

Nursery Policy

St Paul's Primary School and Nursery



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1. The Principles of Business

We recognise that children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. St Paul's nursery and all of its employees prides itself on continuously reflecting upon its practice in order to improve the provision for our children and their families. In addition, the nursery is adaptable to change and is committed to keeping up to date with any changes in government legislation.

This booklet sets out the policies and procedures that the nursery will adhere to at all times. This ensures that both employees and parents are fully aware of the values which underpin our practice and the aims and expectations for the children and families in our care.

All information contained within these policies applies to children, staff and parents in both settings and shall be adhered to at all times.

2. Child Protection

Our policy applies to all early year's practitioners, catering staff, students, volunteers and peripatetic staff working in the setting and is in accordance with Staffordshire Safeguarding Children's Board, Children and Lifelong Learning, Tipping Street, Stafford, ST16 2DH.

This policy is available to parents on request, and parents are advised to read through these policies at the start of each child's time at nursery and is circulated following any update to legislation. We also liaise with parents when updating our policies and welcome their input.

The policy applies to children aged from birth to five years and complies with the welfare requirements of the Early Years Foundation Stage 2017 Framework, under section 40 of the Childcare Act 2006.

St Paul's nursery has a commitment to every child, regardless of gender, ethnicity, disability or religion. All children deserve to have a safe and happy upbringing and the nursery is committed to ensuring all children are aware of this right. All people using

this setting will share this responsibility and commitment. If any concerns arise the advice of professional agencies will be sought.

If there is a concern about a child we will make a referral with or without consent.

Designated Persons and Training

The Designated Safeguarding Lead is Mr Davies. Deputy safeguarding leads are Mrs Danylyk and Miss Hill, all of which have undertaken level 2 safeguarding children training. All other staff will undertake Level 1 Safeguarding training as part of their induction. All safeguarding matters will be discussed with Mrs Paylor in order to ensure that all children are protected appropriately.

The Designated Safeguarding Lead will:

- Ensure that every member of staff, students and volunteers know the name of the designated person and their role.
- Ensure that all understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated person responsible for child protection and the procedures to be followed in an allegation being made to them.

Definitions of signs and symptoms of abuse

‘Abuse is anything that is harmful, injurious or offensive to an individual’

www.nspcc.org.uk

Physical Abuse: includes hitting, shaking, kicking, punching, scalding, suffocating and other ways of inflicting pain or injury. It also includes giving a child harmful substances such as drugs, alcohol or poison and if a parent/guardian reports nonexistent symptoms or illness in a child or deliberately causes illness in a child.

Signs and symptoms may include: bruises, bruised eyes, frequently broken bones, untreated or inadequately treated injuries, injuries to parts of the body where accidents are unlikely such as thighs, back, abdomen. Bruising which looks like hand marks or finger marks, cigarette burns, human bites, scalds and burns.

Emotional Abuse: When a parent/guardian behaves in a way that is likely to seriously affect the child's emotional development. It can range from constant rejection and denial of affection to severe criticism, deliberate humiliation and verbally 'terrorising' a child.

Signs and symptoms: it is not always easy to identify emotional abuse, but the effects are damaging and long lasting. This could lead to serious behavioural learning, emotional or mental disorders. All of which affect development into healthy well adjusted adult.

Sexual Abuse: when a child or young person is pressurised, forced or tricked into taking part in any kind of sexual activity with an adult or young person. This can include kissing, touching the young person's genitals or breasts, intercourse or oral sex, encouraging a young to look at pornographic magazines, video's or sex act.

Signs and symptoms: pain, itching, bruising or bleeding in the genital and/or anal area, genital discharge or urinary tract infections, stomach pains or discomfort walking or sitting and sexually transmitted infections.

Behavioural signs and symptoms: quiet, withdrawn, a refusal to attend nursery, having difficulty concentrating, showing unexpected fear or distrust of a particular adult, using sexually explicit language or behaviour, referring to a 'secret' friendship with an adult or young person.

Neglect: is persistent lack of appropriate care of children including love, stimulation, safety, nourishment, warmth, education and medical attention. It can have a serious effect on a child's physical, mental and emotional development. For babies and young children this can be life threatening.

Signs and symptoms: severely underweight or small for their age, poorly clothed with inadequate protection from the weather.

Witnessing Abuse: if a child is witness to any of the above, to another child, sibling, parent/guardian, this is deemed as abuse.

St Pauls nursery also has clear procedures for dealing with children who go missing from education. Our leaders, managers and staff are alert to signs that if there is an

occurrence of children and learners, who may be missing, or who might be at risk of abuse or neglect.

Inappropriate behaviour displayed by staff members, or any other person working with children, for example, inappropriate sexual comments; excessive one to one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images will be responded to in a timely and appropriate way. Where there is an allegation regarding a member of staff in our setting, the matter will be dealt with accordingly, following our policy, and any referrals will be made to our local authority.

Recognition Statement

The business has a duty to follow procedures set out by the Local Safeguarding Children Board, which are as follows:

- a) Injury on arrival – a child arriving to nursery with any marks or injuries will have these noted down with an explanation from the child's parents/guardian who will sign the book.
- b) Discovery injury – any marks not explained on the child's arrival but noted later as a result of nappy changing or change of clothing will also be recorded and a decision made on the action to take.
- c) Accident book – any injuries that children receive as a result of activities at the setting will be noted down and reported to parents.
- d) Disclosure – children giving information will be taken seriously and a discussion* will follow to decide the appropriate action.
- e) Third party disclosure – information given from third parties will be taken seriously and a discussion* will follow to decide the appropriate action.

Apologies are made prior to any incident occurring, if staff are not aware i.e. children do not discuss or response emotionally to arguing, bullying or biting etc. Please be assured that incidents will try to be prevented and action will be taken if incidents occur.

It is advisable, if incidents such as bumps to the head or bullying occur, that they are reported to key workers so that observation of the child can take place.

Discussion Group*

If a discussion occurs, the discussion group will only ever consist of the necessary persons to ensure confidentiality is kept. This group will consist of the DSL Mr Davies, Mrs Danylyk and Miss Hill, who will be responsible for the recording of information. However, the welfare of the vulnerable person is paramount and this may mean breaching confidentiality. If a decision is made to act upon suspicion or real concern then a report will be made to:

First Response: 0800 13 13 126

Monday – Thursday 8.30am-5.00pm

Friday 8.30am-4.30pm

Email: FirstR@staffordshire.gov.uk

EDS (Out of hours): 0845 6042886

Email: eds.team.manager@staffordshire.gov.uk

Who will advise the setting on what information, if any, should be shared with the parents/carers. Ofsted Early Years Directorate will also be informed 0300 123 1231. The setting will then send a multi-agency referral form to First Response stating the information reported within 24 hours of the phone call: First Response Team, Wedgwood Building, Tipping Street, Stafford, ST16 2DH

Early Years Help Assessment

The Early Years Help Assessment is a tool that enables early and effective assessment of children who need additional services or support from more than one agency. It is a holistic consent-based needs assessment framework which records, in a single place in a structured and consistent way, every aspect of a child's life, family and environment.

Cameras

Aim: To safeguard children by promoting appropriate and acceptable use of photographic equipment and resources for storing and printing images.

Legislative Framework

- **Data Protection Act 1998**
- **Freedom of Information Act 2000**
- **Human Right Act 1998**

Procedure

- **Consent is required under the Data Protection Act 1998 as images are considered to be personal data**
- **All images are to be stored and disposed of in line with the Data Protection Act 1998**
- **Photographs must be appropriately disposed of should they no longer be required.**
- **The purpose of taking any images is to be clearly explained, for example, to document and inform children's learning, website, displays and social media.**
- **A child's full name should not appear alongside their photographs if the images could be viewed by the general public.**

Mobile Phones

Aim: To protect children from harm by ensuring the appropriate management and use of mobile phones by everyone who comes into contact with the setting.

