



The Old School Nursery Policies and Procedures

Ofsted Registration EY445921

The policies, procedures and plans which follow aim to inform parents, staff and other relevant persons about the excellent care we provide and the reasons why we do things in a particular way.

In some cases, we are obliged to follow procedures that are laid down in the EYFS Statutory Framework or other relevant legislation. Sometimes it is good practice and the way we have chosen to fulfil our vision and values.

Our policies, procedures and plans are grouped as follows:

- * Company visions
- * Partnership With Parents
- * Safeguarding
- * Equality, Diversity and Inclusion
- * Health, Safety and Hygiene
- * Appendix A

Our Policies and Procedures are reviewed annually or sooner if any changes are required.

Further information can also be found in:

Forest school policies please see separate Handbook.

Employee Handbook see separate document.

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Our Mission - What we do.

At the Old School Nursery Shapwick we aim to create a safe, happy, loving environment where children can learn, grow and flourish, preparing them for the next stage of their amazing lives.

Our Vision - What we strive for.

We provide a home away from home, set in the countryside location of the village of Shapwick. We create an atmosphere that encourages the enquiring, expanding thoughts, fascinations, and imagination of the children in a safe and caring environment.

Our Values - What is important to us.

1) Children are at the heart of our nursery family.

- We respect children's rights and understand it is our job to help teach children what their rights are. We actively seek to hear children's voices on a range of topics that affect them and for which they feel passionate about.
 - We offer respectful care practices to all children and families who join our setting; this includes the way we interact as key workers, having an unhurried pace and allowing freedom of movement.
 - Children are competent and we try to see the world through their eyes, listening to their questions, their curiosities, needs, likes and dislikes.
 - We see children as active agents who can set their pace and lead their play. We strongly believe that learning happens during the process of acquiring skills and not in creating a constant stream of products.
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- Offering great nutrition, ways to keep both mind and body healthy are central to our daily practices.
 - We offer a loving pedagogy - we recognise the importance of young children feeling loved, safe and cared for in order to thrive, we know that our key worker supports attachments that can be the bed rock of overcoming trauma and becoming resilient and understanding our feelings and behaviours. This safety and love help to develop a child's moral compass.
 - Children explore the world through their senses, we provide for all of the senses and understand how they link to development.
 - We strive to make a difference for each child; we do this by closing the gaps in learning that children may have, offering inclusive provision and going the extra mile for our families.
- We will slow down the pace and work with children in an unhurried way - we recognise that life is fast paced and children need be present in order to be able to relish and master in every stage of development and not be rushed to achieve before their brains and bodies are ready.
 - The team will be emotionally available for children, to support with their own regulation of feelings and emotions. All children deserve adults who are fully present.

2) *We are partners, with our children, families and community*

- Parents are our children's first educators, and we build relationships with families to ensure that we share and collaborate to provide the best for their child.
- We will work with dedication and determination to get the right support for each child even if this means professional challenges and stepping out of our comfort zone to have a family's voice heard.
- We will engage in clear and regular communication, which considers the needs and opinions of others and is upheld with robust policies and procedures.
- It is our moral duty to give service to our community and support initiatives that help improve the lives of those around us. Being active in our community and the value this give to their cultural and social capital.
- We are mindful of our impact on our environment and work to engage in ways to enhance and protect our beautiful village and beyond.
- We aim to see the magic together to have fun together and to spread this happiness and joy on our adventures which take us beyond our doors.



3) *We are passionate and dedicated to providing the best for children*

- We are aligned as a team in our vision for the children and celebrate the fact that our differences mean we bring together a rich and varied set of interests, passions and skills.
- The interests and passions of that team are reflected in our provision. We get to know our staff team well and work to incorporate things of importance to them within our provision, examples of this can be seen in our specialist teachers but also in our everyday practices. We value that wellbeing and balance are achieved for our team and communicate regularly with everyone through supervision and informal check-ins.
- All team members are valued with an in-depth induction and training program designed to embed our vision and values. When we love what we do and we commit to it with passion, we are more likely to succeed, be motivated and inspire each other.
- Children need to be connected to nature, with this in mind we are led by the seasons, life cycles and growing projects.
- We will keep learning and training and being reflective in our practices as we continue to move our setting forwards. We will listen to the latest innovations in our sector and be a part of sharing this passion.
- We give children time and space to create and manage their own risks, be resilient and support each other.
- Our approach to the curriculum is to be present in the moment with the children. We offer a rich and broad variety of provocations and experiences that take into account the interests of the children and the context we are in. We understand that learning happens in a wide and varied range of experiences, from art, dance, music, movement, maths, storytelling and so much more.
- We create beauty in our environments to show the children that we are all worth the time and effort it takes to give each other spaces that are inviting and where we want to spend

time. We believe that it is respectful to provide real and authentic resources for children and in doing so we show them their value.

