/carer. The Manager/room leader and staff will take every precaution necessary for the safety of the children whilst in their care.

The Nursery Manager/room leader and staff will ensure that any access/exit door are locked and cannot be unlocked by children; that safety gates are in place where appropriate; that children are not able to climb out of open windows; that any outside activity area is secure and supervised and that if walking out in the environment, the staffing levels are such that every child has a hand to hold and is with a responsible adult.

In the unlikely event of a child being lost the following procedure will be followed:

- The Manager will make a 'headcount' of all children present against the attendance register for that day to confirm that a child is missing.
- A member of staff will ensure that the child is nowhere else in the building or the outside area, including the toilet area.
- A member of staff will search beyond the building in the road etc.
- The children will be asked if they have seen the particular child.
- The parent will be contacted in case the child has managed to get out of the building.
- The police will be alerted following all procedures being followed and the certainty that the child is not on the premises and that the child has not been taken by the parent, with no record being made/

It is important not to alarm the other children. It is also important to ensure the attendance register is completed daily, that any telephone messages regarding absent children are noted and that any parent collecting a child early informs a member of staff before a child leaves the premises.

LOST CHILD PROCEDURE FROM OUTINGS

Regular head counts are carried out on children throughout the outing. In the unlikely event of a child going missing whilst on an outing the following procedure will be implemented immediately:

All staff will be aware of the procedure when a child goes missing and supply information to support the search, e.g. a recent photograph and a detailed description of clothing

The organiser will be informed immediately and all staff present will be informed. Some staff will be deployed to start an immediate thorough search of

the area, ensuring that all other children remain supervised, calm and supported throughout

If appropriate, on-site security will also be informed and a description given

The designated person in charge will immediately inform the police

The designated person in charge will then inform the nursery who will contact the child's parents giving details of what has happened. If the whole nursery is on an outing, all contact details will be taken on the trip by the person in charge

During this period, staff will be continually searching for the missing child, whilst other staff maintain the safety and welfare of the remaining children

It will be the designated person in charge or the manager's responsibility to ensure that there are adequate staff to care for the children and get them back safe, a member of staff to meet the police and someone to continue the search (this may mean contacting relief staff)

Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings.

In the unlikely event that the child is not found the nursery will follow the local authority, and police procedure.

Ofsted must be contacted and informed of any incidents

With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience, management will provide this or seek further support where necessary

In any cases with media attention, staff will not speak to any media representatives

Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring to be reduced.

NO SMOKING POLICY

We comply with health and safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage in making our setting a no-smoking environment - both indoors and outdoors.

Procedures

- All staff, parents and volunteers are made aware of our no-smoking policy.
- We display no smoking signs.
- The No-smoking Policy is stated in our information for parents.
- Staff who smoke do not do so during working hours, unless on a break, off the premises and wearing non-uniform
- Staff who smoke during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues.

EQUIPMENT AND RESOURCES

We believe that high-quality care and early learning is promoted by providing children with safe, clean, attractive, age and stage appropriate resources, toys and equipment.

To ensure this occurs within the nursery we will:

Provide play equipment and resources which are safe, and where applicable, conform to the BS EN safety standards or Toys (Safety) Regulation (1995)

Provide sufficient quantity of equipment and resources for the number of children registered in the nursery

Provide resources to meet children's individual needs and interests

Provide resources which promote all areas of children's learning and development

Select books, equipment and resources which promote positive images of people of all races, cultures, ages, gender and abilities, are non-discriminatory and stereotyping

Provide play equipment and resources which promote continuity and progression, provide sufficient challenges and meet the needs and interests of all children

Store and display resources and equipment where all children can independently choose and select them

Check all resources and equipment regularly at the beginning of each session and when they are put away at the end of each session. We repair and clean or replace any unsafe, worn out, dirty or damaged equipment whenever required

Evaluate the effectiveness of the resources including the children's opinions and interests

Encourage children to respect the equipment and resources and tidy these away when play has finished. This is into a designated place via the use of silhouettes or pictures the children can match the resource to.

Large Garden Equipment

It is well known that exercise is vital to aid the physical development of young children and to encourage them to continue a healthy lifestyle into their adult years.

