

Good Manors Policies and Procedures

Contents

Safeguarding children	3
Cameras, mobile phones and recording devices	21
Smoking, alcohol and substance misuse	22
Health and safety	23
Fire safety.....	29
Accidents and first aid.....	30
Medication and sickness.....	32
Food hygiene.....	34
Allergies and allergic reactions	35
Hygiene	36
Immunisations	38
Sun care.....	38
Nappy changing and toileting	39
Learning and development	41
Behaviour	47
Biting	51
Data protection	52
Nutrition and mealtimes.....	54
Special educational needs and disabilities	55
Inclusion and equality	58
Looked after children.....	63
Separated families	65
Bereavement and life changes.....	66
Missing child.....	67
Dropping off and collection	68
Admissions	70
Adverse weather	72
Animals.....	73
Apprentices, students and volunteers	74
Caring for babies and toddlers.....	76
Complaints and compliments	77
Conflict resolution with parents/carers who may be challenging.....	79
Critical incident	79
Parent/carer engagement.....	81
Sleep.....	83
Sustainable practice.....	84
Settling in and transitions	84
Use of dummies	87
Visits and outings.....	88

Safeguarding children

We work with children, parents/carers, external agencies and the community to ensure the welfare and safety of children and to give them the very best start in life. Children have the right to be treated with respect, be helped to thrive and to be safe from any abuse in whatever form.

We support the children within our care, protect them from maltreatment and have robust procedures in place to prevent the impairment of children's health and development. In our settings we strive to protect children from the risk of radicalisation and we promote acceptance and tolerance of other beliefs and cultures. Safeguarding is a much wider subject than the elements covered within this single policy, therefore this document should be used in conjunction with the nursery's other policies and procedures.

Legal framework and definition of safeguarding

- Children Act 1989 and 2004
- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- The Statutory Framework for the Early Years Foundation Stage (EYFS) 2017
- Children and Social Work Act 2017
- Working together to safeguard children 2018
- Keeping children safe in education 2016
- What to do if you're worried a child is being abused 2015
- Counter-Terrorism and Security Act 2015

Safeguarding and promoting the welfare of children, in relation to this policy is defined as:

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

Policy intention

To safeguard children and promote their welfare we will:

- Create an environment to encourage children to develop a positive self-image
- Provide positive role models and develop a safe culture where staff are confident to raise concerns about professional conduct
- Support staff to notice the softer signs of abuse and know what action to take
- Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development
- Provide a safe and secure environment for all children who are always listened to
- Promote tolerance and acceptance of different beliefs, cultures and communities
- Help children to understand how they can influence and participate in decision-making and promote British values through play, discussion and role modelling
- Provide an environment where practitioners are confident to identify where children and families may need intervention and seek the help they need
- Share information with other agencies as appropriate

The nursery is aware that abuse does occur in our society and we are vigilant in identifying signs of abuse and reporting concerns. Our practitioners have a duty to protect and promote the welfare of children. Due to the many hours of care we are providing, staff may often be the first people to identify that there may be a problem. They may well be the first people in whom children confide information that may suggest abuse or to spot changes in a child's behaviour which may indicate abuse.

Our prime responsibility is the welfare and well-being of each child in our care. As such we believe we have a duty to the children, parents/carers and staff to act quickly and responsibly in any instance that may come to our attention. This includes sharing information with any relevant agencies such as local authority services for children's social care, health professionals or the police. All staff will work with other agencies in the best interest of the child, including as part of a multi-agency team, where needed.

The nursery aims to:

- Keep the child at the centre of all we do
- Ensure staff are trained from induction to understand safeguarding policy, are alert to identify possible signs of abuse (including the signs known as softer signs of abuse), understand what is meant by child protection and are aware of the different ways in which children can be harmed, including by other children through bullying or discriminatory behaviour
- Be aware of the increased vulnerability of children with Special Educational Needs and Disabilities (SEND) and other vulnerable or isolated families and children
- Ensure staff understand how to recognise early indicators of potential radicalisation and terrorism threats and act on them appropriately in line with national and local procedures
- Ensure that all staff feel confident and supported to act in the best interest of the child, share information and seek the help that the child may need
- Ensure that all staff are familiar and updated regularly with child protection training and procedures and kept informed of changes to local/national procedures, including thorough annual safeguarding newsletters and updates
- Make any child protection referrals in a timely way, sharing relevant information as necessary in line with procedures set out by the safeguarding partners
- Make any referrals relating to extremism to the police (or the Government helpline) in a timely way, sharing relevant information as appropriate
- Ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest, and with parental consent unless it is believed that by not sharing information will place the child at harm
- Keep the setting safe online using appropriate filters, checks and safeguards, and always monitoring access
- Ensure that children are never placed at risk while in the charge of nursery staff
- Identify changes in staff behaviour and act on these
- Take any appropriate action relating to allegations of serious harm or abuse against any person working with children or living or working on the nursery premises including reporting such allegations to Ofsted and other relevant authorities
- Ensure parents/carers are fully aware of our safeguarding policy when they register with the nursery and are kept informed of all updates when they occur

- Regularly review and update this policy with staff and parents/carers where appropriate and make sure it complies with any legal requirements and any guidance or procedures issued by the safeguarding partners

We will support children by offering reassurance, comfort and sensitive interactions. We will devise activities according to individual circumstances to enable children to develop confidence and self-esteem and support them to learn to keep themselves safe.

Contact telephone numbers

Local authority children's social care team: 0300 555 1373

Local Authority Designated Officer (LADO) Hampshire: 01962 876364

Local Authority Designated Officer (LADO) Portsmouth: 023 9288 2500

Ofsted: 0300 123 1231

Hampshire Local Safeguarding Children's Board (LSCB): 01962 876355

Portsmouth Local Safeguarding Children's Board (LSCB): 0845 671 0271

Non-emergency police: 101

Government helpline for extremism concerns: 020 7340 7264

Types of abuse

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by harming them or by failing to act to prevent harm. Children may be abused within a family, institution or community setting by those known to them or a stranger. This could be an adult or adults, another child or children. The signs and indicators listed below may not necessarily indicate that a child has been abused but will help to recognise that something may be wrong.

Indicators of child abuse

- Failure to thrive and meet developmental milestones
- Fearful or withdrawn tendencies
- Unexplained injuries to a child or conflicting reports from parents or staff
- Repeated injuries
- Unaddressed illnesses or injuries
- Significant changes to behaviour patterns

Softer signs of abuse include:

- Low self-esteem
- Wetting and soiling
- Recurrent nightmares
- Aggressive behaviour
- Withdrawing communication
- Habitual body rocking
- Indiscriminate contact or affection seeking
- Over-friendliness towards strangers
- Excessive clinginess
- Persistently seeking attention

We are aware that peer on peer abuse does take place, so we include children in our policies when we talk about potential abusers. This may take the form of bullying, physically hurting another child, emotional abuse, or sexual abuse. We will report this in the same way as we do for adults abusing children, and will take advice from the appropriate bodies on this area.

Physical abuse

Action needs to be taken if staff have reason to believe that there has been a physical injury to a child, including deliberate poisoning, where there is definite knowledge or reasonable suspicion that the injury was inflicted or knowingly not prevented. These symptoms may include bruising or injuries in an area that is not usual for a child, e.g. fleshy parts of the arms and legs, back, wrists, ankles and face.

Many children will have cuts and grazes from normal childhood injuries. These should also be logged and discussed with the nursery manager or room leader.

Children and babies may be abused physically through shaking or throwing. Other injuries may include burns or scalds. These are not usual childhood injuries and should always be logged and discussed with the nursery manager. If a non-mobile baby arrives at the nursery with any bruising, then this must be reported to the authorities in all instances.

Fabricated illness is a type of physical abuse. This is where a child is presented with an illness that is fabricated by the adult carer. The carer may seek out unnecessary medical treatment or investigation. The signs may include a carer exaggerating a real illness or symptoms, complete fabrication of symptoms or inducing physical illness, e.g. through poisoning, starvation, inappropriate diet. This may also be presented through false allegations of abuse or encouraging the child to appear disabled or ill to obtain unnecessary treatment or specialist support.

Female genital mutilation is a type of physical abuse that is practised as a cultural ritual by certain ethnic groups and there is now more awareness of its prevalence in some communities in England including its effect on the child and any other siblings involved. This procedure may be carried out shortly after birth and during childhood as well as adolescence, just before marriage or during a woman's first pregnancy and varies widely according to the community. Symptoms may include bleeding, painful areas, acute urinary retention, urinary infection, wound infection, septicaemia, incontinence, vaginal and pelvic infections with depression and post-traumatic stress disorder as well as physiological concerns. If you have concerns about a child relating to this area, you should contact children's social care team in the same way as other types of physical abuse. There is a mandatory duty to report to police any case where an act of female genital mutilation appears to have been carried out on a girl under the age of 18, we will ensure this is followed in our setting.

Sexual abuse

Action needs to be taken if the staff member has witnessed an occasion(s) where a child indicated sexual activity through words, play, drawing, had an excessive preoccupation with sexual matters or had an inappropriate knowledge of adult sexual behaviour or language. This may include acting out sexual activity on dolls/toys or in the role play area with their peers, drawing pictures that are inappropriate for a child, talking about sexual activities or

using sexual language or words. The child may become worried when their clothes are removed, e.g. for nappy changes.

The physical symptoms may include genital trauma, discharge and bruises between the legs or signs of a sexually transmitted disease (STD). Emotional symptoms could include a distinct change in a child's behaviour. They may be withdrawn or overly extroverted and outgoing. They may withdraw away from a specific adult and become distressed if they reach out for them, but they may also be particularly clingy to a potential abuser, so all symptoms and signs should be looked at together and assessed as a whole.

Child sexual exploitation (CSE) is defined as a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur using technology.

We will be aware of the possibility of CSE and the signs and symptoms this may manifest as. If we have concerns, we will follow the same procedures as for other concerns and we will record and refer as appropriate.

Emotional abuse

Action should be taken if the staff member has reason to believe that there is a severe, adverse effect on the behaviour and emotional development of a child, caused by persistent or severe ill treatment or rejection.

This may include extremes of discipline where a child is shouted at or put down on a consistent basis, lack of emotional attachment by a parent/carer, or it may include parents/carers placing inappropriate age or developmental expectations upon them. Emotional abuse may also be imposed through the child witnessing domestic abuse and alcohol and drug misuse by adults caring for them.

The child is likely to show extremes of emotion with this type of abuse. This may include shying away from an adult who is abusing them, becoming withdrawn, aggressive or clingy in order to receive their love and attention. This type of abuse is harder to identify as the child is not likely to show any physical signs.

Neglect

Action should be taken if the staff member has reason to believe that there has been any type of neglect of a child (for example, by exposure to any kind of danger, including cold, starvation or failure to seek medical treatment, when required, on behalf of the child), which results in serious impairment of the child's health or development, including failure to thrive.

Signs may include a child persistently arriving at nursery unwashed or unkempt, wearing clothes that are too small (especially shoes that may restrict the child's growth or hurt them), arriving at nursery in the same nappy they went home in or a child having an illness or identified special educational need or disability that is not being addressed by the parent/carer. A child may also be persistently hungry if a parent/carer is withholding food or not providing enough for a child's needs.

Neglect may also be shown through emotional signs, e.g. a child may not be receiving the attention they need at home and may crave love and support at nursery. They may be clingy and emotional. In addition, neglect may occur through pregnancy as a result of maternal substance abuse.

Reporting procedures

All staff have a responsibility to report safeguarding concerns and suspicions of abuse. These concerns will be discussed with the designated safeguarding officer as soon as possible. Staff should make an objective record of any observation or disclosure on a child protection report form, supported by the safeguarding officer. Any information a child has given will be securely.

Disclosures

When children or adults disclose information to you it can be very distressing for both them and you. It is essential to remain calm and controlled and to be supportive of their disclosure, this will have taken a huge effort to disclose to you and this shows that they trust you and want to ask for help, whether they realise this now or not.

When responding to a child's disclosure of abuse, remember:

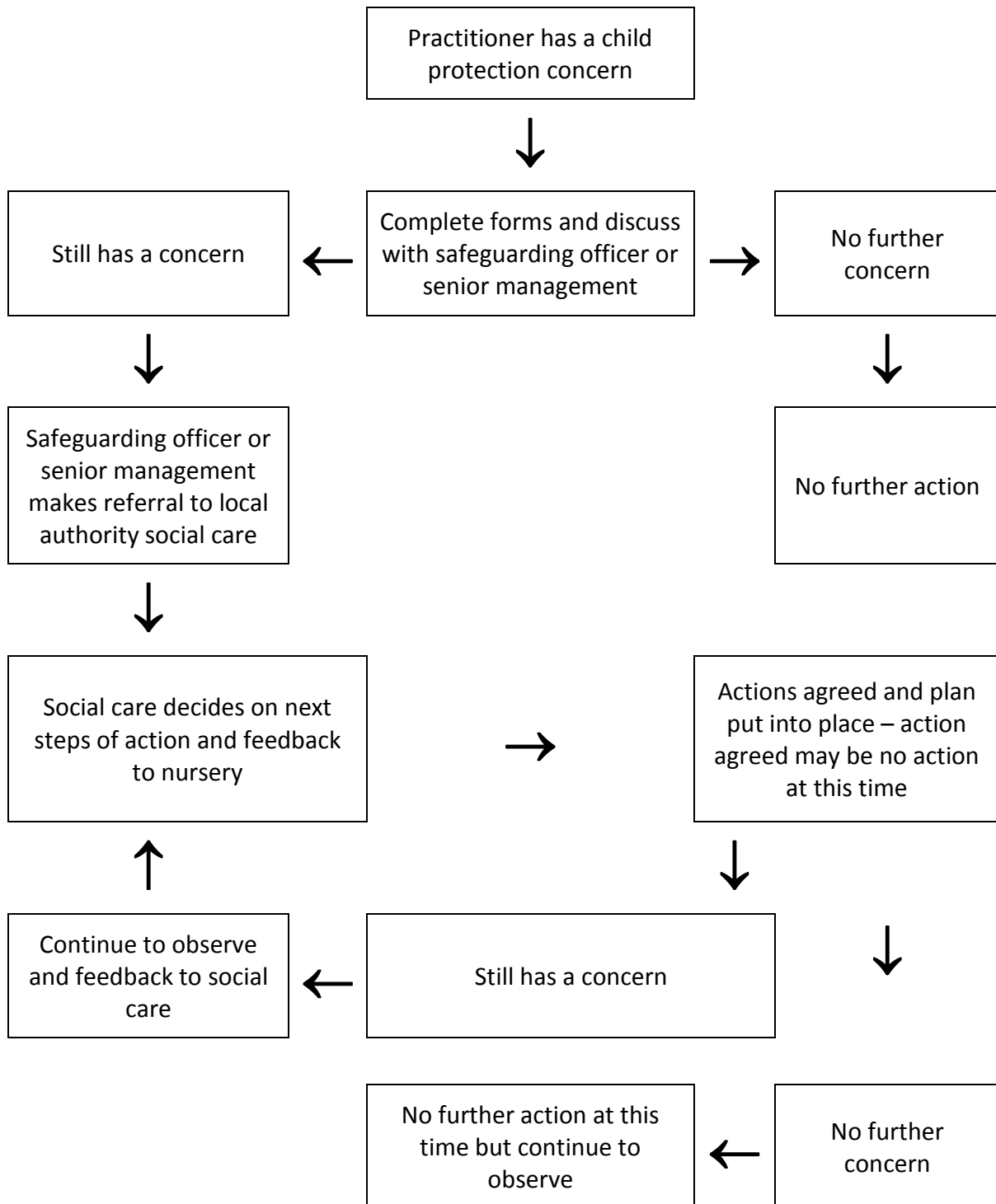
- Stay calm and listen carefully. Try not to look shocked
- Find an appropriate opportunity to say that the information will need to be shared and do not promise to keep secrets
- Allow the child to continue at their own pace
- Only ask questions for clarification and avoid asking any questions that may suggest a specific answer
- Reassure the child that they have done the right thing in telling you and tell them what you will do next and with whom the information will be shared
- Reassure them that this is not their fault
- Record this in writing using the child's own words as soon as possible after the disclosure, but ensure that you do not leave this child alone
- Ensure that the child's safety and welfare is supported throughout, this is your primary concern
- Ensure that this includes the date and time, any names mentioned and to whom the information was given

Remember to log the details down as they have been disclosed to you as soon as possible to avoid mistakes or omissions, refer this to the nursery manager and/or the designated safeguarding coordinator and, if necessary, take advice from the safeguarding partner as how to progress. If at any point you feel that your concerns are not being taken seriously, then you must either report your concerns to a more senior person or directly to either the local authority, NSPCC, Ofsted, or the safeguarding partner.

Responding to adult disclosures you should follow the same approach and allow the adult to talk through their concerns at their own pace.

Staff must not make any comments either publicly or in private about the supposed or actual behaviour of a parent/carer or member of staff as all safeguarding concerns are kept to a strictly need to know basis.

Reporting flowchart



Local authority children’s social care team	0300 555 1373
Local safeguarding children’s board (LSCB)	01962 876355 (Hampshire) 0845 671 0271 (Portsmouth)
NSPCC	0808 800 5000
Ofsted	0300 123 1231

Informing parents/carers

Parents/carers are normally the first point of contact. If a suspicion of abuse is recorded, parents/carers are informed at the same time as the report is made, except where the guidance of the LSCB, local authority children's social care team or police does not allow this. This will usually be the case where the parent/carer or family member is the likely abuser or where a child may be endangered by this disclosure. In these cases, the investigating officers will inform parents/carers.

Confidentiality

All suspicions, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information is shared in line with guidance from the LSCB.

Support to families

The nursery takes every step in its power to build up trusting and supportive relations among families, staff, students and volunteers within the nursery.

The nursery continues to welcome the child and the family whilst enquiries are being made in relation to abuse in the home situation. Parents/carers and families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out in the best interest of the child.

Confidential records kept on a child are shared with the child's parents/carers or those who have parental responsibility for the child, only if appropriate in line with guidance of the LSCB with the proviso that the care and safety of the child is paramount. We will do all in our power to support and work with the child's family.

Allegations against adults working or volunteering with children

If an allegation is made against a member of staff, student or volunteer or any other person who lives or works on the nursery premises regardless of whether the allegation relates to the nursery premises or elsewhere, the following process applies:

- The allegation should be reported to the senior manager on duty. If this person is the subject of the allegation, then this should be reported to a senior manager instead
- The Local Authority Designated Officer (LADO), Ofsted and the LSCB will then be informed immediately for this to be investigated by the appropriate bodies promptly; 01962 876364 (Hampshire), 023 9288 2500 (Portsmouth)
- A full investigation will be carried out by the nursery with support of the appropriate professionals
- The nursery will follow all instructions from the LADO, Ofsted, LSCB and ask all staff members to do the same and co-operate where required

If as an individual, you feel this will not be taken seriously or are worried about the allegation getting back to the person in question then it is your duty to inform the LADO yourself directly.

Support will be provided to all those involved in an allegation throughout the external investigation in line with LADO support and advice. The nursery reserves the right to suspend any member of staff during an investigation. Any suspension does not mean a presumption of guilt. Unfounded allegations will result in all rights being reinstated.

Founded allegations will be passed on to the relevant organisations including the local authority children's social care team and where an offence is believed to have been committed, the police, and will result in the termination of employment. Ofsted will be notified immediately of this decision. The nursery will also notify the Disclosure and Barring Service (DBS) to ensure their records are updated.