The Old School Nursery Curriculum

Our Pedagogy. How we do it and the research that has inspired us.

We support children to follow their fascinations, expand their thoughts and engage through child focused play, guided by adults who they can trust. This emergent style of curriculum balanced with our top-level curriculum outcomes forms the bedrock of all learning that takes place at The Old School Nursery Shapwick.

Remember that adults know more about almost everything than a small child does—**except what it feels like to be that child, and how the world makes sense to him or her.** Those things are the children's expertise from which a teacher must learn—to be able to reach and teach them.' Lilian Katz (2011)

Respectful care. (Work of Emmi Pikler)

We provide a key worker system that offers respectful and loving interactions with children.

We prioritise communication and language which values interactions that role model listening and being heard, enabling the child to find their own voice and hear those of others.

We offer children freedom of movement and lead skills with ambitious apparatus as children's physical skills progress.

We work in an unhurried way that enables us to really appreciate who each child is and how the world makes sense to them, with adults who are intentional and emotionally available.

Children deserve, respectful people, respectful things and a respectful place to belong. This in turn instils a sense that we are all stewards looking after our space and each other.



Play based education:

We understand that play based experiences for our children need to be freely chosen and intrinsically motivated, we learn by watching the ways children interact with the continuous provision in the rooms, to understand their learning styles, schematic preferences and ways of thinking.

We support language development across all ages with passion, and we understand the importance for children to be confident communicators with a broad vocabulary.

We use all of this information to inform the provocations and experience we provide in our environments and allow our curriculum to emerge from the development, ideas and skills of the children.

We have top level experiences that we offer all children and these form the basis of our challenging curriculum which is inclusive and removes barriers for learning for those who are disadvantaged or who have SEND or other barriers to learning.

Adults guide the children to independence across all aspects of their care and education, understanding and catering for their individual needs.

We work individually with children, in small groups and as a whole class to expose children to different levels of interactions we work across different routines of the day to enable children to predict their learning and feel safe and secure.

We role model conflict resolution skills and use commentary suitable to the child's age to overcome challenges. We demonstrate our thinking processes at a slow pace and encourage children to help solve problems that affect them and others.

Reggio Emilia.

We are inspired by the work of the Reggio Emilia School in Italy and align ourselves with the following values, we acknowledge that children communicate in many different languages through many mediums such as art and music and their bodies as well as words and stories, understanding each child's languages helps us to understand how they experience the world.

We listen to and follow children's questions encouraging them to test their hypothesis, finding more questions along the way that will often lead to more sustained shared engagements.

Adults share the journey of constructing learning together with the children and this validates children's ideas and provides opportunities for extensions to further their learning. This process of scaffolding and using more knowledgeable peers in learning opportunities

Floor Book Documentation - Clare Warden, Mindstretchers.

Including children in documenting their own learning, the things that matter to them, the ideas, experiments, thoughts and findings of their own learning validated in picture and words. Floorbooks validate the importance of their work through play, support their executive function skills of recalling past experiences and apply this knowledge to future situations.

Story Steps and Helicopter Stories - Vivian Gussin Paley.

Vivian inspires us to share this early storytelling and creation of stories constructed, told and acted out by the children. This powerful tool for early language, imagination and creative confidence builds for a lifelong love of personal and deeply meaningful stories for our children.

The Wonder of Music with Verina Cutler.

Our resident Music Teacher Verina, teaches us and leads a fully inclusive music provision that challenges how music is offered to young children, inspires children to engage with a diverse range of musical instruments, become song writers and performers.



Sensory Play and schematic play.

We appreciate how children learn so much through exploring with their whole bodies, their sensory experiences are the foundation of early writing skills. Children here will focus on squeezing, pulling, picking, peeling, smashing, tracing, cutting, inserting, pouring, spraying, scooping, sliding, rolling, blocking flow, transferring and threading. We look closely at those who show a preference for schematic play and explore different trajectories, spaces and new apparatus. We observe how children naturally find different levels for play, often using working at height when they have gained mastery. Children will pursue their own unique physical

challenges when working on, at or next to an apparatus. We observe these sensory interactions and understand how important they are across the whole curriculum.

Forest Schools and nature based learning.

Being based in our beautiful rural community, nature is a vital learning resource for our children. We have our own forest school team who provide daily sessions in our farm meadow just a short walk from the main site. Children benefit from up to 2 years of weekly sessions developing their relationship in nature, observing the changes, using natural resources, learning skills and pushing their physical boundaries whilst exploring and managing their own risks. This important work is also supported back at the main nursery and we have developed a hybrid style where the nursery and forest school complement each other and follow the seasons together.