At the nursery we encourage the children in our care to join in all sorts of different physical activities and provide a range of resources to make it fun and enjoyable. Children have plenty of opportunity to play in the fresh air through outdoor play. Children will be encouraged to participate but will not be made to do any activity that they are uncomfortable with.

In the garden we have a range of large outdoor equipment. Whilst this provides lots of opportunities for developing new physical skills and enjoyment it also brings danger. Children need to learn about danger and risk taking, however in order to make our garden a safe environment and to reduce the risk of possible accidents we have put the following procedures in place:

All children will be supervised by a responsible adult at all times.

Children will be taught the dangers of the equipment in a way that is suitable for their stage of development and understanding.

Children will be encouraged to take turns and share equipment.

The equipment will be checked/cleaned before use for animal faeces.

The equipment will be checked for wear and tear/ damage regularly and withdrawn from use if faulty.

Children will be encouraged to participate but will not be made to do any activity that they are uncomfortable with, for example the climbing frame.

CRITICAL INCIDENT

At the Old School Nursery, we understand we need to plan for all eventualities to ensure the health, safety and welfare of all the children we care for. With this in mind we have a critical incident policy in place to ensure our nursery is able to operate effectively in the case of a critical incident. These include:

Flood

Fire

Burglary

Abduction or threatened abduction of a child

Bomb threat/terrorism attack

Any other incident that may affect the care of the children in the nursery

If any of these incidents impact on the ability for the nursery to operate, we will contact parents via phone/email/text message.

Flood

There is always a danger of flooding from adverse weather conditions or through the water/central heating systems.

We cannot anticipate adverse weather; however, we can ensure that we take care of all our water and heating systems through regular maintenance and checks to reduce the option of flooding in this way. Our heating systems are checked and serviced annually by a registered gas engineer and they conform to all appropriate guidelines and legislation.

If flooding occurs during the nursery day, the nursery manager will make a decision based on the severity and location of this flooding, and it may be deemed necessary to follow the fire evacuation procedure. In this instance children will be kept safe and parents will be notified in the same way as the fire procedure.

Fire

Please refer to the fire safety policy.

Abduction or threatened abduction of a child

At the Old School nursery, we take the safety and welfare of the children in our care extremely seriously. As such we have secure safety procedures in place to ensure children are safe whilst within our care, this includes safety from abduction. Staff must be vigilant at all times and report any persons lingering on nursery property immediately. All doors and gates to the nursery are locked and unable to be accessed unless staff members allow individuals in.

Parents are reminded on a regular basis not to allow anyone into the building whether they are known to them or not.

Visitors and general security are covered in more detail in the supervision of visitor's policy.

Children will only be released into the care of a designated adult, see the arrivals and departures policy for more details. Parents are requested to inform the nursery of any potential custody battles or family concerns as soon as they arise so the nursery is able to support the child. The nursery will not take sides in relation to any custody battle and will remain neutral for the child.

If an absent parent arrives to collect their child, the nursery will not restrict access unless a court order is in place.

Parents are requested to issue the nursery with a copy of these documents should they be in place. We will consult our solicitors with regards to any concerns over custody and relay any information back to the parties involved.

If a member of staff witnesses an actual or potential abduction from nursery the following procedure will be followed:

The police must be called immediately

The staff member will notify management immediately and the manager will take control

The parent(s) will be contacted

All other children will be kept safe and secure and calmed down where necessary

The police will be given as many details as possible including details of the child, description of the abductor, car registration number if used, time and direction of travel if seen and any family situations that may impact on this abduction.

Bomb threat/terrorism attack

If a bomb threat is received at the nursery, the person taking the call will record all details given over the phone as soon as possible and raise the alarm as soon as the phone call is terminated. The management will follow the fire evacuation procedure to ensure the safety of all on the premises and will provide as much detail to the emergency services as possible.

Other incidents

All incidents will be managed by the manager on duty and all staff will co-operate with any emergency services on the scene. Any other incident that requires evacuation will follow the fire plan. Other incidents will be dealt

with on an individual basis taking into account the effect on the safety, health and welfare of the children and staff in the nursery.