All records will be kept until the person reaches normal retirement age or for 21 years and 3 months if that is longer. This will ensure accurate information is available for references and future DBS checks and avoids any unnecessary reinvestigation. All enquiries/external investigations/interviews will be documented and kept in a locked file for access by the relevant authorities.

Counselling will be available for any member of the nursery who is affected by an allegation, their colleagues in the nursery and the parents/carers.

Safeguarding officer

We have a named person within the nursery who takes lead responsibility for safeguarding and co-ordinate child protection and welfare issues including the specific needs of vulnerable groups, this person is known as the safeguarding officer. This designated person will receive comprehensive training at least every two years and update their knowledge on an ongoing basis, but at least once a year.

The nursery safeguarding officer liaises with the safeguarding partner, the Local Authority Designated Officer (LADO) and the local authority children's social care team, undertakes specific training, including a child protection training course, and receives regular updates to developments within this field. They in turn support the ongoing development and knowledge update of all staff on the team.

The safeguarding officer is the nursery manager and is shown on the staff board in each nursery.

If an issue is of a serious enough nature that it warrants further support, this can be obtained from the Business and Operations Manager who is the lead safeguarding officer for the organisation and has overall accountability for safeguarding.

Whistleblowing

We expect all our colleagues, both internal and external, to be professional always and hold the welfare and safety of every child as their paramount objective.

We recognise that there may be occasions where this may not happen, and we have in place a procedure for staff to disclose any information that suggests children's welfare and safety may be at risk.

We expect staff to talk through any concerns they may have with their manager at the earliest opportunity to enable problems to be resolved as soon as they arise. A qualifying disclosure is one made in the public interest by an employee who has reasonable belief that:

- A criminal offence
- A miscarriage of justice
- An act creating risk to health and safety
- An act causing damage to the environment
- A breach of any other legal obligation or concealment of any of the above

- Any other unethical conduct
- An act that may be deemed as radicalised or a threat to national security

Is being, has been, or is likely to be, committed. The Public Interest Disclosure Act has the following rules for making a protected disclosure:

- You must believe it to be substantially true
- You must not act maliciously or make false allegations
- You must not seek any personal gain

It is not necessary for the employee to have proof that such an act is being, has been, or is likely to be, committed; a reasonable belief is sufficient.

Disclosure of information

If, in the course of your employment, you become aware of information which you believe indicates that a child is/may be or is likely to be in risk of danger and/or one or more of the following may be happening, you must use the disclosure procedure below.

Disclosure procedure

If this relates to child protection, then the safeguarding flowchart should be followed. You should promptly disclose any concerns 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 senior management.

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 or owner. 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 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. Any management employee who inappropriately deals with a whistleblowing issue (e.g. failing to react appropriately by not acting in a timely manner) may be deemed to have engaged in gross misconduct which could lead to dismissal.

Effective assessment of the need for early help

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Children and families may need support from a wide range of local agencies.

Where a child and family would benefit from coordinated support from more than one agency there should be an inter-agency assessment. These early help assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment.

The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General

Practitioner (GP), family support worker, teacher, health visitor and/or SENCo. Decisions about who should be the lead professional should be taken on a case by case basis and should be informed by the child and their family.

For an early help assessment to be effective:

- The assessment should be undertaken with the agreement of the parents/carers. It should involve the child and family as well as all professionals who are working with them
- A teacher, GP, health visitor, early years' worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority
- If parents/carers do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary
- If at any time it is considered that the child may be a child in need, or that the child has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children's social care

Monitoring children's attendance

As part of our requirements under the statutory framework and guidance documents we are required to monitor children's attendance patterns to ensure they are consistent and no cause for concern.

Parents/carers must inform the nursery prior to their children taking holidays or days off, and all sickness should be called into the nursery on the day, so the nursery management are able to account for a child's absence.

This should not stop parents/carers taking precious time with their children, but enables children's attendance to be logged so we know the child is safe.

Looked after children

As part of our safeguarding practice we will ensure our staff are aware of how to keep looked after children safe. In order to do this, we ask that we are informed of:

- The legal status of the child, so whether the child is being looked after under voluntary arrangements with consent of parents/carers or on an interim or full care order
- Contact arrangements for the biological parents (or those with parental responsibility)
- The child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her
- The details of the child's social worker and any other support agencies involved
- Any child protection plan or care plan in place for the child in question

Vulnerable groups

Although all children are vulnerable, extra care and consideration will be placed around any children who are disabled, have been at risk of radicalisation or child sexual exploitation,

trafficking, have been missing, or have communication difficulties. Additional training and support will be provided where necessary.

Safer recruitment

We are vigilant in our recruitment procedures aiming to ensure all people working with children are suitable to do so. We follow this procedure each time we recruit a new member to join our team.

We follow any requirements or guidance given by the Disclosure and Barring Service (DBS) in relation to carrying out checks; and abide by the employer's responsibilities relating to informing the DBS of any changes to the suitability of their staff, whether this member of staff has left the nursery or is still under investigation.

Advertising

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

We ensure that all recruitment literature highlights our equal opportunities policy and our safe recruitment procedures; including an enhanced DBS check and at least two independent references for every new employee. We also include the requirement for an additional criminal records check (or checks if more than one country) for anyone who has lived or worked abroad.

Applicants for posts within the nursery are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.

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, an equal opportunity monitoring form, a health declaration form and a request for identification prior to the interview.

The manager will decide the most appropriate people for the interview panel. There will be at least two people involved, both are also 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 photocard driving licence. All candidates will be required to prove they are eligible to work in the UK. The interview will also cover any gaps in the candidate's employment history.

All candidates reaching the interview stage are questioned using the same set criteria and questions. These cover specific areas of childcare, including safeguarding the children in their care. 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.

For direct childcare delivery roles, shortlisted candidate will be asked to take part in a supervised practical exercise which will involve spending time in a specific age group in the nursery interacting with the children, staff, and, where appropriate, parents.

The interview panel will then select the most suitable person for this position based on their overall interview performance, characteristics and attributes, qualifications, and experience.

Every candidate will receive communication from the nursery stating whether they have been successful or not. Unsuccessful candidates are offered feedback when this is sought.

Starting work

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

All references must be followed up with a phone call to clarify that the reference is accurate and correct. If a reference has been provided by a previous work colleague on behalf of an establishment who no longer works at that establishment, a further phone call must be made to the establishment and clarification made that both the candidate and referee were employees at the place of employment, and that this further person had no concerns regarding the candidate's ability to work with children. This must be noted on the reference form.

The successful candidate will be asked to provide proof of their qualifications, where applicable. All qualifications will be checked, and copies taken for their personnel files.

Prior to employment but after the job has been offered a health check questionnaire will be given to the employee and its results will be considered in making an overall decision about suitability. The nursery reserves the right to take any further advice necessary in relation to a person's physical and mental fitness to carry out their role.

All new starters, other than those who have registered for the continuous updating service (see below), will be subject to an enhanced Disclosure and Barring Service (DBS) check. 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 new starter will not undertake intimate care until an up-to-date enhanced DBS check is obtained (whether supervised or not).

An additional criminals records check (or checks if more than one country) should also be made for anyone who has lived or worked abroad.

The nursery will record and retain details about the individual including staff qualifications, identity checks carried out and the vetting process completed. This will include the disclosure and barring service reference number, the date the disclosure was obtained and details of who obtained it. The nursery will not retain copies of the disclosure itself once the employment decision is taken.

There may be occasions when a DBS check is not clear, but the individual is still suitable to work with children. This will be treated on an individual case basis and at the senior management team's discretion considering the following:

- Seriousness of the offence or other information

- Accuracy of the person's self-disclosure on the application form
- Nature of the appointment including levels of supervision
- Age of the individual at the time of the offence or other information
- The length of time that has elapsed since the offence or other information
- Relevance of the offence or information to working or being in regular contact with children

If the individual has registered on the DBS system since 17 July 2013, managers may use the update service with the candidate's permission instead of carrying out an enhanced DBS check.

New starters are required to declare if they have had any cautions or criminal convictions, or if they ever have been or are currently disqualified from looking after children on their job application form. They are also asked if they live with any person who either is or has been previously disqualified from looking after children.

In some rare cases DBS checks can take up to 60 days to be processed. In these instances, an employee may be given permission to commence work before the DBS check is returned, however during this period the employee will not be left unsupervised with any children, nor be able to undertake intimate care routines. The decision of whether the employee can commence work may only be made by a member of the senior management team, with a risk assessment completed by this person before the employee can commence work.

Induction

All new members of staff will undergo an intensive induction period during which time they will read and discuss the nursery policies and procedures and be assigned a 'mentor/ buddy' who will introduce them to the way in which the nursery operates.

During their induction period all new staff will receive training on how to safeguard children in their care and follow the Safeguarding Children/Child Protection policy and procedure, emergency evacuation procedures, equality policy and health and safety issues.

The new member of staff will have regular meetings with the manager and their mentor during their induction period to discuss their progress.

Ongoing support and checks

All staff are responsible for notifying the manager in person if any there are any changes to their circumstances that may affect their suitability to work with children (staff suitability status will also be checked through all reviews). This includes any incidents occurring outside the nursery or involving people they live in a household with. Staff will face disciplinary action should they fail to notify the manager immediately.

The nursery manager will review any significant changes to an individual's circumstances that may suggest they are no longer suitable to work with children and take appropriate action to ensure any unsuitable or potentially unsuitable employee does not have unsupervised contact with children until the matter is resolved. This may include requiring the individual to obtain a waiver from Ofsted in relation to any disqualification.

Security and visitors

We ensure that children are always kept secure through the following:

- Staff must check the identity of any parent/carer, visitor or student they do not recognise before allowing them into the main nursery
- All external doors and gates must always be kept closed
- All access doors from non-childcare delivery areas to childcare delivery areas must be kept closed and have coded locks to ensure children are not able to wander throughout the nursery without supervision
- Parents/carers, visitors or students do not have access to any door codes which lead directly to an area used for childcare delivery
- Parents/carers, visitors and students are reminded not to hold doors open or 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

All visitors must sign the visitors' book on arrival and departure. Where applicable, visitors' identity should be checked, such as Ofsted inspectors or colleagues attending in a professional capacity such as speech and language therapists. Visitors are informed of any relevant policies including the fire evacuation procedure and mobile phone, camera and other recording devices policy including use of smartwatches where applicable.

A member of staff must always accompany visitors in the nursery while in the building, at no time should a visitor be left alone with a child unless under specific circumstances arranged previously with the manager, and this will only be on the condition that suitability checks have been carried out on the visitor.

Staff behaviour

The staff behaviour policy sits alongside this policy to enable us to monitor changes in behaviours that may cause concern. All staff sign up to this policy too to ensure any changes are reported to management, so we can support the individual staff member and ensure the safety and care of the children is not compromised.

Signs of inappropriate staff behaviour may include inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images. This is not an exhaustive list, any changes in behaviour must be reported and acted upon immediately.

All staff have access to and comply with the whistleblowing procedure which will enable them to share any concerns that may arise about their colleagues in an appropriate manner.

Supervision of children

We ensure that children are always supervised adequately, whether children are in or out of the building through:

- Making sure that every child is always within the sight and/or hearing of a suitable member of staff
- Monitoring staff deployment across the setting regularly to ensure children's needs are met
- Ensuring children are always fully supervised when using water play/paddling pools
- Taking special care when children are using large apparatus e.g. a climbing frame, and when walking up or down steps/stairs, including having one member of staff always designated as spotting and supervising large outdoor play equipment

- Making sure staff recognise and are aware of any dangers relating to bushes, shrubs and plants when on visits/outdoors
- Supervising children always when eating; monitoring toddlers and babies closely and never leaving babies alone with a bottle. Babies are bottle fed by a member of staff until they can feed themselves
- Supervising sleeping babies/children by continuous checks every 10 minutes after they fall asleep
- Never leaving babies/children unattended during nappy changing times
- Supervising children carefully when using objects or instruments that pose a potential risk, such as scissors, tools and knives
- Increasing childcare ratios during outings to ensure supervision and safety provided the risk assessment for the activity deems this necessary
- Strictly following any safety guidelines given by other organisations or companies relating to the hire of equipment or services, such as hire of a bouncy castle, and a member of staff must always supervise the children when using hired equipment
- Students and volunteers are not included in our childcare ratios and cannot undertake intimate care. Supply staff are included in our childcare ratios but cannot undertake intimate care
- Extra care must be taken when transferring children from place to place, be this on off-site activities or moving groups to and from one area of the nursery to another. At all times all staff must know how many children are in their group and a visual inspection must be carried out by a designated member of staff of any area before it is fully vacated to ensure that all children are accounted for

Where children need to spend time on a one to one basis with a member of staff from the rest of the group, the door will be left ajar or other safeguards will be put into action to ensure the safety of the child and the adult.

The usual ratio of adults to children at Good Manors Day Nurseries is as follows:

- Children aged from three months to two years old; 1:3
- Children aged from two years to three years old; 1:4
- Children aged from three years old; 1:8
- Adjustments to ratios for outings will be determined by each outing's risk assessment

We always ensure that our staff to child ratios are maintained unless an unexpected situation dictates otherwise; any deviation to childcare ratios will only occur provided there is no adverse impact to the safety of children by making this deviation.

Staff and students under the age of 17 (excluding apprentices) are not counted in our ratios.

Training and induction

All staff will have child protection training and receive initial basic child protection training during their induction period. This will include the procedures for spotting signs and behaviours of abuse and abusers/potential abusers, recording and reporting concerns and creating a safe and secure environment for the children in the nursery. During induction staff will be given contact details for the LADO (local authority designated officer), the local authority children's services team, the safeguarding partner and Ofsted to enable them to

report any safeguarding concerns, independently, if they feel it necessary to do so. This information is all contained on our child protection recording flowchart.

Management teams and other appropriate members of staff will undertake more advanced safeguarding training according to their job role and responsibilities.

Supervision and self-declaration

All staff will receive regular supervision meetings with their supervisor where opportunities will be made available to discuss any issues relating to individual children, child protection training and any needs for further support. Following each supervision, a self-declaration will be provided to allow for staff to declare changes that may affect their suitability to care for the children.

Disqualification

If any member of staff is disqualified from providing childcare, they will be dismissed from our employment. If a member of staff resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern, we will also inform the relevant authorities.

Extremism – the Prevent Duty

Under the Counter-Terrorism and Security Act 2015 we have a duty to refer any concerns of extremism to the police (In Prevent priority areas the local authority will have a Prevent lead who can also provide support).

This may be a cause for concern relating to a change in behaviour of a child or family member, comments causing concern made to a member of the team (or other persons in the setting) or actions that lead staff to be worried about the safety of a child in their care.

Alongside this we will be alert to any early signs in children and families who may be at risk of radicalisation, on which we will act and document all concerns when reporting further.

e-Safety

Our nursery is aware of the growth of internet use and the advantages this can bring. However, it is also aware of the dangers and strives to support children, staff and families in using the internet safely. Within the nursery we do this by:

- Ensuring we have appropriate antivirus and anti-spyware software on all devices and updating them regularly
- Ensuring content blockers and filters are on our computers, laptops and any mobile devices
- Ensure management monitor all internet activities in the setting
- Using approved devices to record/photograph in the setting
- Never emailing personal or financial information
- Reporting emails with inappropriate content to the internet watch foundation (IWF www.iwf.org.uk)
- Ensuring children are supervised when using internet devices
- Integrating e-safety into nursery daily practice by discussing computer usage 'rules' deciding together what is safe and what is not safe to do online
- Talking to children about 'stranger danger' and deciding who is a stranger and who is not, comparing people in real life situations to online 'friends'

- When using Skype and FaceTime (where applicable) discussing with the children what they would do if someone they did not know tried to contact them

Children's screen time is monitored to ensure they remain safe online and have access to material that promotes their development. We will ensure that their screen time is within an acceptable level and is integrated within their programme of learning.

Drink and drugs

If a parent/carer is clearly over the alcohol limit, or under the influence of illegal drugs and it is believed the child is at risk then the child protection recording flowchart must be followed. Staff will do their utmost to prevent a child from travelling in a vehicle driven by them and if necessary the police will be called.

There is a zero-tolerance approach towards staff being present at the workplace under the influence of alcohol and/or drugs and doing so is grounds for immediate dismissal as it would be deemed as gross misconduct.

Safe care and practice

We believe that all children need to feel safe, secure and happy. This involves nursery staff being responsive to children's needs, whilst maintaining professionalism. This includes giving children cuddles and changing children's nappies or clothes.

To promote good practice and to minimise the risk of allegations we have the following guidelines:

- We give cuddles only when sought by children needing comfort to support their emotional development. We recognise that there may be occasions where it is appropriate for this to happen away from others, such as when a child is ill. In these circumstances, staff are advised to leave the door open
- When changing children's nappies or soiled/wet clothing, we leave doors open
- We discourage inappropriate behaviour such as over tickling, over boisterous play or inappropriate questions such as asking children to tell them they love them, and we advise staff to report any such observed practice
- Staff are respectful of each other and the children and families in the nursery and do not use inappropriate language or behaviour, including during breaks
- All staff are aware of the whistleblowing procedures and the manager carries out random checks throughout the day to ensure safe practices

If a parent/carer or member of staff has concerns or questions about safe care and practice procedures or behaviour they consider as inappropriate, including between staff members, they are urged to see the manager at the earliest opportunity. Management will challenge inappropriate behaviour in line with the supervision/ disciplinary or whistleblowing procedures. If the concern relates to the management or senior management team then parents should contact Ofsted or the local authority children's social care team.

Lone working

We aim to ensure that no member of the team is left alone working in either a room alone or within the building at any time. However, there may be occasions when this isn't always possible due to:

- Toilet breaks

- Lunch cover
- Nappy changes
- Comforting a child that may be unwell in a quiet area
- Following a child's interest, as this may lead staff away with a child to explore an area
- Supporting children in the toilet area that may have had an accident
- The duties some team members have, e.g. management, opening and closing the setting, carrying out cleaning or maintenance at the settings and staff operating outside operating hours
- Contractors making maintenance repairs outside of normal operating hours

It is the responsibility of both the employee and their manager to identify the hazards and minimise the risks or working alone.

Considerations when deciding on lone working include how lone workers manage with a variety of tasks such as talking to parents/carers and supervising activities whilst maintaining the safety and welfare of children and ensuring that each member of staff required to work alone has the training and/or skills for the role; e.g. paediatric first aid certificate, child protection/safeguarding training and competency, food hygiene training and if children younger than school reception age are present; hold a level 3 qualification.

Employee's responsibilities when left in a room alone with children include ensuring:

- Ratios are maintained
- There is someone to call on in an emergency if required
- The member of staff and children are always safeguarded

Employee's and contractor's responsibilities when left in the building alone:

- To make a member of the management team aware of when they are working and make plans to check in at their expected time of completion of the work
- To ensure they always have access to a telephone in order to call for help if they need it, or for management to check their safety if they are concerned
- Ensure that the building remains locked, so no one can walk in unidentified
- Report any concerns for working alone to the management as soon as possible

Management's responsibilities when employees or contractors are left in the building alone:

- To ensure employees and contractors working alone are competent and confident to carry out any safety procedures e.g. fire evacuation
- To ensure that the employee or contractor can contact them or a member of the team even if their lone working is outside normal office hours, and that they have the numbers to call
- To ensure that employees can access a telephone whilst lone working
- If reporting in arrangements have been made and the employee or contractor does not call in, to follow it up

Cameras, mobile phones and recording devices

This policy refers to all information storage devices including cameras, mobile telephones and any recording devices including smartphones and smartwatches.