Intervention small group sessions.

We know that many children who come to us will face barriers to their learning, with this in mind we offer regular sessions that children can engage with which support them for a range of developmental needs or differences. Our popular **Pandora's box** sessions, (adapted activity from bucket therapy) engages children in highly motivational activities that require them to control their emotions and attend carefully to keep the session progressing.

Our Wellcomm speech and language target early support to boost children either bridging the gap until speech therapy sessions commence or often removing the need for them together. We also use **Piec - D** a research-based programme that supports children's basic interpersonal skills such as mirroring play, interacting with others and sharing. Our team of Early Years Professionals are always looking for better ways to support early inclusion and many of the team sit on local, regional, national and international committees that look at the latest research for young children.

The Early Years Foundation Stage sets out the standards that ensure children learn and develop and are kept safe and well. The EYFS Prime and Specific Areas of learning and characteristics of learning, as well as the guidance documents help to enrich our programme and support children to achieve highly.

Whilst all of the areas of the EYFS are important Communication and Language is a top priority as it underpins and threads through all other learning and enables the high-quality interactions which enable quality attachments and relationships to form.

Through high quality interactions our teachers help to offer intentional strategies that support children's communication and language skills to flourish.



Books and Rhymes.

Our top-level curriculum goals will be supported by carefully selected books, rhymes and songs which support children's language and communication skills. Children become deeply familiar with these texts, and this helps to encourage a love of storying.

Celebrations - during the year there will be special events that particular families share or that are important on our seasonal calendar, we aim to share these with the children through food, music, stories, visitors or art over a period of time rather than on a single day or in recognition of a certain set of beliefs or to create some sort of product. We believe in offering the children a range of experiences and do not want to be held to creating a production line of products related to certain events.

Top level curriculum activities.

Across all areas of learning and divided into three age zones we support all children to achieve and experience the following top level curriculum goals at The Old School Nursery. We acknowledge that some children will need additional support and adaptations which we are more than happy to provide to enable them to continue to progress. Children with multiple and complex needs may need a personalised curriculum to meet their needs but wherever possible will be included in all of the top-level activities.

Children under 2 years old. (Birds and Bees)

Focus on prime areas of learning.



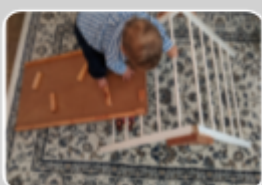
Communication and Language Development

- Engage deeply with others in a back and forth exchange



Personal, Social and Emotional Development

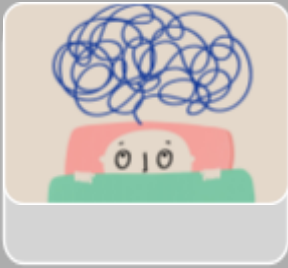
Strong attachments give you a sense of belonging and safety which enable you to explore and play.



Physical Development

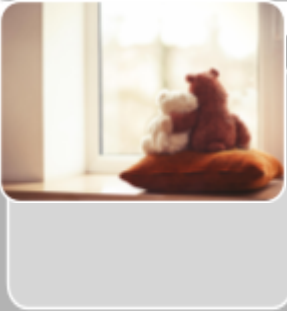
- Manage body with increasing confidence and awareness
-

2–3-year-old children. (Caterpillars.)



Communication and Language Development

Build vocabulary and use it for a range of purposes, including simple questions, to have your needs met and to share your voice.



Personal, Social and Emotional Development

Through secure relationships that support co-regulation, begin to hold back strong impulses.



Physical Development

Use your senses to develop an awareness of your own body cues in response to your needs.



Literacy Development

Enjoy exploring marks through a range of media,
Enjoy engaging in stories, music, songs and rhymes.



Mathematics Development

Use loose parts and sensory play to explore mathematic concepts such as number, size, spacial awareness, patterns and measures.



Understanding the World

Role play out your experiences across your play to help you make sense of your place in the world.

Preschool - 3 – 4 years old children. (Butterflies.)



Communication and Language Development

Be able to share own thoughts and listen to others.



Personal, Social and Emotional Development

Use your growing independence and resilience to regulate own emotions and understand how to be a friend to others.



Physical Development

Create a woodwork model at forest school using tools.

Be independent when dressing and using the toilet.



Literacy Development

Be part of the creative process of making music, stories and songs and perform them with others.



Mathematics Development

Follow a recipe to make a dough or a item of food.