Procedures

- **To minimise any risks, all personal mobiles must not be used where children are present.**
- **Procedures must be put into place that will ensure safe and secure storage of practitioners' personal belongings including mobile phones.**
- **Visitors, including other professionals and parents'/carers must be aware by signs and verbal reinforcement that they are not to use their mobile phones where children are present.**
- **Under no circumstances are images, videos or audio recordings to be made without prior written consent by the designated Safeguarding Officer.**
- **Personal mobile phones may be used in designated areas at break times.**
- **Staff are advised to provide their work place contact number to their family members, own children's schools for use in the event of an emergency.**
- **The setting will not be held responsible for any loss or damage of mobile phones.**

The nursery I Pads will be the only tools used to take photographs of children in order to upload these to the assessment software used and to upload photographs to social media when express permission has been granted by parents. The I pads will only be taken off site to record children's activities and learning experiences whilst on educational visits. At all other times the I pads will be on site. All I pads are password protected and this is only known by members of staff.

Duty of the Nursery

If a parent/guardian was to pick up their child under the influence of alcohol or drugs, the nursery would not release their child.

It would be our duty to invite the parent/guardian into the setting and discuss an alternative way for their child to get home, either through a relative or friend. This discussion would not be undermining to the parent/guardian in any way.

If the parent/guardian did not comply then the nursery would be obliged to contact the police.

2.1 Suitable People

All staff and volunteers will be carefully selected and vetted (through the Data and Barring Service) to ensure they do not pose a risk to children and vulnerable adults. Please see the nursery's Recruitment and Selection policy and Recruiting a New Member of Staff policy.

All children have a right to a safe and happy upbringing and we at the nursery are committed to helping the children grow into confident individuals who are aware of their rights by using methods such as story-telling and other age appropriate activities.

2.2 Allegations Against Staff

During induction training new members of staff, students and volunteers are encouraged to feel confident to be able to report any concerns regarding a fellow member of staff to the designated person immediately, unless that person is the

subject of the allegation in which case it should be reported to the deputy safeguard office (Mrs Danylyk/ Miss Hill.

In the event of an allegation being made against a member of staff, student or volunteer, the designated person will need to carry out the following:

- Check the validity of any accusation
- Record an account of the allegation, stating fact not opinion
- Contact the Local Authority Designated Officer (LADO) on:

01785 278997 / 01785 278958

(for allegations within educational settings)

- LADO will be given all the required information ie the outline of the allegation, child's details, staff details etc.
- Ensure the parents of the child are made aware of the situation and all appropriate action is being taken
- Ofsted will be informed within 14 days of allegations of serious harm or abuse by any person working or looking after children in the nursery
- Keep written records of all further correspondence with external agencies, parents, and the member of staff concerned.

If the member of staff in question is suspended, then it is the role of the Child Protection Officer to inform the Independent Safeguarding Authority (ISA) immediately.

2.3 Disqualification

In the event of disqualification of a person employed, the nursery will comply with the Childcare Act 2006 Under Section 76. Ofsted will be given the following information:

- Details of any order, determination, conviction, or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006:
- The date of the order, determination or conviction, or the date when the ground for disqualification arose;
- The body or court which made the order, determination or conviction, and the sentence (if any) imposed; and

- A certified copy of the relevant order (in relation to an order or conviction).

2.4 Staff taking medication/other substances

Practitioners must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If practitioners are taking medication which may affect their ability to care for children, those practitioners should seek medical advice. The nursery would ensure that all practitioners can only work with children if medical advice confirms that the medication is unlikely to impair that practitioners ability to look after children properly. Staff medication on the premises must be securely stored, and out of reach of children, at all times.

2.5 Lost and Uncollected Children

Lost Children

If a child has become lost either on an outing or within the business premises a search will take place and thereafter notification to relevant guardians. If there is no success the nursery will notify First Response and the police.

Uncollected Children

If for any reason a child is not collected and all contact numbers are not obtained then two members of staff will remain on the nursery premises with the child, if from 4.30pm onwards no contact has been made then the procedure is as follows:

Contact First Response and local police to report the incident, the authorities will guide the staff and control the situation.

If your child has not been collected by 3pm this will incur a £10.00 late charge in order to cover the staff members additional wage.

3. Admissions

Admission of all children is important, relevant information is needed to ensure children's security and safety.

Children need to feel secure in the changing environment therefore it is beneficial whenever possible the children integrate. Key workers and managers will work alongside parents/carers to ensure that set times during sessions are arranged.

Entry can only be forbidden to parents, if the parents have separated and we have a copy of the court order issued to the family along with a written letter to the nursery to confirm these details.

The parents/carer must complete and sign a registration form which provides the nursery with the following details:

- Name, home address and date of birth of the child
- Name, telephone numbers of carers
- Emergency contact numbers
- Who has legal responsibility and legal contact for the child
- Child's doctors name, address and telephone number
- Who the child lives with
- Details regarding admission of calpol in case of emergency
- Special diets
- Illness and inoculation details
- Parental consent on outings
- Permission to assess and observe the children regularly
- Permission to take the children's photographs for assessments

Parents/carers will be also asked to provide the nursery with any further information which they feel would enable us to take the best care of their children.

4. Staff Qualifications, Training, Support and Skills

The overall provision depends on all practitioners having appropriate qualifications, training, skills and knowledge to fulfil their role and responsibilities within the setting and therefore providing high quality care and daily experiences that children encounter. The nursery ensures that all staff receive induction training to help them to understand their roles and responsibilities, which also includes information about

emergency evacuation procedures, safeguarding, child protection, the equalities policy and health and safety issues.

The nursery ensures that all practitioners have effective supervision given by the nursery manager Mrs Paylor; this provides support, coaching and training for the practitioners who promote the development and well-being of children.

4.1 Staffing Information

All members of staff undergo Data and Barring Service (DBS) checks, identification checks and references are taken up prior to appointment.

All staff under-go training whilst employed which is relevant to their role and position within the nursery. Details of training and qualifications are available on request for parents to view

4.2 Action in the Event of Staff Absence

If the staff absence is planned then other members of staff will be employed if needed. If the staff absence is unplanned, then we use a variety of people who have had all the relevant checks.

4.3 Students and Voluntary Helpers

We actively encourage students and volunteers to participate within the nursery environment for work experience. St Pauls nursery is committed to lifelong learning for all of its staff members and wherever possible aims to continually improve the education workforce by providing people with a range of opportunities to engage with the profession and build upon their skills and experience. Students and volunteers are always highly supervised by staff members and they are never left alone with the children. This ensures the safety of both our children and our students/ volunteers.

It is the responsibility of all staff members to promote the welfare of children and equal opportunities, therefore it is expected that adults act as a positive role model at all times.

5. Key Person

'A key person has special responsibilities for working with a small number of children, giving them reassurance to feel safe and cared for and building relationships with their parents' (EYFS 2012 Card 2.4)

The nursery operates a key working system, as when a child begins nursery, the parents and child will be introduced to their key person.

The purpose of a key person is to enable the child to build a close relationship when beginning in the nursery or when they move in to a new room, it also provides parents with a continuous point of contact. The key person is responsible for ensuring all assessments are kept up to date and that this information informs future learning and development. This information will be shared with parents on a termly basis.

Parents are welcome to speak to all staff at any time as well as their child's allocated key person as we operate an open door policy.

6. Staff Child Ratios

Staffing arrangements within the nursery meet the needs of all children to ensure their safety. Only those aged 17 or over may be included in ratios, staff under this age will be supervised at all times. Students on long term placements and volunteers (aged 17 or over) may be included if we feel satisfied that they are competent and responsible.

For children aged two there is at least one member of staff for every four children that holds a full and relevant level 3 qualifications.

For children aged three and over there is at least one member of staff for every 8 children.