Photographs and videos

We recognise that photographs and video recordings play a part in the life of the nursery. We ensure that any photographs or recordings taken of children in our nursery are only done with prior consent from each child's parent/carer. We obtain this when each child is registered.

We ask for individual permissions for both children and parents/carers for photographs and video recordings for a range of purposes. If a parent/carer is not happy about one or more of these purposes, we will respect their wishes and find alternative ways of recording their child's play or learning.

Staff

Staff are not permitted to take any photographs or recordings of a child on their own information storage devices and may only use those provided by the nursery. The nursery manager will monitor all photographs and recordings to ensure that the parents'/carers' wishes are met, and children are safeguarded.

We use tablets in the rooms to take photos of the children and record these directly on to their electronic learning journeys and the nursery's social media accounts. We also conduct routine checks to ensure that tablet use is appropriate and remind staff of the whistleblowing policy if they observe staff not following these procedures.

We use mobile phones supplied by the nursery to provide a means of contact in certain circumstances, such as outings.

Parents

In order to ensure the safety and welfare of children in our care and share information about the child's day, parents/carers and visitors must not use their mobile telephones whilst in the nursery. Parents/carers are not permitted to use any recording device or camera on the nursery premises without the prior consent of the manager.

We ask parents/carers and visitors not to post, publicly or privately, information about any child on social media sites to ensure that information about children, images and information do not fall into the wrong hands. Parents/carers and visitors are invited to share any concerns regarding inappropriate use of social media through the complaints procedure.

Smoking, alcohol and substance misuse

We are committed to providing a safe environment that helps to ensure the welfare of the children in our care. This includes making sure that children are not exposed to adults who may be under the influence of alcohol or other substances that may affect their ability to care for children, and that staff do not smoke within the premises.

Alcohol and substance misuse

Anyone who arrives at the nursery clearly under the influence of alcohol, illegal drugs or medication that affects their ability to care for children, will be asked to leave the premises immediately. If they are a member of staff, the nursery will investigate the matter and will initiate the disciplinary process as a result of which action may be taken, including dismissal. If they are a parent/carer, the duty manager will judge if the parent/carer is suitable to care

for the child. The duty manager may call the second contact on the child's registration form to collect them. If a child is thought to be at risk the nursery will follow the safeguarding children procedure and the police/children's social care may be called.

The duty manager will contact the police if anyone (including staff, students, volunteers, contractors and visitors) is suspected of being in possession of illegal drugs, or if they are driving or may drive when under the influence of illegal drugs or alcohol.

Staff responsibilities

Staff, students, parents/carers, visitors, contractors and so on are asked not to bring alcohol on to the nursery premises.

If a member of staff is taking prescriptive medication that may affect their ability to work, they must inform the nursery manager as soon as possible to arrange for a risk assessment to take place.

Smoking

The nursery operates a strict no smoking policy. Staff who wish to smoke must do so away from the premises and can only do so on their regular lunch break.

Health and safety

We provide and maintain safe and healthy working conditions, equipment and systems of work for all our employees and a safe early learning environment in which children learn and are cared for. To develop and promote a strong health and safety culture within the nursery for the benefit of all staff, children, parents/carers, and visitors, we provide information, training and supervision. We also accept our responsibility for the health and safety of other people who may be affected by our activities.

The allocation of duties for safety matters and the arrangements which we will make to implement our health and safety procedures are set out within this policy.

Legal framework

We follow all relevant legislation and associated guidance relating to health and safety within the nursery including:

- The requirements of the Statutory Framework for the Early Years Foundation Stage (EYFS) 2017
- All applicable regulations such as the Health & Safety at Work Act 1974, the Regulatory Reform (Fire Safety) Order 2005, the Manual Handling Regulations 2002, the Food Safety and Hygiene (England) Regulations 2013, the Health and Safety (First Aid) Regulations Act 1981, the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013, the Health and Safety Information for Employees Regulations 1989, and the Control of Substances Hazardous to Health Regulations 2002
- Any guidance provided by Public Health England, the local health protection unit, the local authority environmental health department, fire authority, Ofsted or the Health and Safety Executive

Aims and objectives

The aim of this policy statement is to ensure that all reasonably practical steps are taken to ensure the health, safety and welfare of all persons using the premises. To achieve this, we will actively work towards the following objectives:

- Establish and maintain a safe and healthy working environment throughout the nursery including outdoor spaces, with safe entry and exit routes, for all staff, children, parents/carers, trainees and other visitors
- Establish and maintain safe working practices amongst staff and children
- Ensure provision of enough information, instruction and supervision enabling all people working in or using the nursery to avoid hazards, contribute positively to their own health and safety and ensure that staff access regular health and safety training
- Encourage all staff, visitors and parents/carers to report any unsafe working practices or areas to ensure immediate response by the management
- Complete full written records of all health and safety matters to prove compliance with health and safety law and regulations
- Encourage children to manage risks safely
- Update and review health and safety policy and procedures annually, or as and when required

Responsibilities

The responsibility for health and safety is delegated as follows:

Job title	Responsibilities
Directors	<ul style="list-style-type: none"> • Overall responsibility for health and safety
Business and operations manager	<ul style="list-style-type: none"> • Updating health and safety policy and procedures • Ensuring that suitable, qualified contractors support ongoing maintenance and suitability of health and safety systems within the nurseries • Reactive maintenance at all sites • Reporting to RIDDOR database, Ofsted and HSE • Responsible person for fire safety
Finance manager	<ul style="list-style-type: none"> • Head office day-to-day health and safety compliance • Renewing licences related to health and safety
Nursery managers	<ul style="list-style-type: none"> • Nursery day-to-day health and safety compliance • Reporting to PHE and local authority • Identifying health and safety training needs of their staff team • Maintaining health care plans • Accident and incident logging and analysis • Risk assessments • Reactive maintenance • Fire evacuations • Competent person for fire safety
Deputy managers	<ul style="list-style-type: none"> • Nursery day-to-day health and safety compliance • Reporting to PHE and local authority

	<ul style="list-style-type: none"> • Maintaining health care plans • Accident and incident logging • Reactive maintenance
Cooks	<ul style="list-style-type: none"> • Food hygiene paperwork
All staff	<ul style="list-style-type: none"> • Compliance with health and safety policy and procedures • Awareness of hazards as they occur and deal with this appropriately • Cooperate with other staff to achieve a healthy and safe working environment • Take reasonable care of self and others
Nominated person	<ul style="list-style-type: none"> • First Aid kit checks • Nursery medicine checks

Neglect of health and safety responsibilities will be regarded as a disciplinary matter and could be considered gross misconduct.

Whenever a member of staff notices a health or safety problem which they are not able to rectify, they must immediately report it to the duty manager. Parents/carers and visitors are also requested to report any concerns they may have to the duty manager. The identity of the duty manager can be found on the staff noticeboard in each nursery.

All meetings held must include an agenda item on health and safety to provide consultation between employees, with these actions passed on to the relevant person. Daily contact between management and other staff also facilitates the dissemination of health and safety information as it becomes known with responsibilities designated.

The health and safety law posters are completed and displayed in the staff room of each nursery.

Accidents and first aid

For full details, please see our accidents and first aid policy.

Daily checks

We make sure the nursery is a safe environment for children, parents/carers, staff and visitors by carrying out daily checks. These include checks of the premises indoors and outdoors, all equipment and resources, and that all escape routes are clear before the children access any of the areas. The checks are recorded to show any issues and solutions. Unsafe areas or issues will be made safe or removed before the children are present.

Daily check records are kept for a period of six months before being destroyed.

Training

The person responsible for monitoring staff training is the nursery manager. Health and safety is covered in all induction training for new staff. At least one member of staff on duty must hold a full Paediatric First Aid (PFA) certificate in the nursery and when on outings. All newly qualified entrants to the workforce must have either a full PFA or emergency PFA certificate within three months of starting to be included in the staff to child ratios. At least one member of staff in the nursery must hold an Emergency First Aid at Work certificate.

Additional mandatory training for all staff includes, but is not limited to:

- Health and safety
- Manual handling
- Food hygiene
- Fire safety

Manual handling

Manual handling training will be provided for all staff. This guidance must be followed when moving any heavy loads and always when lifting and carrying children. Additionally, there are further rules and guidance when carrying or helping children up and down stairs.

- Stairs and landings must be kept clear of obstructions
- Staff must only carry one child at a time up or down stairs
- Staff must hold the handrail or banisters whilst carrying a child up or down stairs
- Children must be well clear from the top or bottom of the stairs whilst they are waiting for their turn to be carried up or down stairs
- For children who do not need to be carried up or down stairs then members of staff must position themselves so that they can spot these children as they go up or down the stairs. These children must still hold the handrail or banisters as they go up or down stairs, and staff who are spotting must not be carrying other children

Incidents and near misses

If a significant event occurs which was likely to or did cause harm to a child or member of staff, an incident report must be written up by the manager or deputy manager. This incident or near miss report should critically analyse what happened and how, and what steps must be taken to ensure that similar incidents or near misses do not happen again. This incident report would usually require the submission of witness statements from staff who were directly involved in the incident.

If, following the completion of the incident report it is determined that the incident was due to the fault of staff then this will be regarded as a disciplinary matter and could be considered gross misconduct.

For more serious incidents, the business and operations manager will report the incident within 15 days to the RIDDOR database – the Reporting of Injuries, Diseases and Dangerous Occurrences. Scenarios that may involve a report to RIDDOR can include:

- The death of a person on the premises
- Any injury to staff that results in absence from work for more than seven days from the date of the accident (including weekends and rest days)
- Fractures, other than to fingers, thumbs and toes
- Amputations
- Any injury likely to lead to permanent loss of sight or reduction in sight
- Any crush injury to the head or torso causing damage to the brain or internal organs
- Serious burns (including scalding)
- Any scalping requiring hospital treatment
- Any loss of consciousness caused by head injury or asphyxia

Risk assessments

Risk assessments document hazards in the environment, who could be harmed, existing controls, the likelihood of the risk, any further action needed to control the risk, who is responsible for what action, when or how often will the action be undertaken, and how this will be monitored and checked and by whom.

The nursery carries out written risk assessments annually. These cover potential risks to children, staff and visitors at the nursery. When circumstances change in the nursery, such as a significant piece of equipment is introduced, we review our current risk assessment or conduct a new risk assessment dependent on the nature of this change.

Separate written visual display unit risk assessments, fire risk assessments and privacy impact assessments are also carried out annually. All outings away from the nursery are individually risk assessed, although these may not always be written; any outings must include a consideration of adequate staffing levels. Risk assessments are also carried out for pregnant staff and if children have a need which requires a change to usual arrangements.

If prolonged lone working is to be undertaken, a written risk assessment should be undertaken to identify potential risks to the member of staff and where applicable the children affected, with regard for our safeguarding policy. If lone working is to be undertaken outside of operating hours, then any necessary health and safety requirements must be considered. See the lone working section of our Safeguarding policy for more information.

Risk assessments are destroyed once they no longer apply.

Uniform, personal protection equipment and suitable clothing

Our uniform policy lays out the expectations for staff uniform. This is to not only provide a consistent public image, but to also ensure that clothing worn does not pose a health and safety risk. In particular:

- Shoes worn must have closed toes to protect staff from injury to toes which could occur in the working environment
- One pair of small earrings to be worn so that these cannot get caught or pulled by children
- Nails to be kept at a reasonable length to protect children from accidental harm and prevent personal protective equipment from being compromised

Personal protection equipment is provided for all staff by the nursery to undertake tasks that require it, such as gloves and aprons.

Children are to be fully clothed in almost all cases. This is to protect children from general bumps, scratches and marks that they will naturally accumulate over the course of the day, and to help protect from potential infection. Clothing also helps to protect children's privacy, particularly where a high volume of adults come through the nursery each day in the form of other children's parents.

In some instances, children will not be fully clothed, such as if a child is presenting as unwell and has a temperature, during some messy activities, or if undertaking some water play, but in all cases a judgement will be made as to whether the risks to being unclothed are outweighed by the benefits.

Hot drinks

Hot drinks may only be prepared and consumed in staff rooms and offices.

Hazardous substances

All hazardous substances including chemicals are kept in locked areas out of children's reach. All substances must be kept in their original containers with their original labels attached. If original chemicals are diluted down, then these must also be stored out of children's reach and be labelled accordingly.

Safety data sheets must be kept for all substances and the appropriate personal protection used as determined on the accompanying risk assessment. If someone is exposed to a hazardous substance, seek medical attention immediately and follow data sheet guidance.

Steps and stepladders

Occasionally you may have to use stepladders or steps and most accidents happen when it is an unplanned use of stepladders. You may not have secured the stepladders; you may be carrying a large load, overreaching, overbalancing or using makeshift arrangements instead of a proper stepladder. You must consider the following to use stepladders or steps safely:

- Keep stepladders and steps level
- Always wear appropriate footwear when using stepladders or steps
- The feet of the stepladder should be supported on a firm level surface and should not rest either on loose or slippery material
- Do not place the stepladder or steps on other equipment to gain extra height
- Get a second person to hold the foot of the stepladder until you are down safely
- Do not overreach, instead climb down and move the stepladder or steps
- Always put stepladders and steps away in a secure, designated area
- Do not climb on furniture instead of using appropriate steps or stepladders

Room temperatures

A thermometer is in each room and the temperature must be recorded on the daily checks. Temperatures should not fall below 18°C in the baby rooms and 16°C in all other areas. Where fans are being used to cool rooms, great care must be taken about their positioning so that they cannot harm children. If doors are left open to aid with air circulation, then a written assessment must be made to maintain the children's security.

Gas appliances

All gas appliances are checked annually by a registered gas engineer. If a member of staff has a concern about a gas appliance, immediately stop using the appliance. The duty manager must immediately contact the gas engineer for advice and follow this accordingly.

Electrical equipment and emergency lighting

All electrical equipment is visually inspected as part of the daily checks. All electrical cables are kept out of the reach of children wherever possible. If there are any concerns raised about the condition of any electrical equipment, then it must be unplugged immediately and removed from the nursery until it can be fixed by a qualified electrician or replaced.

A fixed wiring check is undertaken at the site at least once every five years by a qualified electrician. Emergency lighting is installed at each nursery and discharge tests are

undertaken at the site at least twice every year by a qualified electrician. Functional tests are undertaken once every half-term by the management team.

Legionnaires testing

The management team flush the water system once per week.

Maintenance and contractors

Only pre-approved contractors are permitted to work on the site. Before commencement of works they must report to the duty manager to confirm that all necessary precautions have been taken. Fire evacuation and toilet arrangements must be discussed. Parents must be informed in advance of any contractors completing work on site if this is occurring during normal drop off and pick up times or affects the normal operations of the nursery and explain how health and safety will be addressed. A risk assessment must be undertaken, this may be formal or informal depending on the nature of the work being undertaken.

Each site has a maintenance log which managers fill with any tasks that need completing, for senior management to assign to an approved contractor before any work can start.

If any person has any concerns about the safety of work being undertaken at any time, they must inform the duty manager immediately so that the work can be halted until safety levels can be reassessed. This may involve reviewing the risk assessment and adjusting, or, if the duty manager feels that the safety level is suitable, work can resume without delay.

Half termly site inspections are undertaken by the business and operations manager to assess, for example, structural defects, worn fixtures and fittings and worn appliances.

Allergies and allergic reactions

For full details, please see our allergies and allergic reactions procedure.

Visits and outings

For full details, please see our visits and outings procedure.

Fire safety

For full details, please see our fire safety policy.

Hygiene

For full details, please see our hygiene procedure.

Food hygiene

For full details, please see our food hygiene policy.

Smoking, alcohol and substance misuse

For full details, please see our smoking, alcohol and substance misuse procedure.

Fire safety

We make sure the nursery is a safe environment for children, parents/carers, staff and visitors through our fire safety policy and procedures.

The nursery premises are always compliant with fire safety regulations, including following any major changes or alterations to the premises when advice is sought from the local fire safety officer as necessary.

A fire drill evacuation is carried out and recorded for each group of children every term or as and when a large change occurs, for example a large intake of children or a new member of staff joins the nursery. These drills will occur at different times of the day and on different days to ensure evacuations are possible under different circumstances and all children and staff participate in the rehearsals. Fire escape routes are always kept clear.

A fire risk assessment is carried out annually or following any major changes or alterations to the premises.

Registration

An accurate record of all staff and children present in the building is always kept, with children and staff marked in and out on arrival and departure. An accurate record of visitors is kept in the visitor's book. These records must be taken out along with the register and emergency contacts list in the event of a fire.

Fire evacuation procedure

On discovering a fire please follow the site-specific fire evacuation plan.

Fire equipment

There is a suitable fire alarm system and firefighting equipment on site, with the fire alarm system and all fire extinguishers tested once per year by a qualified engineer.

The management team test fire alarm call points once per week on a rotating basis.

Accidents and first aid

We aim to protect children at all times. We recognise that accidents or incidents may sometimes occur. We follow this policy and procedure to ensure all parties are supported and cared for when accidents or incidents happen; and that the circumstances of the accident or incident are reviewed with a view to minimising any future risks.

Accidents, incident and near miss reporting

The person responsible for reporting accidents, incidents or near misses is the member of staff who saw the incident or was first to find the child where there are no witnesses. They must record it on an accident form and pass it through to the management team for countersigning. This should be done as soon as the accident is dealt with, whilst the details are still clearly remembered. Parents must be shown the accident form, informed of any first aid treatment given and asked to sign it on the same day, or as soon as reasonably practicable after. If the member of staff administering first aid is different to the member of staff who witnessed the event, then this must be noted on the appropriate form with an accompanying signature from the person who administered first aid to verify the accuracy of the form.

The nursery management team review the accident forms every half-term. Any patterns will be investigated by the nursery manager and all necessary steps to reduce risks put in place. Accident forms will be kept until the child reaches the age of 25 years.

Where medical attention is required, a senior member of staff will notify the parent(s) as soon as possible whilst caring for the child appropriately. Any head injuries will always result in a phone call being made to those with parental responsibility for the child until someone appropriate has been notified.

The business and operations manager will report any accidents of a serious nature to RIDDOR and Ofsted, and the nursery manager will report any accidents of a serious nature to the local authority children's social care team if necessary. Where relevant, such accidents will also be reported by the nursery manager to the local authority environmental health department or by the business and operations manager to the Health and Safety Executive. Notification must be made as soon as is reasonably practical, but in any event within 14 days of the incident occurring.

Transporting children to hospital

If a child needs to be transported to hospital, the following must occur:

- Call for an ambulance immediately. Do not transport the child in your own vehicle
- Inform a member of the management team immediately
- Contact the parent(s) and arrange to meet them at the hospital
- Arrange for the most appropriate member of staff to accompany the child taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter
- Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together
- Remain calm. Children who witness an incident may be affected by it and need lots of reassurance. Staff may also require additional support following the accident
- Management review the incident after and inform authorities if necessary

First aid

First aid boxes are located in each room and in the nursery office and are accessible at all times with appropriate content for use with children. A first aid box is taken on all outings.

The appointed person responsible for first aid checks the contents of the boxes regularly each half-term and replaces items that have been used or are out of date. This person is identified on the staff noticeboard.

First aid boxes should only contain items permitted by the Health and Safety (First Aid) Regulations Act 1981, such as sterile dressings, bandages and eye pads. No other medical items, such as paracetamol should be kept in them.

Qualifications

All of the staff are on a rolling training schedule to be trained in paediatric first aid and this training is updated every three years.

All first aid trained staff are listed reception. When children are taken on an outing away from our nursery, we will always ensure they are accompanied by at least one member of staff who is trained in first aid.