Understanding the World

Looking outwards to the wider world and your impact upon it, be involved with life cycles and growing.

HOW DO WE PLAN OUR ENVIRONMENTS TO ACHIEVE THESE OUTCOMES FOR CHILDREN?

We have a lot of **basic resources** that are familiar and comforting items for the children, they are age appropriate and available every day. All children will spend long periods of time engaging with peers using these resources and it is an important part of their play and time in the setting.



CONTINUOUS PROVISION

Items should reflect the assessment information that we hold about the current cohort of children and the skills that those children are currently working on. It should be resources that children can use in the absence of an adult but can also be enhanced when an adult is present through language and exploration of skills.



ROOMS AND SPACES

When we reflect on the areas in our rooms we think about which areas need most amount of physical space and emotional space for the needs of the current cohort of children, this should be adapted through the year and the space in July will look and feel different from that in September when a new group of children enter into the room. This is particularly evident in preschool and forest school.



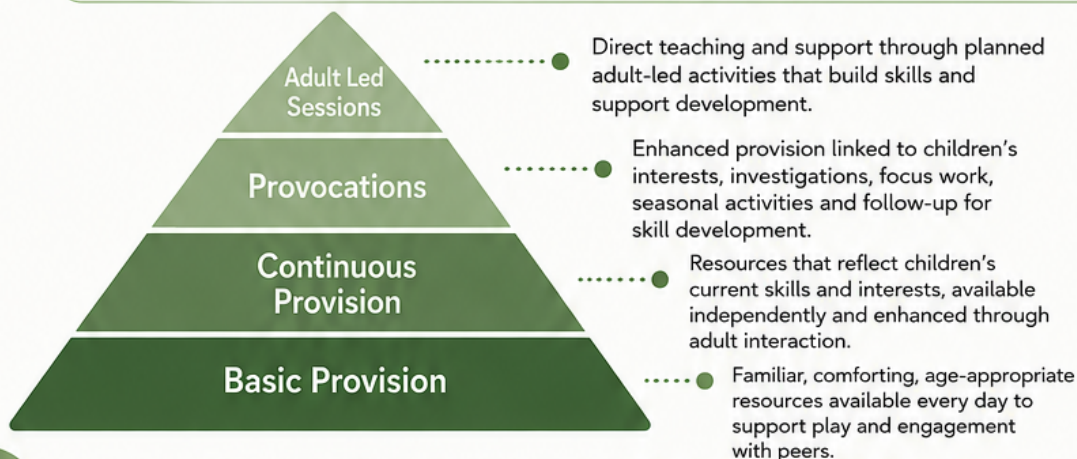
PROVOCATIONS

Provocations – are enhanced provision that we set out for the children could relate to ongoing investigations the children are interested in, focus work, seasonal activities or follow up for skill work. Engaging the children more deeply to support needs and focus on skills and thrills that draw the attention of children to specific areas of play.



ADULT LED SESSIONS

Adult led sessions involve direct teaching and support repeated daily or weekly activities that have a focus and support development. Adult intervention timetable, designated carpet focus time, physical teaching of a new experience or skill, demonstrating, extensions of language, teaching of maths, specific SEN plans from outside agencies such as Speech and language or physiotherapy could all be included in this.



The risk of not planning our environments for children mean that they are likely to remain engaged in low level stimulating activity.

Section 1 Parent Policies.

1) Admission Policy

The Old School Nursery aims to be accessible to all families from the local and wider community.

We welcome parents, fathers, mothers, carers and people from all ethnic, religious and social groups, with and without disabilities.

Eligibility for allocation of a day nursery place is based upon availability of places within the relevant age group and the agreement of the manager. Full Day Care applications may take precedence over irregular or sessional applications that are made at the same time.

All parents/guardians using The Old School Nursery facilities are required to complete a registration form and are charged a non-refundable administration fee per child is to be paid on registration. A refundable deposit is payable on registration and will be refunded when the four weeks written notice is given when your child leaves The Old School Nursery, provided all outstanding fees have been settled. If a family is taking up one of the two funded only spaces on admission, the administration and registration fees are waived.

In the event that a start date is delayed, unless otherwise agreed, fees are due as from the originally agreed start date.

We offer Full Day Care and AM and PM sessions with a minimum attendance required for all children to attend 2 sessions per week, this is designed to establish continuity and to ensure the children thoroughly benefit from their time at The Old School Nursery.

The Proprietor reserves the right to refuse children entry to the premises if nursery fees have not been paid up to date.

A waiting list is held, and vacant places are offered according to the list and our judgement based on considerations about the current needs of the children already in attendance. Applications for siblings may take precedence, and the final decision in any event is reserved with the nursery management.