7. Health

'Children's health is an integral part of emotional, mental, social and spiritual wellbeing and is supported by attention to these aspects' (EYFS 2012 Card 1.4)

7.1 Medicines

ILLNESS / MEDICATION POLICY

PLEASE READ CAREFULLY

If a child becomes ill at nursery they will be made as comfortable as possible while advice is sought from nursery manager. The child will then be observed and a decision made as to if calpol should be administered or the parent contacted to collect them. Any child who becomes unwell at nursery will be required to be collected to avoid the spreading of infections.

Emergency contact numbers are kept for all children.

If a child is to be absent from nursery due to illness, parents are requested to contact the nursery as soon as possible.

We are also to be informed of any contagious diseases your child may have even if they do not occur within their days of attendance.

Parents are also required to keep us up to date with their child's vaccinations. This is a Care Commission recommendation following the E coli outbreak in Falkirk in May 06. Please see the infection guidelines which the nursery must adhere to at all times. Please feel free to speak to the Manager if you are unsure of any aspect of our illness policy.

STORAGE AND ADMINISTRATION OF MEDICINES

No medicines will be accepted onto the premises unless they have either been prescribed by a doctor, or given by a pharmacist, including Calpol / Paracetamol. The information leaflet should accompany the medication. An individual medicine consent form must be completed by the parent for each individual medication. This must detail instructions as to dosage and administration times and must be signed by the parent and the member of staff who receives the medicine. They are then responsible for

passing the Medicine Sheet onto the member of staff. Any medicines which require fridge storage will be kept in the main fridge and other medicines are to be stored in the allocated kitchen cupboard until required. All medicines must be clearly labelled with the child's name. Medicines can only be administered once a sheet has been completed and signed. Verbal instructions cannot be taken over the phone for the administration of medicine, unless the child becomes ill and a decision is made to administer emergency calpol for which consent is obtained during the child's induction.

1) Once the medicine has been administered the staff member responsible must sign the form and include the time the medicine was administered. This form must also be witnessed by a second member of staff, who will also sign the form. It is then their responsibility to ensure the medicine is returned to the correct storage point.

2) The medicine sheet must then be signed by the child's parent/carer at the end of the session to confirm that they are aware of when medicine was administered to their child during the day.

3) Staff are not permitted to mix medicines into food or fluids unless detailed by doctor / pharmacists. Emergency stock i.e. Calpol / Piriton will be kept on the premises. Following guidance from the Care Commission ANY child who becomes ill at nursery MUST be collected as soon as possible to reduce the risk of cross infection and for the comfort of the individual child. The Care Commission have now stated the above for all childcare establishments as staff are not medically qualified to make a judgement about a child's illness. Also, if a child's condition does not improve after administration of signed for Calpol or other prescribed medication the parent will be contacted for the child to be collected. Administration of Calpol / medication is not an alternative to a sick child being collected, but a preventative measure to ensure a child's comfort while waiting for a parent to arrive.

ON – GOING MEDICATION - Ongoing medications, such as inhalers/epipens, can be signed for on an care plan. It is the responsibility of the parent to inform the nursery of any changes in dosage or condition. These will be updated on a regular basis, determined by the medication. All medications kept on the premises must have a corresponding care plan. Medicated nappy creams are exempt from this, however, a medicine sheet must be signed before they can be administered.

Any child requiring on-going medication or medication which is required on an as and when basis will have an individual care plan detailing:

- Child's details including medical condition
- Emergency contact details / GP
- Medicine and storage details
- Signs to look for: i.e. wheeziness, eyes running or itching etc.
- Dosage to be given
- Emergency procedures to be followed.

A form must be completed for all medicines administered on an as and when basis and parents must sign the form when they collect their child.

Summary

- The information sheet must accompany the medication.
- Dosage will be checked with the parent and against the label.
- Expiry and dispensed dates will be confirmed.
- All medication must be in the original container.
- All medicines must be signed for before administration.
- We cannot accept verbal instructions re: medication.
- All children who are ill at nursery must be collected as soon as possible.
- All on-going medicines must be accompanied by a Care Plan. If management have any concerns regarding administration of medicines they will contact NHS 24 for advice and guidance. **NHS 24 TEL: 08454 24 24 24**

7.2 Action in the event of an Asthma Attack or an Allergic Reaction

If a child has a known allergy that has been detected before they are due to start at nursery, then a protocol must be established between the child's parents and the nursery before the child is able to be left at nursery.

Staff will also be trained in the relevant training to deliver Asthma inhalers or EpiPens. The child's inhaler or EpiPen will accompany the child when participating in outdoor activities or on educational visits.

If an allergy is discovered whilst the child is already attending nursery, then the first aid procedures must be followed and a protocol must be established between the child's parents and nursery before the child can continue to attend the nursery, in order to protect the child from any unnecessary reactions.

Illness and Sick Children

Parents must notify the nursery by 9.00am on the appropriate phone number if their child cannot attend due to sickness. If children are ill during their day at nursery, parents will be notified to collect their child, therefore it is essential that any changes to phone numbers are provided to staff to enable the registration forms to be amended and up to date. Please also note the exclusion periods following illness: Further information can be found in the following document. However, if you are unsure please call and speak to a member of staff who should be able to advise you.

"Guidance on infection control in schools and other childcare settings"

This document can be found at the back of these policies and procedures. You may also want to access it yourself therefore please follow the document link below:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/522337/Guidance_on_infection_control_in_schools.pdf

7.3 Food and Drink

As a nursery establishment we are very much aware of the importance of providing a positive influence on the children's knowledge, attitudes and behaviour towards food and a healthy lifestyle. All our meals are cooked daily using fresh produce and are cooked onsite.

The sharing of refreshment can play an important part in the social life of the nursery as well as reinforcing children's understanding of the importance of healthy eating.

AIM – To provide healthy sugar free snacks and drinks to foster a positive approach to healthy eating.

Food and Drink Provision

- toast or fruit will be offered to each child during the morning or afternoon session.
- Milk or water will be offered during each session.
- Children's individual medical or dietary requirements are respected. Parents should discuss any special requirements with the nursery Manager.
- Children are encouraged to develop good eating skills and will be given sufficient time to eat or drink.
- Staff will provide a good role model for healthy eating
- We do not encourage children, parents or carers to bring cakes or sweets into nursery (except for a birthday celebration)
- Drinking water is made available throughout the day

7.4 Accidents

Accidents cannot always be prevented with children therefore working towards prevention is vital. Staff training and development, and risk assessments help to provide awareness but if in the case of an emergency first aid is essential. All staff undergo and update first aid training during employment. Every member of staff within our organisation undertakes Paediatric First Aid training within the first six weeks of employment. This is refreshed every three years.

All minor accidents will be recorded and reported to the manager, and parents for signature. In the case of a more severe accident the manager or deputy manager will be called upon to assist or control the accident and to make initial and important decisions. If any accidents result in hospitalisation or a visit then specialised forms are required to be completed, Reporting of Injuries, Diseases and Dangers (RIDDOR).

Parents will always be notified if serious accidents occur therefore it is imperative that details are correct. Records of accidents minor or major need parental signature.

The nursery will notify Ofsted of any serious accident, illness or injury to, or death of, any child while in their care, and the action taken within 14 days of the incident occurring. The nursery will also notify First Response of any serious accident or injury to, or the death of, any child whilst in our care, acting upon any advice given.

All first aid supplies are regularly checked and kept in a clearly marked cupboard located in the disabled toilet, any used items are replaced immediately, and this responsibility is given to our Health & safety Officers; Mrs Stuart and Miss Hill

8. Behaviour Policy

The nursery believes that all members of our early years setting are entitled to a calm, purposeful, happy and inviting atmosphere, where learning can take place and staff and children feel safe, secure and motivated. It is important that the children feel valued, independent, respected, included, engaged and able to form relationships with both adults and children.