One member of staff at each nursery has a member of staff with an Emergency First Aid at Work qualification.

Injuries outside of nursery

If children come into nursery with a pre-existing injury or mark, parents will be requested to complete an accident outside of nursery form. This form will outline the injury, how and where it happened. Where appropriate or necessary, children can provide comment on the

injury to give further background to the situation and also fulfil our safeguarding duties more effectively. These forms are monitored regularly by the management team.

Dealing with bodily fluids

We may not be aware that children attending the nursery have a condition that may be transmitted via bodily fluids. Any staff member dealing with bodily fluids must:

- Always take precautions by wearing a disposable apron and gloves when cleaning wounds as some conditions such as hepatitis or the HIV virus can be transmitted via blood
- Wear disposable gloves and wipe up any spillages with disposable cloths, sanitation powder, neat sterilising fluid or freshly diluted bleach (one part diluted with 10 parts water). Such solutions must be carefully disposed of immediately after use

Needle punctures and sharps injury

We recognise that injuries from needles, broken glass and so on may result in blood-borne infections and that staff must take great care in the collection and disposal of this type of material. For the safety and well-being of the employees, any staff member dealing with needles, broken glass etc. must treat them as contaminated waste. If a needle is found the local authority must be contacted to deal with its disposal.

Medication and sickness

We promote the good health of children attending nursery and take necessary steps to prevent the spread of infection, including temporary exclusions for children who are unwell. If a child requires medicine, we will obtain information about the child's needs for this and will ensure this information is kept up to date.

Medication prescribed by a doctor, dentist, nurse or pharmacist

Prescription medicine will only be given when prescribed by the above, in their original containers and for the person named on the bottle for the dosage stated - medicines containing aspirin will only be given if prescribed by a doctor.

Those with parental responsibility for any child requiring prescription medication must hand over the medication to a permanent member of staff who will then note the details on the medication form. The parent/carer must be asked when the child has last been given the medication before coming to nursery and this must be recorded on the form. Similarly, when the child is collected, the parent/carer must be given precise details of the times and dosage given during the day. Parents/carers must sign the form at each end of the day.

We will accept written permission once for a whole course of medication or for the ongoing use of a specific medication on a medication course form provided:

- The written permission is only acceptable for that brand name of medication and cannot be used for similar types of medication, e.g. if the course of antibiotics changes, a new form will need to be completed
- The dosage on the written permission is the only dosage that will be administered
- Parents/carers must notify us immediately if the child's circumstances change, e.g. a dose has been given at home, or a change in strength/dose needs to be given

The nursery will not administer a dosage that exceeds the recommended dose on the instructions unless accompanied by written instructions from a relevant health professional such as a letter from a doctor or dentist.

At the time of administering the medicine, a permanent member of staff will ask the child to take the medicine or offer it in a manner acceptable to the child at the prescribed time and in the prescribed form. Another member of staff must witness the medication being administered. A senior member of staff must be involved in this process, either administering or witnessing the medication process. If the child refuses to take the medication a note will be made on the form.

Where medication is “essential” or may have side effects, discussion with the parent/carer will take place to establish the appropriate response on a health care plan.

Any children taking a new course of antibiotics cannot attend the nursery until 24 hours have passed since the course of antibiotics has begun.

Sickness

If the nursery management team feels that a child would benefit from medical attention rather than non-prescription medication or is presenting as too unwell to be left at the nursery, we reserve the right to refuse nursery care until the child gets better.

Some common illnesses require a set period of exclusion from the nursery. We use the health protection in schools and other childcare facilities guidance to inform our exclusion periods. A list of these common illnesses and their associated exclusion periods can be provided on request at each nursery. Exclusion periods apply to both children and staff.

In the instance of loose nappies, if the cause of the loose nappy is believed to be due to an illness or sickness bug, then if a child has two loose nappies then parents/carers will be called to inform them that their child has had two loose nappies, and that a third will lead to a temporary exclusion due to sickness. If there is a third loose nappy then the child will need to be temporarily excluded from the setting, collected as soon as possible and cannot return for 48 hours from the last loose nappy.

In the instance of a child with sickness or diarrhoea, the parents/carers will be called to inform them that their child has been sick or has diarrhoea and will need to be temporarily excluded from the setting, collected as soon as possible and cannot return for 48 hours from the last period of sickness or diarrhoea.

Non-prescription medication

Those with parental responsibility for any child requiring non-prescription medication must hand over the medication to a permanent member of staff who will then note the details on the medication form. The parent/carer must be asked when the child has last been given the medication before coming to nursery and this must be recorded on the form. Similarly, when the child is collected, the parent/carer must be given precise details of the times and dosage given during the day. Parents/carers must sign the form at each end of the day.

We will not administer any non-prescription medication containing aspirin.

If a child does exhibit the symptoms for which consent has been given to give non-prescription medication, the duty manager will take the decision as to whether it is suitable

for the child to have this medication. Parents/carers will be contacted to collect the child if necessary and the child will be closely monitored.

For any non-prescription cream for skin conditions, prior written permission must be obtained from the parent/carer to administer this and the parent/carer must provide the cream which must be clearly labelled with the child's name.

On registration, parents/carers will be asked for consent to their child being given Calpol or antihistamines in emergency circumstances such as an increase in the child's temperature or a wasp or bee sting. This emergency nursery supply of Calpol and antihistamines will be stored on site and checked at regular intervals by the nominated person to make sure that it complies with any instructions for storage and is still in date. When these medicines are administered a nursery medication form must be used instead of a medication form.

Injections, pessaries, suppositories

As the administration of injections, pessaries and suppositories represents intrusive nursing, we will not administer these without appropriate medical training for every member of staff caring for this child.

Staff medication

If any staff member believes that their condition, including any condition caused by taking medication, is affecting their ability they must inform the manager and seek medical advice. The nursery manager will decide if a staff member is fit to work. This decision will include any medical advice obtained by the individual or from an occupational health assessment.

Storage

All medication and emergency medication for children and staff must have the child's name clearly written on the original container and kept in the medicine cabinet, which is out of reach of all children.

Any antibiotics requiring refrigeration must be kept in a fridge inaccessible to children.

All medications must be in their original containers, labels must be legible and not tampered with or they will not be given.

Individual health care plans

For ongoing medical conditions such as asthma, diabetes, epilepsy, or for allergies, a health care plan form must be completed for the child either upon their start at the nursery, or when the ongoing condition is diagnosed.

Food hygiene

Each nursery has an on-site kitchen where the cook will provide the food for each meal. Although all staff are made aware of food hygiene standards through mandatory training, the cook is responsible for all food that is provided as part of our sessions and as such must be suitably qualified. The cook is also responsible for kitchen cleanliness and that food hygiene standards are being met. This particularly involves all paperwork completed to ensure due diligence can be proved, and the routine calibration of food probes.

Our food hygiene processes follow the Safer Food Better Business framework as a best practice guideline, for more information about these guidelines please see the corresponding framework documentation.

If the cook is absent from the nursery then a suitably qualified member of staff will take their place and will be responsible for kitchen cleanliness, that food hygiene standards are being met, and that all necessary paperwork is completed.

Inspections and reporting

In the very unlikely event of any food poisoning affecting two or more children on the premises, regardless of whether this may arise from food offered at the nursery, we will inform Ofsted as soon as reasonably practical and in all cases within 14 days. We will also inform the relevant health agencies and follow any advice given.

The nurseries are inspected every 18 months by the local authority; the latest food hygiene ratings for our nurseries can be found on display in reception or on our website.

Allergies and allergic reactions

We are aware that children may have or develop an allergy resulting in an allergic reaction. Our aims are to ensure allergic reactions are minimised or, where possible, prevented and that staff are fully aware of how to support a child who may be having an allergic reaction.

Our procedures

- We ask parents/carers to share basic information about known allergic reactions and allergies before starting with us on the child's registration form
- All allergies and their accompanying reactions must also be fully recorded on a health care plan form as they become known to the parents/carers. This is then shared with the staff team
- Where a child has a known allergy, the nursery manager and cook will meet with the parent/carer before starting with us or, in the case of children who become allergic during their time with us, as soon as possible after the allergy has been determined
- A list of children's allergies is held in the kitchen as well as safely stored in each room so that all staff are aware of each child's allergies
- All food prepared for a child with a specific allergy is prepared separately and served on and with equipment that has not been in contact with this specific allergen
- The staff team and parents/carers will work together to ensure a child with specific food allergies receives no food at nursery that may harm them. This may include substituting specific meals on the current nursery menu
- Seating will be monitored for children with allergies. Where deemed appropriate, staff will sit with children who have allergies and where age/stage appropriate staff will discuss food allergies and the potential risks
- Staff show sensitivity in providing for allergies. They do not use a child's allergy as a label for the child, or make a child feel singled out because of their allergy
- If a child has an allergic reaction, a first-aid trained member of staff will act quickly and administer the appropriate treatment, where necessary. We will inform parents/carers and record the information on an accident form
- All children with allergies will have their food served first to them, and this will always be served either on yellow plates or in yellow bowls
- All food brought in by parents/carers must be in its original packaging with allergens clearly labelled. If this information is not available, then the food will not be given out to the children but will be passed to individual parents/carers at collection

Food information regulations

We incorporate additional procedures in line with the Food Information Regulations 2014 (FIR).

- All food stuffs used within the nursery are held on a list which identifies whether any of the 14 identified allergenic ingredients are contained within them; any substitute or new food items that enter the nursery must be added to this list
- An ingredient list for each meal is held so that individual meals can be checked for existence of each allergen

Hygiene

We are committed to providing an environment which is hygienic for all children, parents/carers, and staff.

Handwashing procedure

Handwashing must be undertaken at the following times:

- Before starting work including after every break
- Before handling food
- After eating and drinking
- After using the toilet
- After handling raw food and raw food packaging
- After touching bins or handling waste
- After cleaning
- After blowing your nose

The following is an example of good handwashing technique:

1. Wet your hands thoroughly under warm running water and squirt liquid soap onto your palm
2. Rub your hands together palm to palm to make a lather
3. Rub the palm of one hand along the back of the other and along the fingers. Repeat with the other hand
4. Put your palms together with fingers interlocked and rub in between each of the fingers thoroughly
5. Rub around your thumbs on each hand and then rub the fingertips of each hand against your palms
6. Rinse off the soap with clean water and dry your hands thoroughly on a disposable towel. Turn off the tap with the towel and then throw the towel away

Protective clothing

Protective clothing is provided for staff to use when handling food, contacting bodily fluids or during cleaning. Blue aprons and gloves are provided for food handling, with white aprons and gloves to be used for all other occasions. Staff must ensure that they wear the correct protective clothing to protect against infection, exposure to hazardous substances, and cross-contamination.

Protective clothing must be replaced if it tears, rips, breaks or becomes contaminated. Protective clothing must be replaced after every instance of intimate care undertaken, for

example after every individual nappy change. Whenever gloves are required, two gloves must be worn. For food preparation, hands must be washed before gloves are worn.

Cleaning

We are committed to providing a safe, happy and healthy environment for children to play, grow and learn. Cleanliness is an essential element of this practice. The nursery will be cleaned daily, and regular checks will be made to the bathrooms. The nappy changing facility will be cleaned after every use and potties will be cleaned out after every 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. The following must also be considered:

- Staff must be aware of general hygiene in the nursery and ensure that high standards are always kept
- Regular toy washing must be established in all rooms with sanitising fluid
- Floors should be cleaned during the day when necessary. Vacuum cleaner bags (where used) should be changed frequently
- Staff are requested to use the appropriate coloured mop for the task or area
- Chairs must be cleaned thoroughly after every use. Straps and reins must be washed weekly or as required
- 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

Only pre-approved products from our preferred janitorial supplier will be used to clean the nursery. These products have COSHH safety data sheets and are suitable to be used within the nursery environment. The responsibility for cleaning the different areas of each nursery is as follows:

- Communal spaces: Dedicated cleaner/nursery staff
- Office spaces: Nursery staff
- Childcare delivery spaces: Dedicated cleaner/nursery staff
- Gardens: Nursery staff
- Toilets: Dedicated cleaner/nursery staff
- Kitchens: Cook

Where a floor is mopped and is still wet, a wet floor sign must be on display to warn others. Each site will have its own cleaning schedule which is determined by the manager and must be adhered to. Soap dispensers, blue roll dispensers, and tissue dispensers are available across the nursery.

Laundry

All laundry undertaken within the nursery premises must meet the following guidelines.

- High risk items (heavily contaminated items such as those soiled with bloody or other bodily fluids, cleaning cloths, items used by an infectious person): Machine wash at 90°C in a separate load

- Medium risk items (such as towels, flannels, bed linen, bibs, tea towels): Machine wash at 60°C with items used around food preparation laundered separately
- Low risk items (such as soft toys and other items): Follow washing instructions

Usually, soiled clothes from toileting accidents will not be washed at our nurseries. In these instances, the clothes will be placed into a nappy sack, tied up and placed in the child's bag ready for parents/carers to take away at the end of the day. Bed linen is washed once per week, unless visibly dirty. Bed linen is provided per child and is stored in each child's own personal sleep bag which is kept at the nursery.

Immunisations

We expect that children are vaccinated in accordance with the government's health policy and their age. We ask that parents/carers inform us if their children are not vaccinated so that we can manage any risks to their own child or other children, staff, parents/carers in the best way possible. The nursery manager must be aware of any children who are not vaccinated within the nursery in accordance with their age.

We make all parents/carers aware that some children in the nursery may not be vaccinated, 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/carers. However, we will share the risks of infection if children have not had immunisations and ask parents/carers to sign a disclaimer.

We record, or encourage parents/carers to record, information about immunisations on children's registration documents and we update this information 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, as recommended by the NHS vaccination schedule and keep the nursery informed.

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

We keep emergency information for every child and update it regularly with reminders to parents/carers in newsletters and at parents' evenings.

Sun care

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

We follow guidance from the weather and UV level reports and use the following procedures to keep children safe and healthy in the sun:

- Key persons will work with the parents/carers of their key children to decide and agree on suitable precautions to protect children from burning, including those with more sensitive skin types and those that may be more tolerant to the sunshine
- Children must have a clearly labelled sun hat which will be worn at all times whilst outside in sunny weather. This hat will preferably be of legionnaires design – with an

extended back and side to shield children's neck and ears from the sun – to provide additional protection

- Children must either have labelled their own high factor sun cream or consent to using nursery sun cream. This enables children to have sun cream suitable for their own individual needs. Staff must discard sunscreen after the expiry date
- Parents/carers are requested to supply light-weight cotton clothing for their children suitable for the sun, with long sleeves and long legs
- Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun; children will not be allowed in the direct sunlight between 11.00am – 3.00pm on hot days, with this decision to be made by the nursery manager
- Children will always have sun cream applied before going outside in the hot weather and at frequent intervals during the day
- Children are encouraged to drink cooled water more frequently throughout sunny or warm days and this will be accessible both indoors and out
- 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
- Shade will be provided to ensure children are able to still go out in hot weather, cool down or escape the sun should they wish or need to

Nappy changing and toileting

We aim to support children's care and welfare daily in line with their individual needs. All children need contact with familiar, consistent carers to ensure they can grow confidently and feel self-assured. Wherever possible, each child's key person will change nappies and support toilet training according to the child's individual needs and requirements.

Nappy changing areas

We will use appropriate designated facilities for nappy changing which meet the following criteria:

- Facilities are separate to food preparation and serving, and children's play areas
- Changing mats have a sealed plastic covering and are frequently checked for cracks or tears. If cracks or tears are found, the mat is discarded
- The nappy changing area is inviting and stimulating
- Changing mats are disinfected regularly
- Clean nappies are stored in a clean dry place; soiled nappies are placed in a 'nappy sack' or plastic bag before being placed in the bin. Bins are regularly emptied and placed in an appropriate waste collection area
- Each child should have their own creams and lotions for any non-prescription cream for skin conditions. These are supplied by the parent/carer and must be clearly labelled with the child's name

Nappy changing procedure

Staff changing nappies will always attend the child and follow this procedure:

- Use a new disposable apron and pair of gloves for each nappy change
- Ensure you have all the equipment you need before each nappy change
- Lay the child on the change mat and undress the child

- Clean and change the child as per the parent's/carer's requested process
- During the change engage with the child by talking, singing, saying rhymes
- Dispose of the used nappy and wipes in a nappy sack and place this, the gloves and apron in the nappy bin
- When applying creams for rashes, a new pair of gloves must be worn
- Dress the child
- Disinfect change mat thoroughly
- Wash your hands

Only staff who have been trained in this procedure and who have an enhanced DBS check are able to change nappies. Students, work experience staff, supply staff and volunteers are not permitted to change nappies.

Staff who are pregnant must have nappy changing included in their risk assessment and any adjustments made before they can change nappies.

Nappies must be changed at least every four hours, with each nappy change noted down to include the time of the change, why the nappy was changed, and who changed the nappy, to be fed back to the parents/carers at the end of their child's session. In some circumstances such as sore skin around the nappy area, nappy changes will be undertaken on a more frequent basis.

Toileting

We will be guided by parents/carers and their wishes with regards to toilet training. Usually both parents/carers and the staff team will come to a mutual decision about when the right time comes for each child to begin toilet training.

We will use a suitable method to help each child become toilet trained in close partnership with parents/carers, as each child is unique, and each child will require a slightly different approach.

If on the rare occasion that the staff team feel that a child is ready to start toilet training, but parents/carers do not, then this will be dealt with sensitively and positively such that a resolution can be found. This applies equally to if the staff team feel that a child is not ready to start toilet training, but parents/carers do. The management team will support the staff team and parents/carers in this process.

If a child has a toileting accident in their clothes, staff will change the child and follow this procedure:

- Put on a disposable apron and pair of gloves
- Ensure you have all the equipment you need before changing the child
- If the child is of an appropriate size, lay the child on the change mat and undress the child. If not, the child should stand whilst you undress them within the toileting area in a location that respects their privacy
- Clean and change the child; if the child is of an appropriate age then they can be encouraged to dress themselves
- During the change engage with the child by talking, singing, saying rhymes
- Place any soiled clothing in a nappy sack
- Dispose of any wipes or contaminated cleaning items in a nappy sack and place this, the gloves and apron in the nappy bin

- Disinfect change mat or changing location thoroughly
- Place nappy sack with soiled clothing in the child's bag and note the change on the child's daily sheet
- Wash your hands

On most occasions the child will be changed into spare clothes provided by the parent/carer, and as part of the toilet training process we will ask for parents/carers to provide additional spare clothes for children during this period of change to help support them as much as possible. On the rare occasion that a child has gone through all the spare clothes provided, spare clothes will be provided by the nursery. If there are no suitable spare clothes available, we will contact parents/carers for further clothes, and if this is not possible, the child will be placed in a nappy and clothed as best as possible to keep them safe, warm, and their privacy protected.

Each time a child is changed, a note must be made to include the time of the change, why the child was changed, and who changed the child, to be fed back to parents/carers at the end of their child's session.

As with our nappy changing procedure, only staff who have been trained in this procedure and who have an enhanced DBS check are able to change children who have had a toileting accident. Students, work experience staff, supply staff and volunteers are not permitted to change children who have had a toileting accident.

Staff who are pregnant must have toileting accident changing included in their risk assessment and any adjustments made before they can change children who have had a toileting accident.

Toileting frequency will be determined on a case by case basis depending on the needs of each individual child, until the child is independent enough to take themselves to the toilet as they require it.

Learning and development

We provide an early years curriculum for all the children in our care contained within the Early Years Foundation Stage (EYFS). This framework aims to provide and support a child's learning, development and welfare from 0 – 5 years. To enable us to deliver this curriculum, we have a comprehensive learning and development policy.