2) Attendance Policy

As part of your child's care, learning and development we aim to ensure their journey through early years prepares them fully for their transition into school.

We ensure every child feels welcome and secure in the setting promoting a sense of belonging, building on self-esteem, self-confidence, and independence.

As a setting the practitioners work with every family to feel included and supported offering collaborative approach to your child's journey and school readiness. We recognise that your child's educational journey is a shared responsibility, and we foster our relationships with parents / carers in order to make this partnership the best it can be.

It is important that every child at nursery is offered the opportunity for regular, quality play, learning and interactions that will benefit their overall development across all areas of the foundation stage curriculum.

To help us achieve this we expect our children to attend their sessions regularly so that they may fully participate in activities and routines which aid their development and preparation for school. In addition, we ask families (where possible) to attend their sessions on time which helps to avoid disruption to the main session time so that children can be fully engaged through out. We understand that there are times children may arrive later to the nursery due to appointments or unforeseen circumstances, but we ask that you contact as soon as possible to advise us if this is the case.

We ask parents to keep the nursery informed if your child is not going to attend a session by telephone or email. If we are concerned or have not heard from a family that should usually attend by 10.00am on the day,

we will contact you by means of a phone call to enquire all is well and if your child is planning to attend the session.

The nursery monitors the attendance of all children but in particular children who are funded as per the guidelines in the Fee policy and on the Dorset Council parental agreement form for funded sessions.

As a parent you must use the funded hours agree on a regular basis or funding maybe withdrawn with regular non-attendance.

3) Complaints and Grievances Policy

If a parent/guardian has an issue either involving their individual child or the Nursery as a whole, they should in the first instance raise this issue with either their Keyworker or the manager of the Nursery. If the parent/guardian feels unable or unwilling to raise the matter in this way, they can arrange to speak to the Proprietor.

In the first instance every effort will be made to resolve any matters within the setting of the Nursery.

Issues raised will be dealt with within the following appropriate framework:

1. A matter relating to an individual child should be discussed between the parent/guardian and the manager.
2. Should the matter not be resolved within 28 working days the issue will be brought to the attention of the Proprietor who will meet with all parties involved.
3. The Proprietor will endeavour to resolve the issue within 28 working days.
4. If the matter raised concerns a general or policy issue, again it should first be raised with the Manager of the Nursery, who will report it to the Proprietor for consideration.

At all points throughout these processes the parent/guardian will be kept informed of progress.

Should the Proprietor and the parent fail to settle the issue then the parent/guardian can write to Ofsted at the address below:

OFSTED, Piccadilly Gate, Store Street, Manchester, M1 2WD

enquiries@ofsted.gov.uk or 0300 123 4666.

4) Key Worker System

The Old School Nursery has a key-worker system in place. Each child will have an allocated member of our team who will be responsible for the initial settling-in period and visits prior to your child joining us.

We know that in order for children to thrive they need to build relationships with adults that they can trust. From this secure base they can go on to develop the foundations for future learning. We know that babies are born with brains that are already connected and ready for social interactions. Young children use secure loving attachment to learn to overcome adversities and the traumas that they encounter in order to become resilient individuals.

By offering your child a key worker from the time they join The Old School Nursery family we are giving them a familiar person who will learn quickly to understand their cues and gestures, needs, likes and dislikes. This relationship will give the child a person who they can trust, look to when they need reassurance or support and share experiences with as they enjoy all that nursery life has to offer.

Our experienced and qualified team are respectful in their interactions with the children and offer an unhurried pace for the children to build their confidence and sense of self within the nursery. Having a good understanding of how attachments develop in young children is essential to illustrate how important the key worker relationships are for children when they are spending time away from their parents and main carers.

For many of our younger children especially those aged between 7-9 months we know that they can start to experience separation anxiety, stranger anxiety and are prone to high levels of social referencing

(frequency a child looks for reassurance.) Babies' interactions during this time are responsive to the environment and show preference to main attachment figure.

As a child grows and develops in confidence and self-awareness, they are more able to be independent for longer periods and then the role of the key person changes and adapts to the child's needs.

Your child's key-worker will also be responsible for observing and planning for your child's learning and development by updating their online learning journal, and contributing to the planning and activities on offer to factor in your child's needs.

For our youngest children the key worker will also be responsible for completing the daily diary sheets.

It will be in discussion with the team leaders and managers that each child's developmental progress will be monitored against our curriculum the Early Years Foundation Stage. When each family joins the nursery, you will be asked to complete some paperwork that tells us about your child. This information along with our observations from your child's first 6 weeks at nursery will help us to assess your child's starting points. We use the ongoing assessments (which are shared with parents via our tapestry system) of all children to ensure that no child gets left behind and that we are closing the gaps for children, to put them in the best possible position when they leave us for school.