The nursery aims to promote good behaviour appropriate to the child's stage of development, the family context and the context of the group care. At all times we will seek to develop and encourage appropriate behaviour through positive strategies, gentle encouragement and explanation. The nursery will ensure that the children are clearly informed of the expected behaviours and boundaries. In our planning we will manage the group and resources in a way that minimises conflicts amongst children. We will promote self esteem and respect for other people and encourage and model kindness and helpfulness to others.

Unacceptable behaviour will be discussed with all parents depending on the incident; children will be removed from the environment to be supervised for periods of time. No physical contact will be made; voice control and facial expression only will be used in these situations.

N.B not all incidents are easily identifiable, children are sometimes bullied or bitten etc and will not make feelings apparent, parents must be aware that apologies are made for unknown incidents prior to their happenings. Children should be advised by parents to inform staff on any occasions at all times.

It is essential that all staff members' opinions and ideas are taken in to account and that they are valued and respected. We believe that adults should be good role models, who are sensitive to individual children and are able to respect children's mistakes ensuring children learn from them. We think that adults should be; understanding, caring, patient and willing to listen to children. We believe that all children from all backgrounds should be included, respected and valued. We aim never to humiliate, label, make fun of, or talk negatively about children under any circumstance.

We will consult and inform parents about any behavioural problems and take action at an early stage. The input and support of parents is essential and we will work cooperatively with parents at all stages. Where it is necessary to consult with other agencies this will be actioned with the informed consent of parents.

Mrs Paylor is the named practitioner responsible for behaviour management within the nursery.

9. Safety and Suitability of Premises, Environment and Equipment

St Pauls nursery maintains a premise, including the outdoor spaces, that is fit for purpose. Spaces, furniture, equipment and toys are safe for children to use and the premises are secure. St Pauls nursery keeps the premises and equipment clean, complying with the requirements set out in health and safety legislation, including hygiene requirements. Each room has appropriate fire detection and control equipment which are in working order. The fire exits are clearly identifiable, and the fire doors are free of obstruction.

9.1 Health and Safety

Fire Procedure –St Pauls Primary School is responsible for the inspection of the premises and the equipment kept. A certificate will be displayed by the facility to show this occurs. It is the nursery's responsibility to ensure that fire prevention awareness is given to employees and the children and that fire drills occur at least once per term. Fire drills are recorded.

In a drill situation (either in the case of an emergency or in a practice) no responsibility can be made for belongings.

To undertake any fire drill a register of children's attendance is needed.

Parents need to report to staff when departing the facility so that dangerous situations do not occur, where the appointed person searches for children not accounted for.

Fire Evacuation Procedure – if a fire is discovered:

- 1) Raise the alarm (voice alarmed or call point)
- 2) Evacuate the building safely and calmly
- 3) Assemble to designated point
- 4) The room leader will take the register to account for the children in their care
- 5) If a fire is safe enough to tackle with equipment then this will be done
- 6) Inform the fire authority dialling 999
- 7) Do not enter the building for belongings
- 8) Await the fire officer's permission to enter if safe to do so
- 9) Report to manager to ensure that children are collected

N.B the last employees must ensure no children are within the building and then shut all doors thus preventing the quick spread of fire.

Safe Storage and Handling of Hazardous Substances

COSHH provides a legal framework to protect people against health risks from hazardous substances. Hazardous substances can cause many conditions and symptoms from:

- Skin irritation, dermatitis
- Asthma
- Injuries or death by toxic fumes
- Poisoning
- Infection
- Burns
- Serious accidents

Therefore, assessing risks is vitally important. Adults need to be aware that all cleaning products, medicines etc are dangerous to children and should therefore be out of a child's reach. When using products of a hazardous nature staff should be aware that it takes only a few seconds for cleaning products to be left unattended for it to have a serious effect on a child, therefore should be removed and placed up high in all incidents. This prevents incidents occurring. It is not permitted for hazardous substances to be put in different containers, as in an emergency situation, relevant information from the product container or bottle may be needed for the emergency services.

Manual Handling

Members of staff should:

- Avoid the need to handle hazardous substances
- Assess the risk of injury from manual handling
- Reduce the risk of injury from manual handling

Good handling procedures are needed. Procedures are as follows:

Stop and think

- Plan and lift
- Judge the weight
- Ask others to help if necessary
- Use appropriate aids if necessary
- Remove any obstruction

Position feet: Adopt a good posture

- When lifting from a low level bend the knees keeping the back straight, maintaining its natural curve (tucking in the chin helps)
- Lean forward a little over the load, keeping a good grip
- Keep close to the load
- Do not jerk
- Do not twist the body when lowering the load

Personal Protective Equipment

Protective clothing includes aprons and gloves (please ask the manager to replace used items).

Pregnancy at Work

Pregnancy is a natural state and should not be equated with ill health. Expectant mothers should:

- Seek advice of what precautions to take if there is any likelihood of exposure to infections, diseases etc
- Be sensible about lifting or standing for long periods
- When seated try to change position and posture so as not to impede circulation
- Find out if their work is subject to specific health and safety legislation

Avoiding Scalds and Burns

- Hot drinks must be kept high out of reach, not carried over children's head or through a room where children are freely moving
- Water temperature in taps should be checked constantly and children should always be supervised
- Radiators should be turned off or temperature constantly checked

Avoiding Choking and Suffocation

All small items should not be easily accessible to children.

If children use small items such as lego, buttons, dice, counters or board game pieces they should be supervised.

- Small peanuts should not be given to children due to choking and allergies
- Carrier bags should be out of reach of children
- Babies under one should not have pillows or cot duvets
- Avoid ribbons or ties around the neck etc to avoid choking or suffocation

Avoiding slips, trips and falls

Slippery floors cause severe accidents, floors should have hazard signs if mopped to warn people and children of danger.

- Spillages should be wiped up immediately
- Water play activities should have towels underneath to soak up water and also a mop bucket nearby
- Floors become hazardous if they are cluttered, so it is good safety management to teach children to pick up toys etc
- Falls can occur on stairs so safety gates should be used and closed at all times
- Children should be encouraged to walk and not run on hard surfaces
- Bathrooms cause danger if they are wet from sinks so teach children to report wet floors
- Never leave children unattended
- Ensure children are supervised up and down stairs and hold hand rails appropriately
- Observe children's play and teach children that climbing on tables or chairs is not permissible

Cleanliness of the Workplace

Cleanliness is vitally important and prevents the spreading of many ranges of illness. Staff rota the cleaning of toys and equipment; also have general duties to clean items and rooms each day. Students are also taught the correct way of cleaning bathrooms and kitchens etc.

Personal Hygiene

Personal hygiene is vital, the spread of infections and illness occur from poor hygiene. Staff must be aware that hands must always be washed after going to the toilet and changing children, or before handling food or feeding children, personal hygiene also includes tying up long hair to prevent head lice or hair falling into food.

It is also common to give off personal odours when working constantly, staff should be aware that to work alongside others it is important to prevent odours to ensure

enjoyment of working together. Also children will be taught good personal hygiene standards.

Surfaces

Surfaces need to be cleaned continually especially within the kitchen and bathroom, staff should be aware that it is respectful to clean up after themselves at all times.

Maintenance of Equipment

Maintenance of equipment is necessary to provide a smooth daily running of a business. All electrical equipment is PAT tested annually and checked constantly. Staff respect is shown by taking care of it and reporting all breakages or problems occurring.

Staff should also be aware that plug covers must be present in all sockets at all times and wires etc should be out of reach. Breakages or dangerous items such as scissors, staple guns etc should not be left in view of children or in their reach.

Outside Activities

Outside activities require supervision at all times. Staff should not leave children unattended at any time.

All members of staff hold a full and relevant Paediatric First Aid Qualification.