Overarching principles

Four guiding principles within the EYFS shape practice in our early year's settings:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children **learn and develop well in enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children **develop and learn in different ways and at different rates**

Areas of learning

Working with children aged from three months to five years, our staff will focus on three prime and four specific areas of learning. These help children to develop, learn, and become ready for school. Each area of learning and development is implemented through planned, purposeful play and a mix of adult-led and child-initiated activity. Play underpins all development and learning for young children; most children play spontaneously, although some may need adult support, and it is through play that they develop intellectually, creativity, physically, socially and emotionally.

Prime areas

1. **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
2. **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
3. **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

Specific areas

4. **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
5. **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 measure
6. **Understanding of 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
7. **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

Online learning journey

We use an online software package called Blossom to log all our observations, progress reports and assessments. This software package also comprises a parent app, where parents can log in and see the progress that their child is making, as well as provide their own observations and feedback. All parents are provided with access to Blossom during their child's time with us.

Baseline assessment

During each child's first settling in visit, parents or carers will complete a baseline assessment with the key person on the three prime and four specific areas of learning using Blossom. This baseline assessment will determine the child's current development level. This baseline assessment is reviewed within the child's first month in the setting to establish if there are any clear discrepancies between what is observed and what the baseline assessment states.

During the first settling in visit the all about me section of Blossom must also be completed with the parent or carer, this provides more detail on the child's preferences and routine.

Planning and planned activities

Planning is crucial to deliver purposeful play and learning opportunities to the children within the setting and starts by identifying the next steps for each child's individual learning. These next steps must be identified after the child first starts with us following their baseline assessment review: one next step must be chosen for each of the seven areas of learning so that each child will have seven next steps. These next steps must include an early years outcome, and, if wanted, the early years goal the outcome applies to. For example, the next step for a 32-month-old for the Communication and Language area of learning might be either:

CL		CL
Listens to stories with increasing attention and recall	Or:	Listening and attention: Listens to stories with increasing attention and recall

Next steps sheets are displayed on the planning board in a plastic wallet, with one plastic wallet for each key person.

Each day, each member of staff must carry out one planned activity each morning and afternoon. These planned activities must be chosen to include at least one specific child from their key group, using the next steps sheet as a guide as to which activities to plan. Each member of staff must also have regard to the interest board (see below).

For the example next step above, an activity that might be chosen is "Reading favourite stories". This would be written by the key person on the daily planning sheet for either the morning or afternoon.

As each activity is completed and children progress along their stages of development, their next steps will be completed. As these next steps are completed, they must be highlighted on the child's next step sheet so that there is a clear visual representation as to which children have completed which next steps.

Next steps are refreshed for all children at the start of each term. If all seven next steps are completed for any children during the term, they should be refreshed at that point as well. Each key person will be given time out to review their key group's next steps to ensure that these are all up-to-date.

Planning is to be followed all year round except for August, when observations must still be completed but are not expected to be related directly to the next steps sheet: therefore, observations will usually only be general observations during August (see below).

Observations

Observations are completed in the room using the provided tablets and uploaded to the Blossom software for management approval. Time out is not usually given for observations to be completed and is expected to be carried out as part of the day to day routine.

Next step observations

It is anticipated that most observations undertaken will be next step observations, that is observations on activities that have been chosen for a specific child given their current level of development and current interests.

Given the example next step and planned daily activity above, this activity would involve using a child's favourite book or story and then reading this together. Due to the holistic nature of observations, this activity could provide a next step observation giving evidence for the following typical behaviour of 22- to 36-month olds for the "Listening and Attention" early learning goal:

- Listens to stories with increasing attention and recall – **this is the early years outcome specifically planned for**
- Listens to others one to one or in small groups, when conversation interests them – this is an additional early years outcome we can get evidence for from this activity but did not specifically plan for
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories – this is another additional early years outcome we can get evidence for from this activity but did not specifically plan for

This activity could of course provide evidence from other areas of learning as well; a strong observation will include as much information as possible to enable multiple areas of learning and hence multiple early years outcomes to be observed and recorded. In all observations, the characteristics of effective learning must also be included.

If other children join in with the activity as well as the child the activity was chosen for, then the member of staff should also ensure to complete an observation for these other children as well, regardless of whether they are in their key group or not, or whether the child is in their room or not (if children are visiting other rooms or free flowing within a common space).

Blossom makes it easy to make whole group observations with distinct observations also included for each child.

General observations

Not all observations on children will be related to the child's next steps. These general observations are very important to capture as it shows the children enjoying themselves in the environment and doing something different and ensures that learning journeys are not purely educational or developmental in content.

Titles

Observations which are directly related to next steps must be titled:

“Next step observation: [Next step]”

The emerging, developing or secure judgement is made with regards to the original next step only, not with regards to other early learning goals that may also have been covered by the observation due to the holistic nature of observing children.

Observations which are not directly related to next steps (see ‘wow’ moments below) do not need to be titled in this way but should still include at the end of their title either Emerging, Developing or Secure, where applicable.

Frequency and quality

Each child must have an observation completed directly related to their next steps at least once every two weeks, and each child must have a ‘wow’ moment observation at least once every week. Every member of staff will be expected to complete a minimum of three observations every day.

Observations must be of high quality and, for next step observations, must clearly show that they link to that child’s next steps. It is extremely important that staff do not infer observations; this is when staff do not complete thorough written observations but have physically observed a significant amount of information and so mark off lots of progress on the child’s online learning journey. Observation training will be provided for all staff to help provide strong observations across the team.

Key person

Each child will have a key person assigned to them at the start of their attendance at the nursery. If the key person is absent, other nursery staff will deliver the necessary planning for the group. A list of all key people and their key children is on display in each room.

- Each child’s key person will be there to support both parents/carers and children, to offer encouragement and provide a trusting relationship. This will make each child feel safe and secure when at the nursery, and help them flourish in our environment
- It is very important that each child’s key person works together with parents/carers to support each child. Each child’s key person will plan for each child as above, and will keep parents/carers regularly informed of each child’s progress by displaying work and photographs around the nursery as well as update each child’s online learning journey regularly
- Each child’s key person will plan for each child’s individual care and learning requirements, which will help us to identify and respond to any specialist needs which may require additional support

Progress reports and formal assessment

At the end of each term a progress report must be completed for each child by their key person to identify what level of development they are at for each early learning goal. These reports will be completed on the Blossom software and shared with parents so that they are able to see how their child is developing.

Undertaking these progress reports will ensure that all early learning goals are assessed each term. Following completion of these reports the new next steps for the following term can be identified, based on where each child requires either the most support or the most opportunity to develop further.

As part of the EYFS framework a formal assessment must be undertaken whilst each child is aged between two and three years old. This assessment is known as a two-year check; the first progress report completed after each child turns two will be their two-year check. Time out is given for each member of staff to complete their termly progress reports.

If parents or carers have any questions about assessment or are worried about their child's progress following their progress reports or two-year check, then we will arrange a meeting to discuss this with the child's key person and a member of the management team. This meeting will be to establish how we can support the child most effectively. Similarly, if the child's key person has any concerns about a child's progress, this will be raised in their key group review meeting (see below) and a meeting would also then be held in this case.

English as an additional language

If a child's home language is not English, we will give them opportunities to develop and use their home language in play and learning to support their language development at home. We will also make sure that the child has enough opportunities to learn and reach a good standard in English language during their time at our nursery.

Interest board

An interest board is on display in each room; this board contains photographs of each child in the room, with a speech bubble next to them. These speech bubbles reflect the child's current interests which can be wiped off and replaced at any time as they change, but at a minimum these must be reviewed every term.

Parents and staff are welcome to change the children's interest board at any time. When planning and organising activities to complement each child's next steps, the interest board enables the key person to make the activity more relevant to the child's unique interests.

Learning environment

The nursery environment also provides ongoing opportunities for learning. We believe that high-quality care and early learning is promoted by providing children with safe, clean, stimulating, age and stage appropriate resources, toys and equipment. To ensure this occurs within the nursery, including in our outdoor areas, we will:

- Provide enough equipment and resources for the number of children 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
- Provide play equipment and resources which promote continuity and progression, provide enough challenges and meet the needs and interests of all children
- Provide play equipment and resources that is mainly made of natural materials; no more than half of the resources are plastic
- Store and display resources and equipment where all children can independently choose and select them as much as possible
- Check all resources and equipment before first use and every day. We repair, clean or replace any unsafe, worn out, dirty or damaged equipment whenever required
- Encourage children to respect the equipment and resources and tidy these away when play has finished

Annual assessments of the environment are carried out by the team coordinators and management. These assessments are completed using the ITERS and ECERS frameworks, with the findings used to determine where the environment can be further improved.

The nursery environment also provides for opportunities for children to free flow throughout the day, taking part in their own open-ended, child-led play and learning opportunities, exploring the environment and using resources in the way they wish. The children control the content and intent of their own play, to complement adult-led learning provided by daily planning, extracurricular activities, and specific learning opportunities.

Room themes

Room themes are chosen with the children and changed once every half-term. Team coordinators are responsible for keeping their room theme relevant and refreshed, and for ensuring that boards and other visual displays are changed every half-term accordingly. Room themes are varied, for example they can relate directly to children's interests on the interest board, or they could be related to important events.

As part of our effort to increase children's 'cultural capital', room themes will enable children to experience a broader variety of experiences than they would usually get from just considering each children's individual levels of development and next steps. To make children more aware of their place within the world, and the opportunities that afford them, our room themes provide extracurricular experiences for all children.

Key group review

Each term following the completion of formative reports, each member of staff has a key group review meeting with a member of the management team to discuss their key children. This meeting will not just consider how children are developing in their educational attainment, but will also consider potential behaviour issues, SEND needs or inclusion requirements. There is also an opportunity for staff to make a professional judgement on children's current progress in areas of learning where no observations have been made.

All children who are in receipt of EYPP must have their specific requirements discussed and noted in the key group review.

Behaviour

We believe that children flourish best when they know how they and others are expected to behave. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. The nursery actively encourages and praises positive, caring and polite behaviour and provides an environment where children learn to respect themselves, other people and their surroundings.

We also promote the fundamental British values:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance for those with different faiths

Nursery rules and boundaries

Our nursery rules are concerned with safety, care and respect for each other. We keep these to a minimum and ensure they are age and stage appropriate.

We involve children in the process of setting rules for their room, to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them. The rules in each room are displayed on the wall accompanied with photos of the children from that room undertaking the rules where possible.

Training and guidance

Opportunities will be sourced for staff to undertake regular training and guidance around behaviour management. This will enable staff to:

- Advise each other on behaviour issues
- Keep up to date with legislation and research
- Support changes to policies and procedures in the nursery
- Access relevant sources of expertise where required and act as a central information source for all involved

Behaviour management

We decide how to handle challenging behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve removal of privileges or taking the child away from what they are currently doing, redirecting the child to an alternative activity, asking the child to talk and think about what they have done, or having a short period of time away from the group.

Discussions with children will take place as to why their behaviour was not acceptable if they have developed the skills or maturity to hold this conversation.

All staff support children in developing empathy and children will only be asked to apologise if they have developed these skills and understand why saying sorry is appropriate.

We make sure that the child who has been upset is comforted and the adult will confirm that the other child's behaviour is not acceptable.

In all circumstances we will always acknowledge that it is the behaviour that is not acceptable, not the child.

We inform parents/carers of their child's challenging behaviour or if their child has been upset by another child's behaviour. We keep confidential records on any challenging behaviour that has taken place, asking parents/carers to read and sign any incident forms concerning their child.

To support children's behaviour, we:

- Recognise the individuality of all our children and that some behaviours are normal in young children e.g. biting
- Encourage self-discipline, consideration for others, our surroundings and property
- Encourage children to participate in group activities to develop their social skills
- Work in partnership with parents/carers by communicating openly and encourage parents/carers to be positive role models, challenging poor behaviour

- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them; treats and rewards will not be offered or used to influence behaviour
- Will always use positive language when talking with the children and role model positive social interactions
- Support all children to develop positive behaviour, and make every effort to provide for their individual needs
- Promote non-violence and encourage children to deal with conflict peacefully
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate
- Do not single out children or humiliate them in any way
- Will not raise our voices (other than to keep children safe)
- Never use or threaten to use physical punishment/corporal punishment such as smacking or shaking
- Never permanently withhold food in response to challenging behaviour
- Help staff to reflect on their own responses towards challenging behaviours to ensure that their reactions are appropriate
- Only use visual displays to represent behaviour of a child or children only when deemed necessary following recommendations on an individual education plan
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent

Bullying

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's early development.

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong. At our nursery, staff follow the procedure below to enable them to deal with challenging behaviour:

- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- Children are helped to understand that using aggression to get things, is inappropriate and they will be encouraged to resolve problems in other ways
- Our staff will intervene when they think a child is being bullied, however mild or harmless it may seem
- Staff will initiate games and activities with children when they feel play has become aggressive, both indoors or out
- Staff will sensitively discuss any instance of bullying with the parents/carers of all involved to look for a consistent resolution to the behaviour

- If any parent/carer has a concern about their child, a member of staff will be available to discuss those concerns. Through co-operation we can ensure children feel confident and secure in their environment, both at home and in the nursery
- All concerns will be treated in the strictest confidence
- By positively promoting good behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop as responsible members of society

Persistent challenging behaviour

We will ask parents/carers to meet with staff to discuss their child's persistent challenging behaviour, so that if there are any difficulties, we can work together to ensure consistency between their home and the nursery. At this point an ABC form will be introduced to monitor and record instances of challenging behaviour. In some cases, we may request additional advice and support from other professionals.

We will then meet again with parents/carers and discuss the findings of the ABC form, review observations of the child, and make every effort to identify any persistent behavioural concerns and the causes of that behaviour. Should the persistent challenging behaviour continue, we will implement an individual behaviour plan, which could involve additional advice and support from other professionals.

If, following further reviews of the individual behaviour plan the child's persistent challenging behaviour does not improve, then exclusion may be applied.

Should a special educational need be identified at any point, the graduated approach should instead be adopted as explained in the special educational needs and disabilities policy.

Physical intervention

We only use physical intervention for the purpose of averting immediate danger or personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. We keep a record of any occasions where physical intervention is used and inform parents/carers on the same day, or as reasonably practicable.

We recognise that there may be times where children with behavioural needs may have regular occasions where they lose control and may need individual techniques to restrain them. This will only be carried out by staff who have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training and only with a signed agreement from parents/carers on when to use it. We will complete an incident form following any restraints used and notify the parents/carers.

Exclusion

Excluding a child is the last resort and should be avoided if at all possible. However, under certain circumstances, the exclusion of a child may be the only option to safeguard other children and staff following repeated unacceptable behaviour. This behaviour includes, but is not limited to:

- Repeated violent and/or uncontrollable behaviour
- A child persistently directing abusive/threatening language or behaviour towards either a member of staff or to another child
- Persistent antisocial behaviour or problems of an indefinable nature

- The child through his/her own behaviour is perceived to represent a physical risk to him/herself, to other children or to members of the nursery team

Procedure

Should any of what we consider unacceptable behaviour occur the nursery management will initiate the following procedure:

- The nursery team will execute the behavioural policy and procedures
- If the behaviour persists then the parents of the child will be consulted and an action plan formed
- Specialist advice and help will be sought
- A meeting with all relevant parties will be held to discuss the behavioural issues and to agree an action plan
- Progress will be reported to parents/carers daily
- If required, funding for a 1-to-1 will be sought
- All relevant parties will hold regular meetings
- If there is no improvement in the child's behaviour or the behaviour escalates, the child will be excluded
- A letter will be sent out informing parents/carers of the nursery decision to exclude the child
- There will be a review date set to look at supporting the child's return to the nursery setting. This review will also look at resources and funding if any available to help

Biting

We follow our behaviour policy to promote positive behaviour. However, we understand that children may use certain behaviours such as biting as part of their development. Biting is a common behaviour that some young children go through and can be triggered when they do not have the words to communicate their anger, frustration or need.

Procedure

The nursery uses the following strategies to help prevent biting:

- Language and sensory activities
- Biting rings
- Adequate resources and staff who recognise when children need more stimulation or quiet times

In the event of a child being bitten we use the following process:

- Comfort any child who has been bitten and check for any visual injury, administering any first aid where necessary
- Complete an accident form for the bitten child and inform parents/carers via telephone if deemed appropriate
- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who has been bitten. Parents/carers must be called in this instance and advised to have the wound assessed by a doctor
- Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the

child who has been bitten sad. The child will be asked to say sorry if developmentally appropriate or helped to develop their empathy skills by giving the child who has been bitten a favourite book or comforter

- Complete an incident form to share with the parents/carers at the end of the child's session

For confidentiality purposes we do not disclose the name of the child who bit on the accident form, or the name of the child who has been bitten on the incident form.

Persistent biting

If a child continues to bite, we will carry out observations to try to distinguish an underlying cause, such as tiredness or frustration. We will then arrange for a meeting with the child's parents/carers to develop strategies to prevent the biting behaviour. Parents/carers will be reassured that it is part of a child's development and not made to feel that it is their fault. We will then work closely with the child and the biting behaviour to prevent it from continuing.

If the biting still continues then we will seek help from relevant professionals or additional funding to provide further 1:1 support for the child, in case there is a special educational need that requires support. If there is still no progress after a reasonable amount time we will start to follow our exclusion policy.

Data protection

This data protection policy is subject to the laws relating to data protection and document retention, including the Data Protection Act 2018 and the General Data Protection Regulations.

As we hold personal information about staff and families, we are registered with the Information Commissioner's Office. A copy of this certificate can be viewed in the entrance area.

We follow the legal requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2017 and accompanying regulations about the information we must hold about registered children and their families and the staff working at the nursery.

This document provides overall guidance regarding data protection. More comprehensive details regarding our practice with data protection can be found in our privacy notices.

Access to information

Parents/carers and staff are welcome to see and contribute to the records that are kept relating to them and their children at any time. Parents/carers and staff may also make requests to access all data currently held by us; we must respond to this request within 28 days of receiving written confirmation of the request.

Data sharing

Where we have a legal obligation, contractual necessity or vital interest in sharing yours or your child's data with a third party, we will do so. Where we have a legitimate interest in sharing yours or your child's data with a third party, we will do so having completed a legitimate interest assessment to ensure that yours and your child's rights and interests are protected.

Where none of the above apply, we will require your written consent to share yours and your child's data with a third party. Consent is sought for expected third party data sharing through our registration pack. Any unexpected third-party data sharing which requires consent will also require a data sharing agreement form to be completed.

The above will not apply if we believe that by not sharing information with a third party would put your child at risk of harm.

Privacy notices

We have privacy notices in place for both parents/carers and staff. Both are available to view upon request.

Security, storage and retention

All parent/carer, child and staff information is stored securely according to the requirements of data protection registration, including details, permissions, certificates and photographic images. All information is either securely locked away at each of our nurseries or stored securely on our computer systems. Information which is on display publicly will be only be displayed with written consent.

We retain most information relating to children until they leave our nursery unless we have a legal obligation, contractual necessity, vital interest or legitimate interest to do so. Once these periods have elapsed the information will be destroyed.

Data breaches

Should a data breach occur then we will report this to the Information Commissioner's Office within 72 hours. We will also write to any affected parents/carers or staff regarding the breach. We will conduct a review of our processes immediately to ensure that further similar data breaches will not occur.

Training

We will ensure through induction and ongoing training and supervision that staff understand the need to protect the privacy of the children in their care, their families, and other staff members as well as the legal requirements that exist to ensure that information relating to children, parents/carers and staff is handled in a way that ensures confidentiality.