Should your child need any intervention support for any specific area of development your key person will communicate this to you directly and offer you the opportunity to meet together to discuss strategies. Our special educational needs co-ordinator is also on hand to support children through transitions and developmental challenges and refer to outside specialists should this be agreed by the family and the nursery as the next required step.

Generally, the key person will be available for you when your child arrives and leaves the nursery each day, if your key person does not work every day that your child attends you will be informed of this and one of the other team members will give you daily feedback.

It is helpful for parents to share regular updates with us both about daily events and special events, you can do this via our shared online system 'Family' or in person.

We believe that it is through a shared vision and good communications between parents and key workers that we can create the best platform for each child to thrive.

Staff: Child ratios

The EYFS states the following ratios;

- Children under 2 years old ratio of 1 adult: 3 children.
- Children aged 2 years old ratio of 1 adult: 5 children
- Children aged 3 years and above ratio of 1 adult: 8 children

The Old School Nursery ensure that ratios are met in order to ensure the safety and supervision of all the children in our care. We believe that in order to maintain a safe environment where the needs of every child is met, we will operate our two-year-olds on the lower ratio of 1 adult: 4 children where possible.

5) Online Learning Journal Policy

The Old School Nursery aims to ensure that all children attending the setting have a personal online Learning Journey containing photos, observations and comments, in line with the Early Years Foundation Stage, in order to record your child's development during their time with us.

Every child is allocated a key worker, as per our key worker policy, one of their roles is to be responsible for your child's online learning journal. The system we use is called Family and it allows staff and parents to upload photos, videos and observations of your child. Team members are also able to record your child's observations against our developmental framework of the EYFS, and the characteristics of effective learning which helps us to assess where your child is in their development.

All parents are able to access their child's Family account from any device that has internet capabilities, using the allocated personal, password protected login. Parents are actively encouraged to upload their own communications on the system and to comment on any of the observations that have been posted onto your child's account.

Your access will only allow you to view your own child's learning journal, though the photos may contain images of other children for the purposes of showing social interaction and group learning, for which you give your permission.

Family is a way of documenting your child's learning and development during their time at The Old School Nursery and one of the many ways we communicate between Nursery and home.

Access to Family is by secure username and password, which will be provided by nursery but remains your responsibility. You are able to change your password online if you should wish.

6) Out Of Hours Policy

It is not uncommon for nursery staff to offer babysitting services to nursery clients, outside of nursery working hours. This policy has been implemented to provide clarification of some points regarding private arrangements between staff and parents/carers.

1. The Nursery will not be responsible for any private arrangements or agreements that are made.
2. Out of hours work arrangements must not interfere with a staff member's employment at the Nursery.
3. Confidentiality of employment must be adhered to and respected *
4. Parents should be aware that other adults may accompany the babysitter and may not have the relevant Disclosure and Barring Service clearance, and it may not be appropriate for them to care for children.
5. The Nursery will not be held responsible for any health and safety or other issues that may arise from these private arrangements
6. The Nursery has a duty to safeguard all children whilst on our premises and in the care of our staff, but this duty does not extend to private arrangements between staff and parents/carers outside of nursery hours.
7. It is the responsibility of the member of staff to ensure they have a suitable taxed vehicle and relevant car insurance and that it is the responsibility of the parent/carer to check these details if you wish for a member of staff to transport your child to and from nursery. In addition to this you must ensure the member of staff is added to the Nominated Collectors that you have for your child at Nursery.

* The Old School Nursery are very happy for its staff to help parents with babysitting in the evenings and weekends. However, we would like to reinforce that staff are bound by contract of the confidentiality policy and general data protection act and are therefore unable to discuss **any** issues regarding The Old School Nursery, other staff members, parents or other children.

7) Parental Agreement / Fees Policy

The Early Years Funding can be complicated; this information is designed to help you unpick our offer which is in line with current legislation.

When does my child become eligible for Funding?

Funding is only available the term **AFTER** a child reaches their milestone age

- 15 hours of Universal Funding for **ALL 3+ year olds**.
- Up to 30 hours of funding is available for all eligible families from 9 months of age, (criteria apply see <https://www.childcarechoices.gov.uk/>)

Maximum Funding Entitlement

The funding entitlement that gets paid by the Government **only** covers **basic care** in line with the Early Years Foundation Stage (EYFS) for **38 weeks** of the school year. We go above and beyond basic. To help families manage their budgets we spread the total funded hours for the year over 50 weeks. (With the exception of children on a FUNDED ONLY place.)