ADVERSE WEATHER

At The Old School Nursery, we have an adverse weather policy in place to ensure our nursery is prepared for all adverse weather such as floods, snow and heat waves. If any of these incidents impact on the ability for the nursery to operate, we will contact parents via phone/email/text message

Flood

In the case of a flood we will follow our critical incident procedure to enable all children and staff to be safe and continuity of care to be planned for.

Snow

If high snow fall is threatened during a nursery day, then the manager will take the decision as to whether to close the nursery. This decision will take into account the safety of the children, their parents and the staff team. In the event of a planned closure during the nursery day we will contact all parents to arrange for collection of their child.

In the event of staff shortages due to snow we will contact all available off duty staff and/or bank staff and group the children differently until they are able to arrive. If we are unable to maintain statutory ratio requirements after all avenues are explored we will contact OFSTED to inform them of this issue, recording all details in our incident file. If we feel the safety, health or welfare of the children is compromised then we will take the decision to close the nursery.

Heat wave

Please refer to our sun care policy.

SUPERVISION OF CHILDREN

The nursery manager is responsible for all staff, students and relief staff receiving information on health and safety in the nursery in order to supervise the children in their care suitably.

Supervision

Whether children are in or out of the building, they must be supervised at all times

Be aware that children can drown in only a few centimetres of water; children must be fully supervised at all times when using water play/paddling pools

Special care should be taken when children are using large apparatus e.g. climbing frame, and when walking up or down steps/stairs

A member of staff must supervise large outdoor play equipment at all times

When outdoors, staff must be aware of any dangers relating to bushes, shrubs and plants

Children must be supervised at all times when eating

Children must be carefully supervised when using scissors

Children must be carefully supervised when using knives for cooking activities

During outings staff/child ratios will be increased to ensure supervision and safety (please refer to Outings policy)

If the nursery has hired a bouncy castle for the day, then STRICT safety guidelines should be followed as laid down by the hiring company. A member of staff MUST supervise the children at all times.

SUPERVISION OF VISITORS

All visitors must sign the Visitor's Book on arrival and departure. If a visitor is more than an hour in the nursery, the nursery manager must point out fire procedures. A member of staff must accompany visitors in the nursery at all times whilst in the building; at no time should a visitor be left alone with a child unless under specific circumstances arranged previously with the manager.

Security

Staff must check the identity of any visitors they do not recognise before allowing them into the main nursery. Visitors to the nursery must be recorded in the Visitor's Book and accompanied by a member of staff at all times whilst in the building

The nursery manager must ensure all contractors accessing the nursery whilst children are present have suitable DBS checks and not left alone in any area that children may use

All external doors must be kept locked at all times and external gates closed. All internal doors and gates must be kept closed to ensure children are not able to wander

Parents, visitors and students are reminded not to allow entry to any person whether they know this person or not. Staff within the nursery should be the only people allowing external visitors and parents entry to the nursery

The nursery will under no circumstances tolerate any form of harassment from third parties including visitors towards others, including children, staff members and parents.

Babies House Extended Policies and Procedures

1.Caring for babies and toddlers

2.Breastfeeding and bottle feeding

3.Weaning

4. Sleep

6.Calpol Policy

6. Suffocation policy

Caring for babies and toddlers

At the nursery we care for children under the age of 2 and ensure their health, safety and wellbeing through the following:

Children under 2 have a separate house and are cared for in small intimate groups within 1:3 ratio. We ensure younger children have opportunities to have contact with older children whilst at the nursery (i.e missing with the children in the 2-3 year room).

Children transition to the older age group (caterpillar room) the ½ term after their second birthday or inline with their development.

Care is taken to ensure babies and toddlers do not have access to activities containing small pieces, which may be easily swallowed or otherwise injure the child.

The environment and equipment are checked daily before and during when the children access the areas. (including checking stability of cots and areas around low/high chairs and ensuring restraints on these and that push chairs are intact and working).

Outdoor shoes are removed or covered when entering the building staff remind parents and visitors to also adhere to this procedure.

Babies and toddlers have their nappies changed to their individual needs and requirements

Information will be shared to parents using our daily diaries and end of day hand over

Potties washed and disinfected after each use, changing mats wiped with antibacterial spray before and after every use.