It is our intention to respect the privacy of children, their families, and staff and we do so by:

- Ensuring staff, student and volunteer inductions include an awareness of the importance of confidentiality and that information about the child and family is not shared outside of the nursery other than with relevant professionals who need to know that information. If staff breach any confidentiality provisions, this may result in disciplinary action and, in serious cases, dismissal
- Ensuring that all staff, volunteers and students are aware that this information is confidential and only for use within the nursery and to support the child's best interests with parental permission
- Ensuring that parents/carers have access to files and records of their own children but not to those of any other child, other than where relevant professionals such as the police or local authority children's social care team decide this is not in the child's best interest

- Ensuring staff do not discuss personal information given by parents/carers with other members of staff, except where it affects planning for the child's needs
- Ensuring staff, students and volunteers are aware of and follow our social networking policy as contained in the staff handbook
- Ensuring issues concerning the employment of staff remain confidential to the people directly involved with making personnel decisions
- Ensuring any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a 'need-to-know' basis. If, however, a child is considered at risk, our safeguarding/child protection policy will override confidentiality

Responsibility

- Data controller: Good Manors Day Nurseries Ltd, with day-to-day data protection responsibility delegated to the finance manager (Head Office site) and nursery managers (all other sites) acting on behalf of the organisation
- Data protection officer: Business and Operations Manager

Nutrition and mealtimes

We believe that mealtimes should be happy, social occasions for children and staff alike. We promote shared, enjoyable positive interactions at these times. We are committed to offering children healthy, nutritious and balanced meals and snacks which meet individual needs and requirements. We will ensure that:

- Children are supervised when eating to ensure staff are available to support children, for example if they need help cutting up their food or if they choke
- Food will be served to children appropriately for their age, with food pre-cut, pureed or mashed as individually appropriate
- A balanced, healthy and nutritious breakfast, lunch and high tea for children attending the nursery is offered, avoiding large quantities of fat, sugar, salt and artificial additives, preservatives and colourings
- Menus are planned, displayed for children and parents/carers to view, and refreshed four times per year according to children's eating preferences
- Fresh drinking water is always available and accessible. It is frequently offered to children and babies. In hot weather staff will encourage children to drink more water
- Meal and snack times are organised, so they are social occasions in which children participate in small groups. During meals and snack times children are encouraged to use their manners and say 'please' and 'thank you' and conversation is encouraged
- Staff use meal and snack times to help children to develop independence through making choices, using non-plastic cutlery and crockery from Tweenie age, serving their own food and drink at preschool age, and feeding themselves when able
- Staff support children to make healthy choices and to understand healthy eating through play opportunities and discussions
- Parent/carer requests for eating habits are respected such as baby led weaning
- Any child who shows signs of distress at being faced with a meal they do not like will have their food removed without any fuss. If a child does not finish their first course, they will still be given a helping of dessert
- Children are encouraged to eat some of everything and can eat at their own pace

- Quantities served are in line with recommended portion sizes following the Eat Better Start Better guidance
- The nursery provides parents/carers with daily verbal records of feeding routines for all children
- As per our hygiene procedure, staff wash their hands before handling foodstuffs, wear blue gloves and aprons when handling foodstuffs, and if gloves become contaminated or damaged then they are replaced

Allergies and allergic reactions

For full details, please see our allergies and allergic reactions procedure.

Individual dietary requirements

Individual dietary requirements are respected. We gather information from parents/carers regarding their children's individual dietary requirements on our registration form. Should a child's individual dietary requirements change whilst at the nursery, written confirmation must be provided by the parent/carer immediately to the nursery and a meeting must be held with the parent/carer, cook, and a member of the management team to discuss how this change will be catered for.

A list of children's individual dietary requirements is held in the kitchen as well as safely stored in each room so that all staff are aware of each child's individual dietary requirements.

Staff show sensitivity in providing for children's individual dietary requirements. They do not use a child's individual dietary requirements as a label for the child, or make a child feel singled out because of their individual dietary requirements.

Seating will be monitored for children with individual dietary requirements. Where deemed appropriate, staff will sit with children who have individual dietary requirements and where age/stage appropriate staff will discuss with children individual dietary requirements and the reasons for these.

Special educational needs and disabilities

We are committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs and we work hard to ensure no children are discriminated against or put at a disadvantage because of their needs.

We believe that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

We are committed to working alongside parents/carers in the provision for their child's individual needs to enable us to help the child to develop to their full potential. We are committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment.

Where we believe a child may have additional needs that have previously been unacknowledged, we will work closely with the child's parents/carers and any relevant professionals to establish if any additional action is required.

Where a child has additional needs, we feel it is paramount to find out as much as possible about those needs; any way that this may affect their early learning or care needs and any additional help they may need by:

- Liaising with the child's parents/carers and, where appropriate, the child
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Observing each child's development and monitoring such observations regularly

All children will be given a full settling in period when joining the nursery according to their individual needs.

Aims

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard to, the Special Educational Needs Code of Practice
- Provide well informed and suitably trained practitioners to help support parents/carers and children with special educational difficulties and/or disabilities
- Identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies
- Share any statutory and other assessments made by the nursery with parents/carers and support parents/carers in seeking any help they or the child may need
- Work in partnership with parents/carers and other agencies to meet individual children's needs, including the education, health and care authorities, and seek advice, support and training where required, provided parental consent is given
- Monitor and review our practice and provision and, if necessary, adjust, and seek specialist equipment and services if needed
- Ensure that all children are treated as individuals/equals and are encouraged to take part in every aspect of the nursery day according to their needs and abilities
- Challenge inappropriate attitudes and practices

Methods

We will:

- Designate a named member of staff to be Special Educational Needs and Disability Co-ordinator (SENCo)
- Undertake formal progress checks and assessments of all children
- Ensure that the provision for children with special educational needs and/or disabilities is the responsibility of all members of staff in the nursery
- Ensure that parents/carers are informed at all stages of the assessment, planning, provision and review of their child's care and education, including providing parents/carers with information on sources of independent advice and support

- Liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including transfer arrangements to other settings and schools. We work closely with the next school or care setting and meet with them to discuss the child's needs to ensure information exchange and continuity of care, provided consent from parents/carers is given
- Use the graduated response system for identifying, assessing and responding to children's special educational needs and disabilities
- Provide differentiated activities to meet all individual needs and abilities
- Use a system of planning, implementing, monitoring, evaluating and reviewing Individual Educational Plans (IEPs) for children with special educational needs and/or disabilities and review these with parents/carers every six weeks
- Ensure that children with special educational needs and/or disabilities and their parents/carers are consulted at all stages of the graduated response
- Provide resources (human and financial) to implement this policy
- The SENCo will be provided with specific training relating to Special Educational Needs and Disabilities (SEND) and the SEND Code of Practice
- Training will be provided to the staff team where necessary to help support children with special educational needs or disabilities

Special educational needs and disability code of practice

The nursery has regard to the statutory guidance in the Special Educational Needs and Disability code of practice (2015) to identify, assess and make provision for children's special educational needs. The nursery will undertake a progress check of all children at age two.

The Code of Practice recommends that, in addition to the formal check above, the nursery should adopt a graduated approach to assessment and planning, led and coordinated by the SENCo. 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 or disability.

The graduated approach starts when a practitioner or the SENCo identifies a child with special educational needs. The practitioner or SENCo will complete an initial concern form, monitor the child's development and progress, and ensure that the child's parents/carers are aware of the initial concerns that the staff team have.

Following this initial monitoring, if the child continues to present as requiring additional support, the SENCo will meet with the parents/carers and complete an Individual Education Plan (IEP) with them, providing key actions to help the child, targets for the child, and also note any individual teaching strategies, resources or changes to provision for the child. If appropriate and with parent/carer consent, additional information will be sought from external professionals. The IEP will be reviewed every six weeks with the SENCo and child's parents/carers. A cycle of assessment, planning, doing and reviewing will be undertaken in increasing detail, with increasing frequency, to identify the best ways of securing and maintaining progress.

If the child continues to require additional support, then the SENCo, in consultation with the child's parents/carers, will decide which external support services are required, usually following a review of the IEP. The nursery will share its records on the child with those

services provided parental consent is obtained, so that they can advise on any IEP targets and appropriate strategies to help the child.

Statutory assessment

If the help given through an IEP and with support from external agencies is not enough to enable the child to progress satisfactorily, it may be necessary for the nursery, in consultation with the parents/carers and any external agencies already involved, to request a statutory assessment by the local authority. This may lead to the child receiving an education, health and care plan.

Funding

If, at any stage of the graduated approach funding is made available by the local authority to help provide support for a child, how this funding is to be spent is determined between the SENCo, parents/carers and the nursery management team.

SENCo

The role of the SENCo is to take the lead in assessment of children's strengths and weaknesses, assist with planning future support for children in discussion with colleagues and assist in monitoring and subsequently reviewing actions taken with children with special educational needs and disabilities.

The SENCo must ensure that appropriate records are kept including a record of children's SEN support and those with Education, Health and Care plans. The child's key person will usually remain responsible for working with the child daily and for planning and delivering an individualised programme.

The SENCo works closely with all staff to make sure the systems in place to support each child are followed. The identity of the SENCo can be found on the staff board in each nursery.

Inclusion and equality

We take great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual. We are 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, or pregnancy or maternity has no place within our nursery.

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. Appropriate steps will then be taken to investigate the matter and if such concerns are well-founded, disciplinary action will be invoked under the nursery's disciplinary policy.

The legal framework for this policy is based on:

- Special Education Needs and Disabilities Code of Practice 2015
- Equality Act 2010
- Childcare Act 2006
- Children Act 2004

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 because of age, sex, gender reassignment, disability, marriage or civil partnership, race, religion or belief, sexual orientation, pregnancy or maternity/paternity 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
- Making reasonable adjustments for children with special educational needs and disabilities
- 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

Accessibility

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 are accessible to all groups and individuals in the community. We are committed to working with any child who has a specific need and/or disability and will make reasonable adjustments to enable every child to make full use of the nursery's facilities. All children have the right to a broad and well-balanced early learning environment.

Recruitment

Recruitment, promotion and other selection exercises such as redundancy selection will be conducted on the basis of merit, against objective criteria that avoid discrimination. Shortlisting should be done by more than one person if possible.

Application forms will be sent out along with a copy of the equal opportunities monitoring form. Application forms will not include questions that potentially discriminate on the grounds specified in the statement of intent.

Vacancies should generally be advertised to a diverse section of the labour market. Advertisements should avoid stereotyping or using wording that may discourage particular groups from applying.

At interview, no questions will be posed which potentially discriminate on 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.

Providers have a responsibility to ensure that practitioners have the health and physical capacity to teach and will not put children and young people at risk of harm. Providers are responsible for ensuring that only practitioners who have the capacity to teach remain on the staff team. People with disabilities or chronic illnesses may have the capacity to teach, just as those without disabilities or medical conditions may be unsuitable to teach.

Staff

It is our policy 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, behaviours and attitudes which are oppressive or discriminatory on the grounds 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. All new staff receive induction training including specific reference to the inclusion and equality policy. The nursery will strive towards the provision of inclusion, equality and diversity training for all staff on an annual 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 early learning opportunities and are supported in their learning
- Working in partnership with all families to ensure they understand the policy and challenge any discriminatory comments made
- Ensuring the medical, cultural and dietary needs of children are met
- Identifying a key person to each child who will continuously observe, assess and plan for children's learning and development
- Helping children to learn about a range of food and cultural approaches to meal times and to respect the differences among them

Information and meetings

Information about the nursery, its activities and their children's development will be given in a variety of ways according to individual needs (written, verbal and translated), to ensure that all parents can access the information they need.

Wherever possible, meetings will be arranged to give all families options to attend and contribute their ideas about the running of the nursery. These meetings should provide implementation and review dates for any identified changes.

Dealing with discriminatory behaviour

We do not tolerate discriminatory behaviour and take action to tackle discrimination. We believe that parents/carers have a right to know if discrimination occurs and what actions the nursery will take to tackle it. We follow our legal duties in relation to discrimination and record all incidents any perceived or actual relating to discrimination on any grounds and report these where relevant to children's parents/carers and the registering authority.

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, criterion or practice 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'
- 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:

- Age

- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership
- 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 (depending on the nature of what is written)
- Provocative behaviour such as wearing badges and insignia and the distribution of discriminatory literature
- Threats against a person or group of people pertaining to the nine protected characteristics listed above
- Discriminatory comments including ridicule made in the course of discussions
- Patronising words or actions

Our procedures

We tackle discrimination by:

- Expecting all staff in the nursery to be aware of and alert to any discriminatory behaviour or bullying taking place
- Expecting all staff to intervene firmly and quickly to prevent any discriminatory behaviour or bullying, this may include behaviour from parents/carers and other staff members
- Expecting all staff to treat any allegation seriously and report it to the nursery manager. Investigating and recording each incident in detail as accurately as possible and making this record available for inspection by staff, inspectors and parents/carers where appropriate, on request. The nursery manager is 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
- Informing: the parents/carers of the child(ren) who are perpetrators and/or victims should be informed of the incident and of the outcome, where an allegation is substantiated following an investigation
- Excluding or dismissing any individuals who display continued discriminatory behaviour or bullying, but such steps will only be taken when other strategies have failed to modify behaviour. This includes any employees where any substantiated allegation after investigation will incur our disciplinary procedures (please see the policy on disciplinary procedures)

We record any incidents of discriminatory behaviour or bullying 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

If the behaviour shown by an individual is deemed to be radicalised, we will follow our procedure as detailed in our Safeguarding Policy in order to safeguard children and families concerned.

Nursery staff

We expect all staff to be alert and seek to overcome any ignorant or offensive behaviour based on fear or dislike of distinctions that children, staff or parents/carers may express in nursery.

We aim to create an atmosphere 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; or appear to endorse such views by failing to counter behaviour, which is prejudicial in a direct manner. We expect all staff to use a sensitive and informed approach to counter any harassment perpetrated out of ignorance.

Looked after children

We are 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 small minority in children's homes, looked after by family members or even placed back within the family home.

The term 'looked after child' denotes a child's current legal status. The nursery never uses this term to categorise a child as standing out from others or refers to a child using acronyms such as LAC.

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

- Childcare Act 2006
- Children Act (1989 and 2004)
- Adoption and Children Act (2002)
- Children and Young Persons Act (2008)
- Children and Families Act (2014)

Our policy

Our nursery treats each child as an individual. We recognise that for young children to get the most out of educational opportunities they need to be settled appropriately with their

carer. We will discuss with the child's carer, and social worker where applicable, the length of time the child has been with the carer before they start nursery to establish how secure the child feels and whether they are ready to be able to cope with further separation, a new environment and new expectations made upon them.

We are aware that there are a number of reasons why a child may go into care and these reasons may or may not include traumatic experiences or abuse. All our 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. 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.

Where applicable, we contribute to any assessment about the child, such as those carried out under local authorities' assessment frameworks or Early Help Assessment (EHA) and to any multi-agency meetings, case conferences or strategy meetings in relation to the child's learning and development. The designated person for looked after children and/or the child's key person will attend meetings as appropriate. The designated person for 'looked after children' is the nursery manager.

Each child is 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 any other agencies involved. Regular contact will be maintained with the carers throughout the child's time at the nursery and with the social worker or other professionals (where applicable).

The key person will carry out regular ongoing practice such as observations to build up a picture of the child's interests, and plan activities accordingly to support the child's stage of learning and development and interests. This information will be shared with carers and other professionals as appropriate as well as any concerns surrounding their developmental stages.

Where necessary we will develop a care plan 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
- 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 any other organisation or professionals 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 in the setting, when, where and what form the contact will take will be discussed and agreed

- Who may collect the child from nursery and who may receive information about the child
- What written reporting is required
- Wherever possible, and where the plan is for the child to return to their home, the birth parent(s) should be involved in planning
- With the social worker's agreement, and as part of the plan, whether 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, we will complete a Personal Education Plan (PEP) in partnership with the social worker and/or care manager and carers. We will also attend all appropriate meetings and contribute to reviews.

The key person and designated 'looked after' person will work together to ensure any onward transition to school or another nursery is handled sensitively to ensure that this is as smooth 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

Local authority: Hampshire – 02392 244020; Portsmouth 023 9268 8830
Children's social care team: Hampshire – 01329 225379; Portsmouth 023 9268 8793

Separated families

We recognise that when parents/carers separate it can be a difficult situation for all concerned. We understand that emotions may run high and this policy sets out how we will support all parties within the nursery including our staff team. The key person will work closely with the parents/carers to build close relationships which will support the child's/children's emotional wellbeing and report any significant changes in behaviour to the parent. Parents/carers will be signposted to relevant services and organisation for support for the whole family.

Nursery registration

During registration we collect details about both parents/carers including who has parental responsibility. If a parent/carer does not have parental responsibility or has a court order in place to prevent this, we must have a copy of this documentation for the child's records.

If a child is registered by one parent/carer of a separated family, we request disclosure of all relevant details relating to the child and other parent/carer such as court orders or injunctions. This will ensure we can support the child and family fully in relation to the below. We will:

- Ensure the child's welfare is paramount at all times they are in the nursery
- Comply with any details of a court order where applicable to the child's attendance at the nursery where we have seen a copy/have a copy attached to the child's file
- Provide information on the child's progress, e.g. learning journeys, progress checks within the nursery, to both parents/carers where both hold parental responsibility
- Invite both parents/carers to nursery events, including parental consultations and social events where both hold parental responsibility

- Ensure any incident or accident within the nursery relating to the child is reported to the person collecting the child
- Ensure that all matters known by the staff pertaining to the family and the parent's/carer's separation remain confidential
- Ensure that no member of staff takes sides regarding the separation and treats both parents equally and with due respect
- Not restrict access to any parent/carer with parental responsibility unless a formal court order is in place. We respectfully ask that parents/carers do not put us in this position

We ask parents/carers to:

- Provide us with 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 the 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

Bereavement and life changes

We recognise that children and their families may experience grief and loss of close family members or friends or their family pets whilst with us in the nursery as well as other potentially traumatic life changes such as parent/carer separation. 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/carers are upset and why this person is either no longer around or is living elsewhere.

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

- We ask that if there is a loss of a family member or close friend, or a separation is underway that parents/carers inform the nursery as soon as they feel able. This enables us to support both the child and family wherever we can and helps us to understand any potential changes in behaviour of a child who may be affected 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
- The child may need extra support or one-to-one care during this difficult time. We will adapt our staffing arrangements so the child is fully supported by the most appropriate member of staff on duty, where possible the child's key person

We also recognise that there may also be rare occasions when the nursery team 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.org 08457 909090
Priory: www.priorygroup.com 08452 774679
Child Bereavement UK: www.childbereavementuk.org
Cruse Bereavement Care: www.crusebereavementcare.org.uk 0844 477 9400
British Association of Counselling: www.bacp.co.uk 01788 578328
SANDS: www.uk-sands.org

Missing child

We are committed to promoting children's safety and welfare. In the unlikely event of a child going missing, we have procedures in place to follow immediately.

Child missing from nursery

- 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 duty manager will be informed immediately and all staff present will be informed. Some staff will be deployed to start an immediate thorough search of the nursery, followed by a search of the surrounding area, whilst ensuring that some staff remain with the other children so they remain supervised, calm and supported throughout
- The duty manager will call the police as soon as they believe the child is missing and follow police guidance. The parents of the missing child will also be contacted
- A second search of the area will be carried out
- During this period, available staff will be continually searching for the missing child, whilst other staff maintain as near to normal routine as possible for the rest of the children in the nursery
- The duty manager will meet the police and parents
- The duty manager will then await instructions from the police
- 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
- 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 and a statement will be prepared by senior management
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced

Additional guidance for trips and outings

We carry out regular head counts of children throughout any outing or visit. In the unlikely event of a child going missing, the above procedure will be followed, but extra care must be taken to keep the remaining children safe whilst searches are carried out.