15 hours per week (stretched to 11.25 hours) x 50 weeks = 570 hours per year.

30 hours per week (stretched to 22.75 hours) x 50 weeks = 1140 hours per year.

Session times are as follows:

- Morning session 7:45am - 1:30pm
- Afternoon session 1:30pm – 6:00pm
- All day session 7:45am – 6:00pm

Sessions are set for the duration of your attendance at nursery per term; however, changes may be made in writing with a standard months' notice period, availability allowing.

2-day minimum booking pattern is required for all new children starting with us, availability allowing. Families on pre-existing contracts who want to change their booking pattern will also be subject to the 2-day minimum booking if decreasing sessions.

Funding does not cover all elements of our early years provision, and an enrichment charge is made on most of our booking options. To see what this covers please see below for more details.

All of our Enrichments are charged at £25 per whole day which equates to **£2.50 per hour** - £15.00 per morning £10.00 per afternoon these are included in the fee tables below.

If you would like to opt out of enrichment charges, please speak to the office who will provide you with our opt out policy and you can decide if this meets your needs.

We have always been proud to operate a system whereby disadvantaged families suffering financial or social hardship are supported. We have a limited number of free places which are allocated for these families. Hours based on our availability, sessions may change termly, no guarantee that siblings will be accommodated on the same days and no additional hours or days can be booked during term time or school holiday weeks. Please contact the manager directly to enquire about these places.

Pricing structure.

Non-Funded Fully Inclusive (under 3's only)

Days 1&2 charged at	Day 3 charged at	Day 4 charged at	Day 5 charged at
£85.00 per day	£85.00per day	£75.00 per day	£70.00 per day
£170 per week	£255 per week	£330 per week	£400 per week

15 hours universal funding stretched = 11.25hrs per week

(Universal offer term after 3rd birthday or vulnerable 2-year-old children)

Day 1 - Using 10 funded hours plus 0.25 hours @£8.50per hour = £2.13 plus enrichment provision and meal service costs. = £25 (£2.50 per hour)

Total cost for day 1 =£27.13

Day 2 - Using 1.25 remaining funded entitlement with an enrichment provision and meals service cost of £2.50, plus 9 hours @£8.50 per hour= a total cost for day 2 = £79.00

Day 3 – no funding, charged at £85.00

Day 4 - no funding, charged at £75.00

Day 5 - no funding, charged at £70.00

2 days per week	3 days per week	4 days per week	5 days per week
£106.13	£191.13	£266.13	£336.13

30 hours funding stretched = 22.75hrs per week

Day 1and 2 - Using 10 funded hours per day plus 0.25 hours @£8.50 = £2.13 per day plus enrichment provision and meal service costs. = £25 per day (£2.50 per hour)

Total cost for 2 days =£ 54.26

Day 3- 2.75 funded hours on day 3 with an enhanced provision and meals service cost of £3.50, plus 7.5 hours @£8.50 per hour= Total cost for day 3 = £67.25

Day 4 – no funding charged at £75.00

Day 5 - no funding charged at £70.00

2 days per week	3 days per week	4 days per week	5 days per week
£54.26	£121.51	£196.51	£266.51

Please note that continued use of our services implies your acceptance of our new fee structure.

What does the enrichment charge cover?

Being able to charge an enrichment fee is vital for the sustainability of our setting. If even small numbers of families 'opt out' it will significantly impact the rich range of provision that currently contributes to why parents choose us in the first place and to the high-quality vision that drives us.

"The base rate funding is calculated to include the cost of all necessary resources and facilities to deliver a child's funded education place as identified within the Early Years Foundation Stage. This includes basic equipment, such as stationery, paints, toiletries etc." (quote from NCC guidance)

Our full day enrichment charge is broken down into the following;

Meal charge £16, activity charge £4.50 and non-food-consumables £4.50 per day.

At The Old School Nursery, 'going above and beyond' is at the core of our philosophy for early years education as you will have seen when you visited our site for a tour.