9.2 Child Security and Safety

Parents need to be aware that once they arrive to collect their children, responsibility for their children's safety and behaviour lies upon them. Rules apply within the facility, therefore parents need to appreciate these need to remain with standing and that staff still need to gain safety and control over other children in their care awaiting collection. Therefore, a copy of the health and safety policy is supplied for parents to gain awareness of safety and security (closing gates, doors etc).

9.3 Malicious Damage

Malicious damage to equipment will be investigated thoroughly and may be the responsibility of parents to replace.

9.4 Toys, Belongings and Clothing

Children are welcome to bring in their own belongings and toys whilst settling into the nursery, but the nursery takes no responsibility for loss or damage. Uniform is not easily identifiable and no responsibility for loss of clothing etc can be made. We would politely request that children are sent to nursery in items of clothing that you are happy for them to play in as they may get wet or dirty depending on the activity they undertake during the day. E.g paint, mud kitchen etc. All children's uniform needs to be clearly labelled with their name.

9.5 Record of Visitors

Record of visitors is important for many reasons such as:

- Fire evacuations

There is a book kept for visitors attending during the facilities opening hours, could all parents please complete this if they call in for any purpose as this has many advantages and promotes good practice.

9.6 Procedures for Answering the Door and Collection of Children.

To ensure the safety of all children and staff the following procedures must be adhered to:

1) Answering the door

The person who answers the door must identify the caller. If the caller is not known then he/she remains outside whilst identification is sought, i.e. name, reason for call, name of the person the caller is here to see, employment card. Before granting the caller access, always check with an authorised person. Never grant access to anyone who is not known.

2) Visitors

Any visitors, such as sales people, parents settling children, college assessors, prospective parents, Ofsted or Local Authority visitors must wait in the foyer and when confirmed they may enter the nursery, completing the visitors book on arrival.

3) Authorised Collectors

Each child usually has one or two main collectors, but if others are occasionally used, the nursery requires the parent to complete the registration from detailing who is authorised to collect with a detailed description and a valid password. It is the parent's responsibility to inform us of any changes to the permission to collect form that may occur.

4) Persons prohibited from collecting children

If a different person calls to collect a child and the parents have not informed the nursery of this, then the parent's permission must be obtained before handing over the child.

All staff should be made aware that some children are not allowed to come into contact with members of their family. In such circumstances a letter must also be written from an authorised parent to confirm the names of those family members with whom that child is forbidden contact. If one of those family members should call at the nursery they must not be granted access and a member of staff must deal with the situation by contacting the authorised parent ensuring that they come into the nursery as soon as possible to rectify the situation.

If someone comes to collect a child who is not authorised that person will be refused entry until a member of staff has contacted the child's parent to confirm identity and seek relevant permission.

If the child is to be collected late, then two members of staff are to wait at the nursery until the authorised person has been to collect that child.

10. Smoking/Vaping

Smoking or vaping is not permitted in and around the facility. Adults should be aware that cigarettes should be dispensed before entering the grounds of the business.

11. Premises

The nursery premises and equipment must be organised in a way that meets the needs of children. The nursery also ensures that, so far as is reasonable, the facilities, equipment and access to the premises are suitable for children with disabilities. An

outdoor play area is provided for all children to access daily, along with a place indoors for the children to relax if they wish, play quietly or sleep which is equipped with appropriate equipment.

12. Risk Assessment

We have a risk assessment for both our outdoor and indoor areas which assess the premise and equipment for safety and hygiene. Many risks are assessed as ongoing and are part of the daily routine. We review our risk assessments once a year or more often as needed. Some aspects of our risk assessments are checked and noted on a daily basis and records of these are kept with the manager.

If any parents on arrival or collection of their children visually see a risk or a breakage it would kindly be appreciated and to play a part in ensuring children's safety could they inform the manager.

13. Educational Visits

If an outing is arranged at nursery the following procedure will apply:

The manager must know the site prior to the outing and complete a risk assessment looking at the following issues:

- Transport
- Venue
- Suitability for each individual child
- Educational benefits for the visit
- Written permission must be obtained from all parents prior to the outing
- Staffing ratios must be maintained at the same level as in force in the nursery
- A first aider must be present and a suitable first aid box must be taken.
- Copies of registration sheets containing contact numbers, allergies etc must also be taken.
- The children must be counted before setting off and counting must be on going at regular intervals throughout the outing.
- If the group is broken up into sub groups a designated person in charge must be assigned and that person is responsible for counting the children at regular intervals.
- Toilet facilities must be provided for the children at regular intervals
-

- Food and drink must be provided at similar times to those in the nursery and additional drinks should be offered if the weather is warm
- Some spare sets of clothing should be taken
- Take out essential records on outings, for example, telephone numbers for the parents of children on the outing
- Take out the nursery mobile phone
- If a child uses any medication e.g. EpiPen's these need to be stored correctly, securely and safely.

14. Equal Opportunities

14.1 Equality and Diversity

At Forsbrook nursery we aim to provide a service based on equality for all and adheres to the Statutory Requirements of the EYFS 2017.

The equal opportunities policy is a legal requirement and complies with UK and European legislation:

- **The Children Act 1989**
- **Disability Discrimination Act**
- **Race Relation Amendment Act 2000 (RRAA)**
- **Equality Act 2006 in early year education**
- **Human Rights Act 1998**

St Paul's nursery aims to ensure that individuals are recruited and trained appropriately with the occupational skills and requirements needed. We ensure that no practitioner, child, parent or visitor will receive less than favourable treatment on the grounds of age, gender, mental status, race, religion, colour, culture, national origin, disability or sexuality.

All members of staff are professionals with positive attitudes and endeavour to treat all fairly.

St Pauls nursery is actively socially inclusive by:

- **Encouraging positive role models and promoting non-stereotypical images**

- Providing equipment that promotes and displays equal opportunity wherever possible
- Encouraging children to join in all activities
- Acknowledging and challenging pre-conceptual attitudes towards any of the factors and questioning inappropriate language
- Undertaking regular reviews of childcare practices

By providing a wide range of experiences using multi-cultural resources, the children in our nursery learn to value and respect each other. The resources are used in a nondiscriminative way.

The nursery staff work closely with parents to ensure any medical, cultural and dietary needs are met and support children during mealtimes to help them understand cultural needs. The needs of all children are assessed before accepting them into the nursery to ensure their needs can be met.

Anyone who feels their needs are not being met under this policy should speak to the settings Equalities Named Co-ordinator's (ENCo) Mrs Paylor. We challenge all negative language and behaviour by bringing it to the attention of the person at hand and supporting those whom negativity is aimed at. All instances are recorded by the ENCo and reported to the manager for action to be taken. The provision is monitored from an equality and diversity perspective. Improvement plans are updated annually to meet individual needs.

If you require this policy in a different language, Braille, large print, CD or any other format please speak to Mrs Paylor.

14.2 Inclusion of Children with Special Needs

St Pauls Nursery aim to promote an inclusive environment where all children, whatever their needs, can learn and develop in a happy, caring and safe educational environment.

Children with Special Educational Needs (SEN) have difficulties or disabilities that make it harder for them to learn than some other children of the same age. They need extra support in areas of their development such as communication, physical skills, learning or behaviour. Many children will have SEN of some kind at some time. Early

identification is essential in order to support the child and help them to achieve within the nursery. We aim to make reasonable adjustments to our routine, activities and the environment to allow all children to participate and reach their full potential. Through detailed curriculum planning and organisation of resources, we aim to make all activities available to all children throughout the nursery at a level appropriate to their developmental needs.

In the majority of cases adaptations can be made which will enable children with special educational needs to be admitted. Each child's needs must be assessed prior to entry, involving parents, the nursery Special Educational Needs Coordinator (SENCO) and other professionals involved with the child, to ensure the provision is suitable. It is possible that in some cases the nursery would not be able to adapt sufficiently to provide a good outcome for the child.