In all instances of children going missing on a trip or outing, all other activities must cease immediately and all children and staff gather in a secure location. In some instances on-site security may also be able to assist with the search for a missing child.

A full list of contact details are taken on trips and outings.

Dropping off and collection

Dropping off and collection is a vital part of the day, as this is the only time parents/carers will usually get to liaise directly with the staff team and is also the only time children are able to enter and leave the setting. Therefore, we have a specific procedure in place to maintain children's safety and security.

Please always shut all doors fully as you enter and leave the setting, do not let others into the building, and do not tell any other adults any security codes to enter the building, in order to maintain security.

Dropping off

At Good Manors we give a warm welcome to every child and family on their arrival. When dropping your child off at the nursery, please ring the doorbell or knock the door and wait for a member of staff to let you into the nursery. Children can be dropped off and collected at any time within the times of their booked session, but if parents arrive early for their children's session, we kindly ask that you wait with your child until your session time starts.

Once in the nursery, parents and carers are requested to pass the care of their child to a member of staff. The staff member receiving the child will record the time of their arrival on the daily attendance register. The staff member will also record any specific information provided by the adult who drops off the child such as if your child has any medication requirements for the day, or if they require a home accident/incident form to be completed.

If a different person will be collecting your child, please inform the staff team at drop off so that collection arrangements can be finalised and to allow for the collection procedure below to be followed. Failure to do so can result in refusal of entry to the building for the person collecting, which can cause offence and distress.

Children who are displaying as unwell or are too unsettled to be left at the nursery will not be able to be left in our care, this decision will be made at the discretion of the duty manager.

In our experience a quick drop off is much less unsettling for a child than a lengthy one. If a child is distressed about being left at the nursery, it is best to say goodbye to them and leave swiftly so that your child is aware that you have left but that you will be coming back later. This is difficult for lots of parents but is completely normal.

Collection

The child's key person or other nominated staff member must handover to the adult collecting the child at collection. This should include opportunities to discuss the child's day, such as meals, sleep time, activities, interests, progress and friendships. The adult must be told about any accidents or incidents and the appropriate records must be signed by them before departure. Where applicable, all medicines should be retrieved from the medicine box or fridge after the adult has arrived and handed to them personally. All personal belongings must be taken at the end of each day.

The nursery will not release a child to anyone other than those authorised by the parents/carers on the registration form unless an agreement has been made for another adult to collect at the time of the child's arrival. If a member of staff has not yet met or does not recognise the regular person collecting a child, they must check the person's identity before allowing them to collect the child, and check that they also know the password to collect the child.

In the case of emergencies where an arrangement is made for another adult to collect the child, parents/carers must inform the nursery about the arrangements as soon as possible. In instances of both a planned change and emergencies, a password is required for the designated adult to collect the child and the adult may be asked to provide identification.

If there is ever any doubt regarding the identity of the adult collecting a child or the arrangements in place, the nursery will check the person's identity by ringing the child's parents/carers or their emergency contact numbers and the child will not be allowed to leave the premises until this doubt is satisfied.

On departure, the staff member releasing the child will mark the child register to show that the child has left the premises.

Late collection

The following procedure should be followed by parents/carers if they expect to be late:

- Call the nursery as soon as possible to advise of your situation
- Ask a designated adult to collect your child wherever possible and provide them with the password
- Inform the nursery of this person's identity so the nursery can talk to the child if appropriate. This will help to reduce or eliminate any distress 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, including their date of birth where known. The designated person must know the individual child's safety password for the nursery to release the child into their care
- In order to provide any additional care a late fee of £10.00 per every fifteen minutes or part thereof of additional care will be charged to parents

Non-collection

If a child has not been collected from the nursery after a reasonable amount of time, we initiate the following procedure:

- The duty manager will be informed that a child has not been collected
- The duty manager will check for any information regarding changes to normal routines, parents'/carers' work patterns or general information. If there is no information recorded, the duty manager will try to contact the parents/carers on the telephone numbers provided for their mobile, home or work. If this fails, the duty manager will try the emergency contacts shown on the child's records
- The duty manager and one other member of staff must stay behind with the child (if outside normal operating hours). During normal operating times, the nursery will plan to meet required staff ratios. If the parents/carers have still not collected the

child, the manager will telephone all contact numbers available every 10 minutes until contact is made

- In the event of no contact being made after one hour has lapsed, the duty manager will ring the local authority children's social care emergency duty team
- 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 £10.00 per every fifteen minutes or part thereof of additional care will be charged to parents

Contact numbers

Social Care Emergency Duty Team: 0300 555 1373
Ofsted: 0300 123 1231

Admissions

We offer three- and four-year-old universal (570 hours per year) places and three- and four-year-old extended (570 hours per year) places to eligible children where places are available. Funding is also available for eligible two-year-olds. We are also in receipt of the Early Years Pupil Premium and the Disability Access Fund for eligible children. We offer the following pattern of provision for early education:

- Standard: Up to 15 or 30 hours per week three- and four-year-old universal and extended funding over 38 weeks
- Stretched: Up to 11 or 22 hours per week three- and four-year-old universal and extended funding stretched over 51 weeks

For the free entitlement, this can be taken between 8:30am and 11:30am Monday to Friday and/or 8:00am – 6:00pm Friday.

If you require any additional hours these may be purchased in line with our fees where places are available. Funding can be applied to our other sessions as advertised on our fees list; funding applied to these sessions does not cover meal costs and these must be paid for.

Funding eligibility

Children will be entitled to universal funding from the term after the child has reached the age of three. Extended funding is conditional upon the parent receiving a current, valid eligibility code from HMRC, and is available the term after this valid, eligible code is obtained. Parents must apply at www.childcarechoices.gov.uk.

You will need to revalidate your eligibility code every three months; HMRC will prompt you when it is time to do this. If you become ineligible for the extended funding, you will fall into 'Grace Period'. This is a short period of time to give you the opportunity to find work or reconfirm eligibility. We will inform you of the end of your grace period date if this occurs. If you wish to continue with your extended hours once the grace period ends but remain ineligible for extended funding, you will need to pay for these sessions yourself.

If you have any questions, queries or appeals regarding the extended funding, please contact HMRC on 0300 123 4097.

You will continue to be entitled for your universal funding regardless of whether you are eligible for the extended funding or fall out of eligibility.

You must complete a Parent Declaration Form every term to enable us to claim the early education funding your child is entitled to. You must complete this information and return it to the management team. Information you provide on this form will also enable us to access any additional funding that your child may be eligible for.

Applying for a place

To apply for a place at Good Manors you must complete and return your registration form to the management team. You must provide original copies of documentation to confirm that your child has reached the eligible age for early education funded places, such as a birth certificate or passport, and provide proof of address. You must provide us with your eligibility code for extended funding. We retain paper or digital copies of documentation to enable the local authority to carry out audits and fraud investigations as and when required.

Allocating places and the waiting list

If there are not enough places available for all applicants, we will allocate places in the following priority order:

- Children who have a sibling at the setting
- Order of date application received (starting from the earliest)
- Children who will have their fourth birthday during the academic year for which they are applying to school and would only be able to benefit from three terms of nursery education
- Looked After Children
- Children who have exceptional medical or social grounds.
- Children who live nearest to the setting measured as the crow flies i.e. in a straight line from the centre of the home residence to the main entrance of Good Manors.

The waiting list will be maintained by the management team.

If we are unable to offer you a place for all your entitled funded hours you may wish to share your early education funding with another local provider. We will work with parents to identify other providers who your funded hours could be shared with.

Deposits and registration fees

Portsmouth

No deposit is charged to secure your child's place where you are only using funded hours. A deposit of £100 and registration fee of £50 is charged to secure your child's place when you are paying for additional hours on top of your funded hours.

Hampshire

A deposit of £100 is charged to secure your child's place where you are only using funded hours. A deposit of £100 and registration fee of £50 is charged to secure your child's place when you are paying for additional hours on top of your funded hours.

We will not charge parents 'top up' fees (the difference between our usual fee and the funding we receive from the local authority to deliver funded places).

Notice period (Portsmouth only)

Parents are required to give a four-week notice period for any funded and paid hours when deciding to withdraw their child from Good Manors and will be invoiced for this period in the usual way.

Meal costs

If you do not wish to purchase any meals or snacks during the specific free entitlement hours outlined at the start of this document then you must inform us of this.

Invoicing

We will ensure that invoices and receipts are clear, transparent and itemised, allowing parents to see that they have received their funded entitlement completely free of charge and understand fees paid for additional hours.

Adverse weather

We have an adverse weather policy in place to ensure our nursery is prepared for all weather conditions that might affect the running of the nursery such as flood, snow and heat waves.

If any of these incidents impact on the ability of the nursery to open or operate, we will contact parents via phone.

We will not take children outdoors where we judge that weather conditions make it unsafe to do so.

Staff must assume that the nursery is open unless otherwise informed and therefore will always be expected to attend work unless a prior arrangement has been made with their manager as per the severe weather procedure in the staff handbook.

If the nursery closes due to adverse weather conditions, then fees are still payable in full.

Severe weather

If severe weather conditions such as snow or flood is threatened during a nursery day then the manager will take the decision in consultation with senior management 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 children.

In the event of staff shortages due to snow or other severe weather, we will contact all available off duty staff and/or agency 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.

Animals

We recognise that pets can help meet the emotional needs of children and adults. Caring for pets also gives children the opportunity to learn how to be gentle and responsible for others and supports their learning and development.

Nursery pets

- Permission slips are obtained from parents/carers to seek written permission for their child to be involved in caring for the animal at nursery if required
- A full documented risk assessment is completed, including considerations for children with any allergies if required
- All pets are homed appropriately and securely
- Only staff have responsibility for cleaning out the animals (where applicable). Protective equipment such as gloves and aprons are used
- We ensure all pets have had all their relevant vaccinations, are registered with the vet and are child-friendly
- Pets are not allowed near food, dishes, worktops or food preparation areas. Children will wash their hands with soap and water after handling animals, and will be encouraged not to place their hands in their mouths while pets are being handled. The staff will explain the importance of this to the children
- Children will be encouraged to leave their comforters and dummies away from the animals to ensure cross-contamination is limited

Pets from home

If a child brings a pet from home to visit the nursery as a planned activity, parents/carers of all children who will be in contact or in the same area as the pet are informed. We obtain written permission from parents/carers to ensure no child has an allergy or phobia. We complete a full, documented risk assessment prior to the pet visiting and analyse any risks before this type of activity is authorised.

Pets will not be allowed near food, dishes, worktops or food preparation areas. Children will wash their hands with soap and water after handling animals and will be encouraged not to place their hands in their mouths during the activity. The staff will explain the importance of this to the children.

Children will be encouraged to leave their comforters and dummies away from the animals to ensure cross-contamination is limited.

Visits to farms

All off-site visits must first be assessed and undertaken as per our standard outings procedure. However, in the case of visits to farms, additional guidance follows.

- We will explain to the children that they will not be allowed to eat or drink anything, including crisps and sweets, or place their hands in their mouths, while touring the farm because of the risk of infection and explain why
- We will ensure suitable precautions are in place where appropriate e.g. in restricted areas such as near slurry pits or where animals are isolated

- We will encourage children to leave comforters (e.g. soft toys and blankets) and dummies either at nursery, in the transport used or in a bag carried by a member of staff to ensure cross-contamination is limited
- After contact with animals and particularly before eating and drinking, we will ensure all children, staff and volunteers wash and dry their hands thoroughly. If young children are in the group, hand washing will be supervised. We will always explain why the children need to do this
- Meals, breaks or snacks will be taken well away from the areas where animals are kept and children will be warned not to eat anything which has fallen on the ground. Any crops produced on the farm will be thoroughly washed in water before consumption
- We will ensure children do not consume unpasteurised produce, e.g. milk or cheese
- Manure or slurry presents a risk of infection and children will be warned against touching it. If they do touch it, we will ensure that they thoroughly wash and dry their hands immediately
- We will ensure all children, staff and volunteers wash their hands thoroughly before departure
- We will ensure footwear and clothing is as free as possible from faecal materials

Apprentices, students and volunteers

We are committed to sharing good practice with those wishing to pursue a career in childcare. We welcome students and apprentices to join our staff team and gain work experience within our nursery. The number of apprentices we accept will vary from nursery to nursery. We accept one student at a time as more students than this places undue pressure on staff. We do, however, accept small groups on occasional placements when research or studies are being carried out that will be of benefit to childcare.

Apprentices

Apprentices are a key part of the early years workforce and will be supported accordingly by the training provider and the nursery. Apprentices will be treated as regular members of staff and so fall under the same requirements as all other staff as detailed in the nursery policies and procedures. Additionally, for apprentices:

- All apprentices will have an enhanced Disclosure and Barring Service (DBS) check provided by Good Manors before their qualification begins
- All apprentices will be assigned a mentor from the senior staff team
- It is expected that during the apprentice's qualification, their tutor will visit the nursery to undertake necessary observations and discussions to enable the apprentice to complete their qualification
- Apprentices will also be provided with 20% off-the-job training time across the course of their entire qualification. The makeup of this time will be determined on an individual basis in consultation with the nursery manager, the apprentice, their tutor and their mentor within the nursery
- Apprentices will not usually be a key person but will usually be a co-key person
- Apprentices will undertake all duties as per other members of staff including intimate care and nappies where needed, and count towards our childcare ratios

Students

We will only offer placements to students who are associated with a recognised child-related course, or on occasions, pupils from local secondary schools on work experience. We offer placements only after discussions with the appropriate tutors and the establishment of close links with the college, training provider or school.

We expect all students to visit 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 and complete any paperwork required by their placement.

Our policy for those on placements is as follows:

- All students will have an enhanced Disclosure and Barring Service (DBS) check provided by their training provider before their placement begins
- All students are assigned to a senior member of staff who will supervise their work and explain the safeguarding, health and safety, and fire requirements of the nursery
- Students will be supervised at all times and will not be left alone with the children
- Students cannot change nappies or undertake any form of intimate care
- It is expected that during the student's placement, their tutor will visit the nursery with the nursery to receive feedback about the student's progress
- Students will be offered support and guidance throughout their placement and given constructive, honest feedback in respect of their performance
- 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
- All students on placement must adhere to the same codes of conduct as permanent staff including confidentiality, time-keeping and dress codes

In some cases, we may include students on long term placements (aged 17 and over) in our childcare ratios. This will be at the discretion of the manager and only will only occur when the manager is satisfied the student is competent and responsible.

Volunteers

We recognise the immense benefits that volunteers bring to the nursery. In return we hope to give volunteers an opportunity to share their skills in a different environment and to undertake new experiences.

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, safety and quality of care and early learning for the children. Volunteers will be supervised at all times and will never be included in our childcare ratios.

Our policy for volunteers is as follows:

- All volunteers will have suitability checks conducted in the same way as paid employees. This will include an enhanced DBS check and receipt of two suitable written references. These checks will be conducted before any volunteer starts

- Volunteers will be offered training and/or support as appropriate. We will provide any training and support required for the role, including child protection and health and safety training. The purpose of this is to enable the volunteer to be supported and enhance their development in their voluntary role within our team
- Volunteers are expected to comply with all the nursery's policies and procedures. The volunteer's induction process will include an explanation of this
- On commencing their volunteer work, the volunteer will be given a volunteer's induction pack containing general information about the nursery
- Each volunteer will have a designated support person who will take the volunteer through their induction and support and advise them throughout their time in the nursery. This will be allocated to the volunteer on a case by case basis but will usually be a senior member of staff
- Volunteers will be supervised at all times and will not be left alone with the children
- Volunteers cannot change nappies or undertake any form of intimate care
- All volunteers must adhere to the same codes of conduct as permanent staff including confidentiality, time-keeping and dress codes
- All volunteers are encouraged to contribute fully to the nursery routine and to spend some time in every area

Caring for babies and toddlers

We care for children under the age of two and ensure their health, safety and well-being through the following:

- Children under the age of two have a separate room. We ensure that younger children have opportunities to have contact with older children whilst at nursery
- The staff team caring for children under the age of two will be provided with the opportunity to undertake specific training for working with babies
- Outdoor shoes are removed or covered when entering the baby area
- Children under two years are not given pillows, cot bumpers or any soft furnishings
- Babies are laid to sleep on their back
- Sheets or thin blankets come no higher than the baby's shoulders, to prevent them wriggling under the covers. We check regularly these don't slip over the baby's head
- Children's individual sleeping bags may be used in consultation with parents. These are washed at least weekly and when necessary
- Cots are checked before use to ensure no items are within reach i.e. hanging over or beside the cot (e.g. fly nets, cables)
- All chairs used for feeding are fitted with restraints and these are always used. Children are never left unattended in chairs. Restraints are removed and washed weekly or as needed
- Babies are never left propped up with bottles
- Babies sleeping outside have cat/fly nets over their prams and prams must lie flat so children are supported
- Sleeping children are supervised at all times either with staff working in the room whilst children are asleep, or, in the case of cot rooms, through the use of a sleep monitor and periodic staff checks

- Checks on sleeping children are completed every 10 minutes. This may increase to five minutes for younger babies and or new babies. Checks are documented with the time and staff initials on the sleep check form
- Where milk is prepared for babies there is a separate kitchen which is specifically designated for this preparation
- Bottles of formula milk are only be made up as and when the child needs them and cannot be brought in by parents/carers pre-mixed. These should be cooled to body temperature, so they are an appropriate temperature for the child to drink safely
- Bottles and teats are thoroughly cleaned with hot soapy water and sterilised after use (they will not be washed in the dishwasher)
- Contents of bottles are disposed of after two hours
- A designated area is available for mothers who wish to breastfeed their babies or express milk
- Labelled mothers' breast milk is stored in the fridge
- If dummies are used or dropped they will be cleaned and sterilised
- All dummies are stored in separate labelled containers
- Sterilisers are washed out and cleaned daily
- Any bruising on non-mobile babies must be reported to the local authority

Complaints and compliments

We believe that parents and carers are entitled to expect courtesy and prompt, careful attention to their individual needs and wishes. We hope that parents/carers are happy with the service provided and we encourage parents/carers to voice their appreciation to the staff concerned.

We record all compliments and share these with staff.

We welcome any suggestions from parents/carers on how we can improve our services and will give prompt and serious attention to any concerns that parents/carers may have. Any concerns will be dealt with professionally and promptly to ensure that any issues arising from them are handled effectively and to ensure the welfare of all children, enable ongoing cooperative partnership with parents/carers and to continually improve the quality of the nursery.

We have a formal procedure for dealing with complaints where we are not able to resolve a concern. Where any concern or complaint relates to child protection, we follow our safeguarding and child protection policy.

A record of all complaints will be kept online and in the nursery with all supporting evidence.

Complaints procedure

Below is the standard process that we follow when dealing with complaints. However, in some instances some stages may be missed out. For example, if a parent/carer wishes to immediately put their complaint in writing, the process will start at stage 3.

Stage 1

If any parent or carer should have cause for concern or any queries regarding the care or early learning provided by the nursery, they should in the first instance take it up informally

with the child's key person or the team coordinator. If the cause for concern or query is related to something other than this, then it should be taken up informally with a member of the management team.