Breastfeeding and bottle feeding

Staff are willing to feed babies expressed breast milk, brought into the nursery on a daily basis. We have the provision to store frozen breast milk on the premises. All milk frozen or expressed must be clearly labelled and dated and stored in the fridge.

If your child has formula milk please provide this and staff will follow the manufacturers guidelines as to how to prepare this.

Bottles of formula milk are only to be made up as and when the child needs them. These should be cooled to body temperature and are tested with a food thermometer. We only use fresh cooled boiled water when making formula bottles.

Remaining contents left in bottles are disposed of after 2 hours.

Bottles, teats and dummies are thoroughly cleaned with hot soapy water and sterilised after use. Sterilisers are washed out and cleaned daily.

Weaning

As your child reaches 6 months they will usually begin the weaning process - we will work closely with parents/carers to make sure the process runs as smoothly as possible and only when the child shows they are ready. We appreciate that some babies take more quickly to solid foods than others and that they will each have different food preferences.

Salt will never be added to any foods and we provide a balanced healthy range of food for snacks and tea. Parents provide lunch of which we can

reheat food in the microwave - food is tested to ensure it is of safe temperature with a probe thermometer and the temperature recorded.

If commercial weaning foods are used, the manufacturers instructions will be followed carefully.

We support baby led weaning - please speak to the baby house room leader and staff if your child does baby led weaning and we will support this.

Sleep:

Children will be monitored visually when sleeping. In our babies house the sleep room is upstairs, children are in cots and once asleep are checked on every 10 minutes (more frequently if necessary) and keep record of this on a signed time sheet. In line with hygiene procedures babies bedding is labelled and named and washed every week. Children under 2 are not given pillows, cot bumpers or any soft furnishings in order to prevent risk of suffocation. We also use a baby monitor.

When monitoring, the staff member will look for the rise and fall of the chest, and if the sleep position has changed. Babies are always laid to sleep on their back, with their feet touching the foot of the cot.

We provide a safe sleeping environment by:

Monitoring the room temperatures

Using clean light bedding/blankets

Keeping all spaces around a sleeping child clear from hanging objects i.e. hanging cords, blind cords, drawstring bags

Having a no smoking policy

We recognise parents' knowledge of their child in regards to sleep routines and will, where possible, work together to ensure each child's individual sleep routines and well-being continues to be met. However, staff will not force a child to sleep or keep them awake against his or her will.

Staff will discuss any changes in sleep routines at the end of the day and share observations and information about children's behaviour when they do not receive enough sleep.

Calpol Policy

Whilst it is not our policy to care for sick children, who should be at home until they are well enough to return to nursery, we will agree to administer Calpol as part of maintaining their health and wellbeing and reduce risk of convulsion. We will make a courtesy call to parents and observe the child for 45 minutes - if the temperature fails to decrease by this time and increases above 38C parents must make all attempts to collect the child as

soon as possible and we will administer Calpol with parent's permission. If the temperature rises above 39.8C we will phone for an ambulance.

On collection parents will be provided with:

- The date and time of dose
- Dose given
- Time parent contacted and time child collected
- Signed by person who administered and witness
- Parent to sign Calpol administration form which is to be kept in the child's confidential file.

Storage of Calpol - stored safely in a cupboard, kept in a marked lockable box.

Legal Framework - Medicines Act 1968

Suffocation policy and procedure

We carry out assessments in order to minimise the risk of suffocation - daily checks are carried out to ensure there is nothing for babies/children to suffocate on such as:

- Mattresses are safe
- There are no plastic bags accessible to children
- There are no pillows or soft toys in cots
- Children are checked regularly whilst sleeping
- Smoke detectors are checked regularly to reduce the risk of smoke suffocation

In the event of a baby/child suffocating whilst at nursery, staff would move the obstruction. If the child is conscious and breathing we will contact the parent immediately to come and collect the child. However if the child is unconscious but breathing normally we would put them in the recovery position and telephone for an ambulance. If breathing has stopped or is difficult, resuscitation would be given until the child begins to breathe normally or the ambulance arrives. Our staff are trained in paediatric first aid and equipped to deal with such events should they ever occur.