Role of the SENCO

Staff working with a child with SEN are supported by the SENCO, who liaises with parents and professionals in planning activities and adaptations. The nursery SENCO is Mrs Overton. The SENCO's have additional training to enable them to carry out their responsibilities. Where there are children with special needs in their group, we seek to provide the staff with appropriate training and support. This policy will be reviewed regularly. Parents are invited to contribute their views.

Meeting your child's needs

The SEN Codes of Practice is available to read at:

www.dfe.gov.uk/sen/documents/SENCodeOfPractice.pdf

In addition there are a number of helpful resources available on the NASEN (National Association for Special Educational Needs) website which can be found on the following link: www.nasen.org.uk

Early Years Action

The initial stage of the graduated approach is called 'Early Years Action'. This is where the parents and staff agree that a child would benefit from additional or different input to help them achieve within the setting. An Individual Education Plan (IEP) will be

agreed with parents and staff. The plan may include short term targets for the child, strategies to be used, equipment or provision to assist the child. Progress towards targets within the IEP will be reviewed on a termly basis. At this review we may a) continue to follow the existing plan, b) alter one or more of the targets, c) if the child has made sufficient progress it may not be necessary to continue to follow an individual education plan. Several children each year have an IEP and for many this is entirely effective in meeting their needs. If however the plan is not meeting the needs of the child, consideration should be given to moving to the next stage, which is called 'Early Years Action Plus'.

Early Years Action Plus

If a child has significant difficulties or has made little progress despite support at Early Years Action, parents can ask for assessment through their doctor or health visitor, or the nursery will seek further advice from outside specialists e.g speech therapists, educational psychologists etc. They will arrange to visit the nursery and possibly the home to observe the child and recommend further action if necessary.

Statutory Assessment/Education and Health Care Plan

For some children the help given at 'Early Years Action Plus' will not be sufficient for them to progress satisfactory. Parents, staff and other professionals together can request the Local Authority (LA) make a full statutory assessment of the child. The LA may then agree to issue an Education and Health Care Plan (EHCP) which will enable providers/parents to access additional support.

14.3 Working together and showing respect for staff and children

It is our aim to provide a friendly and respectful working environment for all our staff and children. To implement this all staff must undertake to:

- 1. Work together at all times and help each other out as much as possible**
- 2. Never talk derogatorily about a member of staff, if there is an issue, see the manager.**
- 3. Sort out problems promptly so they do not fester**
- 4. Treat other staff in the manner in which is socially acceptable**

5. Show all children equal care and attention for individual needs
6. Ensure all children in their care receive lots of love and cuddles
7. Ensure that all staff and parents do not discuss a child's appearance, development, in front of the child
8. Ensure if staff have any issues between each other that these are discussed confidentially with relevant bodies as soon as possible

14.4 Anti-Bullying

This policy aims to:

- Raise awareness of the types and causes of bullying
- Give clear procedures for children, parents and staff
- Make clear that all forms of bullying will not be tolerated

Definition of bullying behaviour:

Behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally.

Bullying can take place between children, between children and staff or between staff; by individuals or groups; face to face or indirectly.

Bullying behaviour includes:

- Name calling, making insulting remarks, taunting and making threats
- Physical violence including hitting, kicking or taking belongings
- Isolating from group activities

Reasons why we challenge bullying behaviour:

- Bullying can seriously damage a child's confidence and sense of self-worth. It can lead to serious and prolonged emotional damage for an individual

- The safety and happiness of the children. When children are bullied their lives are made miserable, they may suffer injury, they may be unhappy about coming to nursery
- Educational achievement, the happiness of bullied children is likely to affect their concentration and learning
- To provide a role model for helpful behaviour

Children are bullied for a variety of reasons:

- Race, religion or culture
- Special educational needs or disabilities
- Appearance or health conditions
- Looked after children or otherwise related to home circumstances

There is no hierarchy of bullying – all forms of bullying must be taken seriously and dealt with appropriately.

For staff

Children may be reluctant to report bullying for fear of repeat harm and because of a concern that 'nothing can be done'. It is therefore important that the nursery shows that it can support children to prevent harm, that bullying is not tolerated and that there are solutions that work. Children with learning difficulties or communication difficulties may not understand that they are being bullied or may have difficulty explaining that they are being bullied. Staff should look out for signs of bullying and act if they suspect a child is being bullied.

How to deal with bullying:

- Talk to children directly involved
- Talk to possible witnesses
- Talk to the parents of the children directly involved
- Talk to the staff closely responsible for the children
- Notify all members of staff
- Notify the proprietor and manager

Record in writing on the Internal Incident Form:

- **Who was involved**
- **Where and when it happened**
- **What happened**
- **What action was taken**

Written records will be retained on file for the duration of any children mentioned in the report. The manager will monitor the records looking for any patterns and to ensure that all incidents have been dealt with and/or resolved.

Support for the victim

- **All staff will understand the nature of the problem and will make the victim feel supported**
- **Consultation with parents to assess the victims state of mind**
- **Methods to boost the self-esteem of the victim e.g responsibility positions**

Support for the bullying

- **Discussion with the child and parent**
- **Discuss how their behaviour could change in the future**

For children

If you are being bullied

- **Be firm and clear – look them in the eye and tell them to stop**
- **Get away from the situation as quickly as possible**
- **Tell an adult (parent or practitioner) what has happened straight away**

For parents

When bullying situations arise in nursery, families are often the first to detect that a problem exists. They should be encouraged to contact the nursery if they are worried that their child might be involved in bullying others, or is being bullied.

If your child has been bullied

- **Talk calmly with your child about the experiences**

- **Make a note about what your child says**
- **Reassure your child that they have done the right thing to tell**
- **Explain that if it happens again to tell a practitioner**
- **Explain the situation to your child's key worker**
- **The key worker will contact you within two days to explain how the setting intends to deal with the situation**
- **If you are not satisfied make an appointment to see the proprietor/manager**

If your child is bullying other children – children often bully others because:

- **They do not know it is wrong**
- **They are copying others**
- **They have not learnt other better ways of communicating with their friends**

To stop you child from bullying others

- **Talk with your children – explain it is unacceptable to make others unhappy**
- **Give your child lots of praise for cooperative behaviour**

15. Information and Records

The nursery maintains records and obtains and shares information (with parents, other professionals working with the child, and the police, social services and Ofsted as appropriate) to ensure the safe and efficient management of the nursery, and to help ensure the needs of all children are met. The nursery maintains a regular two-way flow of information through daily diaries and verbal daily discussions with parents, where parents have the opportunity to incorporate comments into their child's records, also a two-way flow of information between providers is maintained if a child is attending another setting in the form of monthly reports stating the child's achievements and next steps to enable both settings to work together to meet the child's individual needs.

Records are easily accessible and available. Confidential information and records about staff and children are held securely and only made accessible and available to

those who have the right or professional need to see them, understanding our responsibility under the Data Protection Act (DPA) 1998 and where relevant the Freedom of information Act 2000. All staff have a good understanding of the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality in their induction training. All parents/carers are given access to all records about their child, provided that no relevant exemptions apply to their disclosure under the DPA (see EYFS Statutory Requirements p. 26).

16. Information for Parents and Carers

16.1 Partnership with Parents

The nursery recognises that working with parents is of major value and importance in enabling it to provide a happy, caring and stable environment for the children and their parents.

We aim to form a good relationship with parents so that information regarding their children (be it developmental, social or health related) can be exchanged easily and comfortably by nursery staff and parents.