Stage 2

If the matter remains unresolved, the nursery will respond formally through the manager to the parent or carer to ensure that it is dealt with comprehensively. The manager dealing with the complaint will make a record of this in the complaints log and document any actions.

Stage 3

If the issue remains unresolved or parents or carers feel they have received an unsatisfactory outcome, then they must present their concerns in writing as a formal complaint to the nursery manager.

The manager will then investigate the complaint and report back to the senior management team, who will then report back to the parent or carer within 14 days of the initial complaint being received. The senior manager dealing with the complaint will document it fully and the actions taken in relation to it in the complaints log.

Stage 4

If the parent or carer is unhappy with the outcome of their complaint, then they may appeal to the senior management team. A different member of the senior management team will review the complaint and report, and chair a formal meeting involving the manager and parent or carer.

A record of the meeting will be made and documented, and all parties will be required to sign the minutes and actions of this meeting to confirm its accuracy. There is no further action to appeal after this stage and all decisions made will be final.

Complaints to Ofsted

Parents and carers have the right to raise concerns with Ofsted, including at all stages of the complaints procedure, and are given information on how to contact Ofsted. Ofsted is the registering authority for nurseries in England and investigates all complaints that suggest a provider may not be meeting the requirements of the nursery's registration. It risk assesses all complaints made and may visit the nursery to carry out a full inspection where it believes requirements are not met. Contact details for Ofsted are as follows:

Email: enquiries@ofsted.gov.uk
Telephone: 0300 123 1231
By post: Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

Conflict resolution with parents/carers who may be challenging

We believe that we have a strong partnership with our parents/carers and an open-door policy to discuss any matters arising. In the unlikely event that a parent/carer starts to act in an aggressive or abusive way at the nursery, our policy is to:

- Direct the parent/carer away from the children and into a private area, such as the office (where appropriate)
- Ensure that a second member of staff is in attendance, where possible, whilst continuing to ensure the safe supervision of the children
- Act in a calm and professional way, ask the parent/carer to calm down and make it clear that we do not tolerate aggressive or abusive language or behaviour
- Contact the police if the behaviour escalates
- Once the parent/carer 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
- Management will provide any support and reassurance that staff may need following the experience, and seek further support where necessary
- Management will also signpost parents/carers to further support where applicable
- Staff will protect the privacy of the children in our care and ensure that information regarding the incident is kept confidentially

In cases of repeated aggressive or abusive behaviour, we may exclude the parent/carer from the nursery.

Critical incident

We understand that we need to plan for all eventualities to ensure the health, safety and welfare of all the children we care for. We have a critical incident policy in place to ensure our nursery can operate effectively in the case of a critical incident. These include:

- Flood
- Fire
- Burglary
- Abduction or threatened abduction of a child
- Missing 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 of the nursery to operate, we will contact parents/carers via phone message and through our social media channels at the earliest opportunity, e.g. before the start of the nursery day.

Should the nursery be assessed as unsafe through any incident we will follow our operational plan and provide with alternative arrangements in sister nurseries in the local area.

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 central 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 decide, based on the severity and location of this flooding, that it may be deemed necessary to follow the evacuation procedure. In this instance children will be kept safe and parents/carers will be notified.

Fire

Please see the fire safety policy.

Burglary

The management of the nursery follow a lock up procedure which ensures all doors and windows are closed and locked before vacating the premises.

The manager will always check the premises as they arrive in the morning. Should they discover that the nursery has been broken into they will follow the procedure below:

- Dial 999 with as many details as possible, i.e. name and location, details of what you have found and emphasise this is a nursery and children will be arriving soon
- Contain the area to ensure no-one enters until the police arrive. The staff will direct parents/carers and children to a separate area as they arrive. If all areas have been disturbed staff will follow police advice, including following the relocation procedure under flood wherever necessary to ensure the safety of the children
- The manager on duty will help the police with enquiries, e.g. by identifying items missing, areas of entry etc.
- A manager will be available during this time to speak to parents/carers, reassure children and direct enquires
- Management will assess the situation following a theft and ensure parents/carers are kept up to date with developments relating to the operation of the nursery

Abduction or threatened abduction of a child

We have secure safety procedures in place to ensure children are safe while in our care, including safety from abduction. Staff must be vigilant always and report any persons lingering on nursery property immediately. All doors and gates to the nursery are locked and cannot be accessed without an entrance code. Parents/carers 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 dropping off and collection policy for more details. Parents/carers are requested to inform the nursery of any potential custody issues or family concerns as soon as they arise, so the nursery can support the child. The nursery will not take sides in relation to any custody issue and will remain neutral for the child. If an absent parent/carer arrives to collect their child, the nursery will not restrict access unless a court order is in place. Parents/carers are requested to issue the nursery with a copy of these documents should they be in place.

If a member of staff witnesses an actual or potential abduction from nursery we have the following procedures which are followed immediately:

- The police must be called immediately
- The staff member will notify management immediately and the manager will take control
- The parents/carers 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 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 has ended. The management will follow the 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. Incidents will be dealt with on an individual basis considering the effect on the safety, health and welfare of the children and staff in the nursery. The nursery manager will notify Ofsted in the event of a critical incident.

Parent/carer engagement

We hope as parents/carers that you will have a close working relationship with our staff, taking an interest in your child's time with us nursery. We offer a variety of ways for parents/carers to be more involved in the work that we do with your child, and we find that the more engaged that parents/carers are with the nursery, the closer a bond can be built between nursery and home, which benefits each child more.

Face to face engagement

The most regular way we engage with parents/carers is through the daily interactions and conversations between parents/carers and the staff team on drop-off and collection. It is at these times important messages are communicated between home and the nursery, and at the end of the day provides the staff team with the opportunity to inform parents/carers about what their child has done at nursery throughout the day.

A daily handover will always take place between a member of the staff team and the adult collecting each child.

Blossom

Blossom is our online learning journey software. As well as the verbal handover, a daily diary is also completed with Blossom, and released at the end of each day to the Blossom parent app, so that parents/carers can keep up to date with their child's day. This also aids information sharing between parents/carers who aren't always able to see each other every day and pass information on.

There is also the ability for parents/carers to upload their own observations and photographs of their children through the Blossom parent app, which will then appear in their child's online learning journey.

Formal meetings

We hold meetings with parents/carers when required based on the needs of each child. This will usually be to discuss ways in which we can support the child in their learning and development, or it could be at a parent/carer's request to discuss changes in the home environment. If you would like to have a meeting with a member of the management team for any reason, please let them know so that this can be booked in.

Progress evenings

Every term a progress evening is held where all parents/carers are invited to come in and discuss their child's current level of development and progress across the areas of learning within the Early Years Foundation Stage curriculum. Progress evenings are optional; however, it is strongly recommended that all parents/carers attend so that current attainment can be discussed in a more formal manner than the daily handover which is generally more around the child's daily interests and care received.

Nursery events

Every month a nursery event is held which parents/carers are invited to attend. These events range from craft afternoons around Halloween to our end of year Graduation event for all our school leavers. Attendance at nursery events is optional but can provide opportunities for parents/carers to see what activities the children take part in at the nursery first-hand.

Some of our nursery events are also opportunities for the nursery to fundraise for their nominated charity.

Parent/carer events

Once a term we hold a parent event to fundraise for the nursery's nominated charity. These events are social occasions where parents and staff can socialise together whilst raising money for worthy causes.

There are also regular evening events for parents held at each nursery to discuss an area of interest that parents may have further questions about, such as our Blossom learning journey software, observations, early years education funding, and the Early Years Foundation Stage.

Home learning opportunities

Each nursery also provides various home learning opportunities for parents/carers to take home from the nursery and to use with their children at home. Please speak to your nursery management team for more information about what is offered in your child's nursery.

Newsletter

We provide a newsletter that is sent to all parents at the start of each month, detailing what each nursery has been up to and some examples of things that the children have been doing. The newsletter also reminds parents of important upcoming dates and provides information on important, nursery-wide updates.

Letters and correspondence

Parents/carers will receive letters and correspondence throughout their time at the nursery as well as having face to face contact with the staff team. Letters and correspondence will

cover a variety of areas, such as changes to policies and procedures, changes to the staff team, as well as provide invoices to parents.

Social media and website

We have social media channels which are regularly updated with our latest news as well as what the children have been doing daily within our nurseries. Parents can comment and share these posts as well with their family and friends.

- Our Facebook page can be found at: www.facebook.com/GoodManorsDayNurseries
- Our Twitter handle is @GoodManorsDN
- Our Instagram handle is GoodManorsDN

We also have our website at www.goodmanors.co.uk, which is regularly updated with the latest news and information regarding Good Manors Day Nurseries, including our blog.

Sleep

We aim to ensure that all children have enough sleep to support their development and natural sleeping rhythms in a safe environment. We make sure that:

- Babies are placed on their backs to sleep. If a baby rolls onto their tummy, they should be turned onto their back, however once a baby can roll from back to front and back again on their own, they can be left to find their own comfortable position
- Babies/toddlers are never put down to sleep with a bottle to self-feed
- Babies/toddlers are monitored visually when sleeping. Checks are recorded every 10 minutes and babies are only left in a separate sleep room without staff supervision if a baby monitor is present

As good practice we monitor babies under six months or a new baby sleeping during the first few weeks every five minutes until we are familiar with the child and their sleeping routines, to offer reassurance to them and families.

We provide a safe sleeping environment by:

- Monitoring the room temperature
- Using clean, light bedding/blankets and ensuring babies are appropriately dressed for sleep to avoid overheating
- Only using safety-approved cots or other suitable sleeping equipment (i.e. pods or mats) that are compliant with British Standard regulations, and mattress covers are used in conjunction with a clean fitted sheet
- Only letting babies sleep in buggies if they lie flat
- Not using cot bumpers or cluttering cots with soft toys, although comforters will be given where required
- Keeping all spaces around cots and beds clear from hanging objects i.e. hanging cords, blind cords, drawstring bags
- Ensuring every baby/toddler is provided with clean bedding
- Transferring any baby who falls asleep while being nursed by a practitioner to a safe sleeping surface to complete their rest

We ask parents/carers to inform their child's sleeping routine with the child's key person when the child starts at nursery and these are reviewed and updated at timely intervals. If a baby has an unusual sleeping routine or a position that we do not use in the nursery i.e.

babies sleeping on their tummies, we will explain our policy to parents/carers and not usually offer this unless the baby's doctor has advised the parent/carer of a medical reason to do so, in which case we would require written confirmation of this.

We recognise parents'/carers' knowledge of their child about 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. They will also not usually wake children from their sleep.

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.

Sustainable practice

We value our environment. 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.

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 when not in use
- Not leaving any equipment on standby
- Unplugging all equipment at the end of its use/the day
- Energy saving wash cycles on the washing machine

The nursery recycles paper waste at paper banks and ensures that where possible other sources of waste are recycled to reduce the effect on the environment.

Where age/stage appropriate, we help children to understand the importance of sustainable lifestyles including how to be healthy as well as recycling, energy saving etc.

Settling in and transitions

We recognise that young children will experience many transitions in their early years; some of these planned and some unplanned. We are sensitive to the impact of such changes to children and this policy sets out the ways in which we support children going through these transitions.

Staff are trained to observe their key children and to be sensitive to any changes in their behaviour and personality. We respectfully ask that parents/carers 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 behaviour.

Starting nursery

We aim to support parents/carers to help their children settle quickly and easily by considering the individual needs and circumstances of every child and their families. Our aim is for children to feel safe, stimulated and happy in the nursery and to feel secure and comfortable with all staff. We also want parents/carers to have confidence in both their children's continued well-being and their role as active partners, with the child being able to benefit from what the nursery has to offer.

All our staff know about the importance of building strong attachments with children. They are trained to recognise the different stages of attachment and use this knowledge to support children and families settling in to the nursery.

Our nursery will work in partnership with parents/carers to first settle their child into the nursery environment by:

- Allocating a key person to each child before they start. The key person welcomes and looks after the child, ensuring that their care is tailored to meet their individual needs. They offer a settled relationship for the child and build a relationship with their parents/carers during the settling in period and throughout their time at the nursery, to ensure the family has a familiar contact person to assist with the settling in process
- Providing parents/carers with relevant information about the policies and procedures of the nursery
- Requiring parents/carers and children to visit the nursery before an admission is planned
- Planning settling in visits lasting approximately one hour each. There will be a total of four settling in visits. These are provided free of charge and usually occur over a one- or two-week period, dependent on individual needs, age and stage of development, with additional visits where necessary. The first visit will be with the parent/carer staying with their child at the nursery to complete an initial baseline assessment with the child's key person and complete their all about me details on the online learning journey software. All other settling in visits are usually for the child only
- Reassuring parents/carers whose children seem to be taking a long time settling into the nursery and developing a plan with them that can be accommodated
- Reviewing the nominated key person if the child is building up a stronger bond 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

We ask that parents/carers of younger children and babies bring nappies, formula, wipes, lotions, creams, and any comforters. Mothers who are breast feeding are welcome to visit the nursery to feed your child, or if this is not possible, to bring in supplies of your own milk in a labelled bottle.

All children should bring with them at least two changes of clothes, a warm coat and, if applicable, a pair of wellington boots and all-in-one suit. For the summer months all children are required to bring a named sun hat with them. We do ask that to avoid confusion for parents/carers and potential distress for children that all personal belongings and clothing are clearly marked and that children do not bring toys, equipment or property into the nursery, as the nursery cannot accept responsibility for any loss or damage to these items.

Moving rooms

When a child is ready to move to a different room in the nursery, we follow the process set out below and work with the parents to ensure this is a seamless process in which the child is fully supported at all stages.

This can include a handover meeting between the existing key person, new key person and parents/carers.

- A letter will be sent to the parents/carers outlining how the upcoming transition will work, clarifying the estimated room move date and the first settling in session date
- The child will spend short sessions in their new room prior to the permanent move to enable them to feel comfortable in their new surroundings
- The child's key person will go with the child on these initial visits to enable a familiar person to be present at all times
- Parents/carers will be kept informed of all visits and the outcomes of these sessions
- Only when the child has settled in through these taster sessions will the permanent room move take place. If a child requires more support this will be discussed between the key person, parents/carers, manager and team coordinator of the new room to agree how and when this will happen

Starting school or moving childcare providers

Starting school is an important transition and some children may feel anxious or distressed. We will do all we can to facilitate a smooth move and minimise any potential stresses.

The following process relates to children going to school. However wherever possible, we will adapt this process to support children moving to another childcare provider e.g. childminder or another nursery:

- We provide a variety of resources that relate to the school, e.g. uniform to dress up in, a role play area set up as a school classroom, photographs of all the schools the children may attend
- We invite school representatives into the nursery to introduce them to the children
- We produce a comprehensive report on every child starting school to enable teachers to have a good understanding of every child received. This will include their interests, strengths and level of understanding and development in key areas

Other early years providers

Where children are attending other early years settings or are cared for by a childminder, we will work with them to share relevant information about children's development.

Where a child is brought to nursery or collected from nursery by a childminder, we will ensure that key information is being provided to the childminder to pass on to the child's parents/carers, however all information will also be logged on our online learning journey system for all parents/carers to access.

Our online learning journey system can also be shared with other providers to illustrate how the child is currently achieving and what areas of learning are currently being worked on.

Information will only be shared with other providers with parental consent.

Family breakdowns

We recognise that when parents/carers separate it can be a difficult situation for all concerned. We have a separated families policy that shows how the nursery will act in the best interest of the child.

Moving home and new siblings

We recognise that both these events may have an impact on a child. Normally, parents/carers will have advance notice of these changes and we ask parents/carers to let us know about these events so we can support the child to be prepared. The key person 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

We recognise that this may be a very difficult time for children and their families and have a separate policy on bereavement which we follow to help us offer support to all concerned should this be required.

If parents/carers feel that their child requires additional support because of any changes in their life, we ask that you speak to the nursery manager and the key person to enable this support to be put into place.

Use of dummies

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.

We also recognise that overuse of dummies may affect a child's language development as it may restrict the mouth movements needed for speech. 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 speech will be.

Our nursery will:

- Discuss the use of dummies with parents/carers as part of babies' individual care plans
- Only allow dummies for comfort for an older child if they are very upset or if there are mitigating circumstances which would increase the need for a comforter such as if they are new to the setting or going through a transition, and/or as part of their sleep routine
- Store dummies in individual hygienic dummy boxes labelled with the child's name to prevent cross-contamination with other children
- Immediately clean or sterilise any dummy or bottle that falls on the floor or is picked up by another child

When discouraging the dummy staff will:

- Make each child aware of a designated place where the dummy is stored
- Comfort the child and, if age/stage appropriate, explain in a sensitive and appropriate manner why they do not need their dummy
- Distract the child with other activities and ensure they are settled before leaving them to play
- Offer other methods of comfort such as a toy, teddy or blanket
- Explain to the child they can have their dummy when they go home or at sleep time

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

Visits and outings

We offer children a range of local outings including walks and visits off the premises. We believe that planned outings and visits complement and enhance the learning opportunities inside the nursery environment and extend children's experiences.

Procedures

Visits and outings are carefully planned using the following guidelines, whatever the length or destination of the visit:

- A risk assessment will always be carried out by a senior member of staff before the outing to assess the risks or hazards which may arise for the children, and identify steps to be taken to remove, minimise and manage those risks and hazards. This risk assessment may or may not be written
- We will endeavour to visit the venue prior to the visit. This will ensure that the chosen venue is appropriate for the age, stage and development of the children
- We provide appropriate staffing levels for outings dependent on an assessment of the safety and the individual needs of the children
- At least one member of staff will hold a valid and current paediatric first aid certificate and this will be increased where risk assessment of proposed activity deems it necessary
- A fully stocked first aid box will always be taken on all outings along with any special medication or equipment required
- A completed trip register together with all parent/carer and staff contact numbers will be taken on all outings
- Regular headcounts will be carried out throughout the outing
- All staff will be easily recognisable by other members of the group
- Children will be easily identified by staff when on a trip by using high visibility vests/jackets
- A fully charged mobile phone will be taken as a means of emergency contact
- If deemed necessary by the risk assessment, an outings plan will be completed

Outings plan

If the risk assessment deems an outings plan to be necessary, this will include details of:

- The name of the designated person in charge - the outing leader
- The name of the place where the visit will take place
- The estimated time of departure and arrival
- The number of children, age range of children, the ratio of staff to children, children's individual needs and the group size
- The equipment needed for the trip, i.e. first aid kit, mobile phone, coats, safety reins, pushchairs, rucksack, packed lunch etc.
- Staff contact numbers
- Method of transportation and travel arrangements (including the route)
- Financial arrangements

- Emergency procedures
- The name of the designated first aider and the first aid provision
- Links to the child's learning and development needs

Use of vehicles for outings

When planning a trip or outing using vehicles, records of vehicles and drivers including inspections, licenses, MOT certificates and business use insurance must be available on request.

All vehicles used are fitted to the supplier's instructions with enough numbers of safety restraints appropriate to the age/weight of the children carried in the vehicle. Any mini buses/coaches are fitted with 3-point seat belts.

When children are being transported, we maintain ratios.

If a vehicle is used for outings the following procedures will be followed:

- Ensure the maximum seating is not exceeded
- All children will be accompanied by a registered member of staff
- No child will be left in a vehicle unattended
- Extra care will be taken when getting into or out of a vehicle
- The vehicle will be equipped with a fire extinguisher and emergency kit containing warning triangle, torch, blankets, wheel changing equipment and so on

Lost children

In the event of a child being lost, the lost child procedure will be followed. Any incidents or accidents will be recorded in writing and Ofsted will be contacted and informed of any incidents.