The list below shows ways in which we will try to achieve a strong working partnership with parents:-

- Every child has a key person and this person strongly makes links between home and nursery.
- A member of staff is always available for discussion with parents, however, if it is a difficult time then the member of staff may request a more convenient time with the parent. Arrangements can be made for more private discussions with the manager at agreed times.
- Information provided by parents about their child will be kept confidential.
- Information regarding the children's activities throughout the day is available to parents on a daily basis, either by verbal communication or by the daily diary. (Only children in the toddler room and baby room have a daily diary)

- newsletters will be issued to keep parents up to date with information about the nursery.
- If we have any concerns about the child's well-being during the day, every effort will be made to contact the parents on their emergency contact telephone number.
- Parents are also requested to keep us informed of any circumstances which could have an effect on a child's emotional well-being e.g. bereavement, separation or illness in the family.
- Progress feedback that indicates children's next steps will be shared with parents on a termly basis.
- Parents are actively encouraged to be involved in the planning process, giving their views of what they would like for their children to learn.
- Parents/carers and grandparents are encouraged to come into the nursery to tell the children stories. Also parents/carers and grandparents are asked to stay and play with their children in the nursery during parent workshops which are arranged termly throughout the year.
- Parents are also requested to keep us informed of any changes to personal circumstances which may have an effect on the child, e.g. change of address, contact numbers, doctor.
- When parents are settling in with their children, they are welcome to spend more time with us in the nursery, without charge and then they can build up good relationships between staff, their children and themselves. We also ask parents to help us with our assessments by guiding us with their knowledge as to what stage their child is at.

16.2 Day Care Bookings

Parents must appreciate that extra bookings for children are not always possible due to the nursery capacity. The manager will ensure that booking needs will be met if possible and will do their utmost to fit children in, in emergency situations. Parents must appreciate that if extra sessions are booked and then cancelled the nursery will have to charge.

16.3 Holidays and Christmas Shut Down

We work alongside St Paul's Primary School term dates, and therefore close for 13 weeks per year. Families are encouraged to take holidays during this time. Children taking holidays in term time will still be charged,

16.4 Payment of Fees

Payment for services taken must arrive within the nursery bank account using either parent pay or vouchers on the stipulated date issued on the bill. If payment is delayed there will be a penalty charge of £10. Any parent who falls in to arrears with the nursery will be required to set up a payment scheme on a weekly basis plus an agreement to clear any outstanding monies owed. St Pauls nursery reserves the right to withdraw child care services should any parent fall in arrears of more than one week's fees.

Invoices will be issued in the first week of the month stating when payment is due. A £10 surcharge will be applied for any late payments

16.5 Settling In

- 1) The nursery staff will work in partnership with parents/carers to settle the child into the nursery environment.**
- 2) When the nursery accepts a child, arrangements will be made for a series of transition visits so that the child can familiarise him/herself with the nursery.**
- 3) During the first few visits, parents/carers will stay with the child for sufficient time so that the child feels settled and the parent/carer feels comfortable about leaving her or him.**
- 4) For the first few sessions parents/carers may collect the child early if they so wish.**
- 5) No child will be taken on an outing from the nursery until he or she is completely settled.**

16.6 The Early Years Foundation Stage

Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic

process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments' (EYFS 2017).

The Early Years Foundation Stage (EYFS) applies to all children from birth to the end of the reception year. In our nursery children join us from birth to raising five when they leave us to move onto primary school to complete the EYFS in the reception year.

The EYFS is based around four themes:

A Unique Child – every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured

Positive Relationships – children learn to be strong and independent through positive relationships.

Enabling Environments – 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.

Learning and Development – children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special needs and disabilities.

A Unique Child + Positive Relationships + Enabling Environments = Learning & Development

The areas of learning and development

There are seven areas of learning and development that shapes the educational program in the nursery. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building the capacity to learn, form relationships and thrive. These three areas, the Prime areas, are:

- Communication and Language
- Physical Development

- **Personal, Social and Emotional Development**

The nursery will also support children in the four specific areas, through which the three prime areas are strengthened and applied. The Specific areas are:

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

17. Complaints Procedure

It is clearly of paramount importance that the Nursery should run smoothly and that the parents and staff work together in the spirit of co-operation in the children's best interest.

If you have any worries or concerns over your child/children's care then please feel free to speak to a member of staff. We will take all of your concerns seriously and when necessary will investigate your concerns, reporting back to you any outcomes.

There may be occasions when you need to make a formal complaint in writing. We will investigate any complaints and provide you with an account of the findings within 28 days.

If the matter remains unresolved you have the right to contact Ofsted at the following address:-

OFSTED

Piccadilly Gate

Store Street

Manchester

M1 2WD

Telephone number: 0300 123 1231

18. Information about the Provider

The nursery will hold the following documentation:

- Name, home address and telephone number of everyone employed on the premises
- Name, home address and telephone number of anyone else who is regularly in unsupervised contact with the children attending the early years' provision
- A daily record of the names of the children being cared for, their hours of attendance and the names of each child's key person
- The nursery's certificate of registration is displayed and shown to all parents on request

18.1 Formal Notice

Once the child has joined the nursery the parent has made a binding agreement to follow procedures. Formal notice by both parties is one month to end the contract. If the parent or business ends the contract for either dispute, children leaving due to circumstances etc then this should be put in writing to retain in records and payment of fees is required.

18.2 Change of Fees

Fees may increase annually each September to ensure the facility is financially viable, letters to confirm this will be issued to all parents giving prior notice.

18.3 Policy on Emergency Closure

In case of emergencies beyond our control e.g. lack of lighting, flooding, electricity and the nursery has to close we will contact all parents of children attending on that day to ask them to collect their children or to inform them not to bring their child into nursery and we will offer the parent an alternative session or a refund for the time which they have missed.

19. Policy on Babysitting

Occasionally staff may be asked to complete babysitting duties; however, St Pauls nursery takes no responsibility for recommending staff or for being responsible whilst staff are working at a parent's house completing babysitting duties.

20. Recruitment and Selection Policy

The purpose of this policy is to ensure an adequate and relevant staffing profile through the recruitment of suitable staff to meet the nursery requirements.

The setting will strive through recruitment procedures to ensure that the staffing levels reflect the community it serves. All vacancies will be advertised as widely as budgets allow. Adverts will include the following statement:

'St Pauls nursery strives towards equal opportunity'.

Every effort will be made to ensure a representative balance on the selection group and all members of the group will be committed to equal opportunities practice as set out in this policy.

Application forms will not include questions which potentially discriminate against the grounds specified in the Statement of Intent.

At interview no questions will be posed which potentially discriminate against the grounds specified in the Statement of Intent. At interview 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 who are not successful will be given appropriate feedback.

20.1 Recruiting a New Member of Staff

All staff and volunteers will receive an induction and basic training in line with Working Together 2018 and the respective Safeguarding Children Board training strategies.

Subjects to be discussed within the new member of staff's induction:

- Fire drill procedure
- Location of the first aid box
- Person in charge of first aid at nursery
- The Nursery SENCO
- The Nursery ENCO
- The Designated Safeguarding Lead
- Behaviour Policy

- Health and Safety Officer
- Accident/ medicine/ injury on arrival forms

All nursery policies and procedures will be discussed along with the EYFS welfare requirements.

The new member of staff will be observed doing the following:

- Interaction with children
- Toileting of children
- Nappy changing
- General hygiene
- Serving meals
- Relationships with children, parents and staff.

21. Transitions

Transitions concerns the changes a child encounters from one to another, e.g. from home to nursery, changing rooms within the nursery setting, attending more than one childcare setting and starting school. Often these transitions involve a process change that requires them to adapt their thoughts, feelings and behaviours to meet new expectations. Through the implementation of this policy, St Pauls nursery aims to work in partnership with parents, practitioners and school staff to share information about the child and what support each child may need.

The transition from home to the setting

The nursery staff are sensitive to the needs of children and parents when they first start to attend the setting and have much experience in this area. Practitioners understand that children settle differently and in their own time, it is about accommodating the differing needs of individual children.

We offer support in the following ways:

- Information sharing, the child's starting point e.g. parents contributions
- Settling in sessions to suit the child & family.
- Information for parents when their child first attends eg policies and procedures

- Favourite toys/comforters from home
- Special support for children with English as an additional language or with learning difficulties

The transition between room bases

When it is felt by practitioners and parents that a child would benefit from moving to the next room (this can be dependent on either the age or/and stage of development), we support the child and parent in the following ways:

- In advance of the transition, the new key person will find opportunities to spend time with the child
- Settling in sessions arranged with the new room and with both old and new key persons
- Welcome pack to the new room provided including information regarding routines, outcomes and expectations
- Key people liaise with each other and share information in the form of children's assessment information and folders
- Where possible children will move with some of their peers so that they are accompanied by friends
- Parents are shown around the new room

The transition from one provider to another during the working week

When a child attends more than one setting or childminder we make contact with them and share information to provide the best outcome for the child. This includes:

- Obtaining permission from the parent to make contact with the other setting

The transition from our setting to school

We recognise that starting school can be a worrying time for children and their parents and the more we can do to ease the transition, the more positive the experience will

be for all involved. St Pauls nursery is committed to adhering to the following transition processes:

- Invite teachers and support staff to visit the child in our setting and make direct contact
- Organise activities which reflect the transition process eg school uniform role play and provide opportunities for children to express any concerns or fears
- Complete transfer documents and give assessments of a child's current progress within the EYFS

How parents can support their child

We understand the importance of the parent's role in providing stability throughout the transition process for their child, the following are ideas for offering support:

- Talk to your child about their key person/new teacher/ teaching assistant
- Allow time to talk through your child's worries and concerns
- Share information about your child during settling in periods
- Be involved in the sharing of information between settlings

22. E-Safety Policy

"St Pauls nursery has a commitment to every child, regardless of gender, ethnicity, disability or religion, having a safe and happy upbringing and is committed to ensuring all children are aware of this right. All people using this setting will share this responsibility and commitment. If any concerns arise the advice of professional agencies will be sought."

It is important for children to learn to be e-safe from an early age and our nursery can play a vital part in starting this process. The use of the internet is now known to be a vital aspect of children's learning process and is helped to support the learning and development of the children in our care. We follow St Pauls Primary School's ESafety policy. This policy will be an umbrella to our already implemented Safeguarding policy, which will work alongside each other to provide the best possible safety for your children.

The use of technology is becoming more commonplace in everyday life and many young children have access to tablets and mobile phones in the home. Whilst we value its place in society and seek to plan opportunities for children to become aware of technology. The nursery and all of its staff are committed to keeping children safe whilst using technology. The use of the internet will be planned towards accordingly and will be carefully targeted within a regulated and managed environment. Appropriate and detailed risk assessments will be in place to ensure that children are not exposed to inappropriate information or materials. Action appropriate to each child's age and stage of development will be taken to ensure that children are taught about safeguarding risks, including online risks.

Staff are responsible for ensuring that material accessed by children is appropriate and for ensuring that the use of any internet derived materials by staff or by children complies with copyright law.

On the children's induction to our nursery, parents are provided with an additional consent form for parents to sign in agreement for photographs to be uploaded onto our social media pages and on our website. Children's full names will not be used within the website or on social media at any time.

Children will not have any access to email; the nursery email address is:

office@st-pauls-stafford.staffs.sch.uk

The use of personal mobile phones is not permitted within the nursery environment; posters are clearly displayed in order for staff, parents, carers and visitors to be aware of this rule and ask them kindly to adhere to this.

Any complaints about inappropriate use of the internet or other technologies will be handled through the complaints procedure.

23. Preventing Extremism and Radicalisation (Safeguarding)

St Pauls nursery is committed to providing a secure environment for children, where they feel safe and are kept safe. All staff and volunteers working at the nursery recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not. All staff have completed Level 1 Safeguarding training, along with the Designated Safeguarding Lead Officers completing Level 2

Under the Counter Terrorism and Security Act 2015 the nursery also has a statutory duty to have due regard to the need to prevent people from being drawn into terrorism.

This policy is one element within our overall nursery arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out in section 175 of the Education Act 2002 and should be read in conjunction with the nurseries Safeguarding Policy.

This Policy also draws upon the guidance contained in the "Staffordshire SSCB Procedures" and DfE Guidance "Keeping Children Safe in Education, 2018"; and specifically, DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and Peter Clarke's Report of July 2014.

When operating this policy St Pauls nursery uses the following accepted Governmental definition of extremism which is:

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

There is no place for extremist views of any kind in our nursery, whether from internal sources – pupils, staff or external sources - school community, external agencies or individuals. Our children feel that our nursery is a safe place; where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a nursery we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect the children within our care.

Therefore, we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our children are enriched, they understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised. Furthermore, at the nursery we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times children may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Where there are concerns of extremism or radicalisation parents, pupils and staff will be encouraged to make use of our internal systems to raise any issue in confidence with senior management. Our lead person for Prevent is the Designated Safeguarding Lead (DSL), Mr Davies, who would normally be the first point of contact should there be concerns. Followed by the Deputy Safeguarding Leads: Mrs Danylyk & Miss Hill. If for any reason this creates a difficulty for the referrer, they can contact the Local Authority 'Prevent' co-ordinator, First Response Team, Education Safeguarding Advice Service or Ofsted depending on the level of concern.

Staff should refer to the Whistle Blowing Policy under which they are entitled to employment protection for raising genuine concerns outside of the nursery environment.

Please see detailed below the relevant contact details for each referral party.

Contact details:

First Response Team (re concerns that an identified Staffordshire child or children are at risk or LADO referrals) 0800 1313 126

Emergency Duty Service (children's social care) 0845 6042 886

Staffordshire Prevent Team: Tel: 01785 238239 or 01785 233109

Email: prevent@staffordshire.pnn.police.uk

Education Safeguarding Advice Service (Staffordshire) – 01785 895836

Ofsted contact centre: Tel: 0300 123 1231

24. Fundamental British Values in the Early years

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the, Department for Education, (DFE), Early Years Foundation Stage 2017 document.

Democracy:

In order to promote British Values within our setting, we encourage democracy – supporting partnership working with the children and staff, promoting self – confidence and self – awareness in order to coincide with the Personal Social Emotional aspect of the EYFS. Staff members within the nursery will implement this throughout daily routines by encouraging children to see themselves within the 'bigger picture' providing children with opportunities to understand that their personal views are valued. This can also be promoted by discussing personal feelings and personal preferences, linked to child choice – where we will encourage the children to share their preferences in regards to role play themes and daily activities. All staff members will encourage children to participate with turn-taking games, sharing and collaboration activities.

Rule of Law:

In order to promote positive feelings and behaviour throughout our setting, we will ensure that the children understand right from wrong, understanding their own and others behaviours, and therefore the consequences of any negative behaviour.

Children are asked to contribute towards class 'rules' so that they are aware of their own behavioural expectations, and also the expectations of staff.

Individual Liberty:

To provide our children with the sense of freedom, opportunities will be given to risk take in the indoor and outdoor environment, whether using obstacle courses or using balancing activities.

Management and staff members will, (adhering to the Equality and Diversity Policy), create a strong and inviting ethos where children acquire a tolerance where views, race, culture and faith is valued and the children are engaged with the wider community.

Mutual Respect and Tolerance:

As a nursery, we encourage the children to respect their own and others culture. We do this by celebrating different beliefs, such as Chinese New Year which is celebrated throughout the whole nursery, allowing the cohort of children to understand the beliefs of other cultures.

Our ENCO's ensure that all staff have a wide variety of age related resources in each room that show a broad range of diversity. The ENCO's complete audits, per academic year, in order to maintain the standards of equality and diversity within the whole nursery; ensuring all resources are up to date and are relevant. The resources are then evaluated on their effectiveness; from the delivery of adults to the learning opportunities for children.