- 1) Enhanced Provision Meals - we have our own team of chefs who plan, prepare and serve nutritious home cooked meals which cater for all allergies and intolerances. We source our fresh meat from a local butcher and adhere to the latest standards from the Early Years Foundation Stage Nutrition Guidance.
- 2) Formula milk and bottles provided for children under 1 (excluding prescription formula)

- 3) Our Nature Explorers Forest School based in the meadow site, is a unique addition to our main setting, giving huge benefits to children's learning and development in nature and experiencing the joys of the seasons in our rural setting.
- 4) We offer enhanced ratios for our 2-year-old children of 1 adult to every 4 children (1:4) rather than the 1:5 ratio which is the government standard. This enables us to deliver personalised care and interventions to support this important foundational learning stage.
- 5) We also offer enhanced spaces for our children, all of the children's room exceed the minimum space requirements set out by the government to give quality spaces for our children.
- 6) We are so proud that our team of teachers and practitioners are exceptionally experienced, have long standing service at the nursery and are highly qualified. To maintain such high standards of teaching and learning we employ the best colleagues who feel supported in their ongoing professional development opportunities. We have three teachers who hold post graduate teaching qualifications as well as Forest School Leaders and other specialist courses.
- 7) Specialist Music Sessions led by our early year's music teacher Verina.
- 8) Family events including, nativities and Christmas parties, readiness for school evenings, workshops and more.
- 9) Full access to our parental app called Family and Funding Loop including photos, videos, communication, bookings and invoices.
- 10) Graduation ceremonies offsite and learning packages for those young people off to school.
- 11) Development intervention groups of Pandora's Box and Welcomm to support attention and speech and language.
- 12) Consumables such as nappies, wipes and suncream.
- 13) Bedding for your child's sleep time and flannels to include all laundering of all items.
- 14) Specialist sensory equipment to aid cognitive development, fine motor skills, creativity and imagination.

Fees & Funding Policy

It is important that our pricing and fees are as transparent as possible for parents to be able to make an informed choice as to the type of setting they want for their child.

For those not qualifying for funding, the daily fee includes the entire enhanced provision for your child.

The Early Years Statutory Guidance states that the funding hours must be accessible free of charge with no mandatory charges and that additional services should be on the basis of parental choice. It also states that invoices should detail the free entitlement hours (with no charge), additional private paid hours, food charges, non-food consumables /activity charges, this must be in place by January 2026.

8) Parental Involvement Policy

Parents/carers are the first educators of their young children. The aim of The Old School Nursery is to support parents/carers in their essential role. We will:

- Involve parents/carers in shared record keeping about their own child, both formally and informally, ensuring that parents/carers have access to all written records and online learning journal for their children.
- Ensure that our parents/carers are given information on a regular basis about their child's curriculum, learning and progress and have an opportunity to discuss it with the child's Keyworker.
- Ensure that all parents/carers have opportunities to contribute from their own skills, knowledge and interests to the activities of our setting.
- Ensure that all new parents/carers are aware of and are encouraged to contribute to our setting through feedback and discussion and that these are listened to and used as deemed appropriate to change our procedures and policy.
- Ensure all parents/carers are fully informed about parents' evenings, workshops, training and fundraising events, by email, tapestry, letters, posters and a regular newsletter.
- Welcome new ideas from parents/carers, whatever forms these may take.
- Make known to all parents/carers the systems for registering queries, complaints or suggestions.

9) Settling-in Policy

We at The Old School Nursery believe that if children are to play and learn successfully, they must feel secure and happy in the absence of their parents.

They need to feel confident in the nursery environment. In order to achieve these aims our policy is to:

- Ask parents to visit.
- Agree with parents how we will introduce and settle a child into the group.
- Allocate and nominate a key worker in the nursery which ensures that the individual needs of the child and family are clearly met. A copy of our key worker policy is a separate document.
- Paperwork is completed; record-keeping is consistent and continuous during the course of a child's attendance at nursery and parents are involved in each step of the transition process.
- Introduce children new to the group in small numbers over a period of time
- Give each child the adequate time and support needed to settle.
- Encourage parents where possible to separate from their children from the second visit to help the child to understand that this is not somewhere the parents stay with them, but that they have not been abandoned, and their parent will return and the key workers will make them happy and safe. This helps the child build positive associations from the start. We encourage families to build children up over time if possible.
- Reassure parents who are anxious about their child being left, by giving them information about their child's activities during the session, being available on the phone and giving regular feedback.
- Give parents access to their child's online learning journal which will detail activities assessed against the Leuven Scale of happiness and wellbeing.

10) Transition Policy

We aim to ensure transitions into the nursery, internally from room to room and upon leaving for school are as smooth and enjoyable as possible. Each key worker led by their team leader ensures that every child has a caring and gentle welcome and transition to the next group or onto a new setting or school when the time comes.

All new children who are joining the nursery are welcomed with open arms and a listening ear, ready to learn from the child's parents or main carer all the individual details about them that will make the difference for the child to settle as smoothly as possible and feel safe, secure and loved within our nursery. We meet with the parent on the initial visit and find out the child's starting points as well as important features of their communication, preferences, cues and gestures that will enable us to build strong attachments at the child's pace.

Regular feedback on settle visits and in the first few weeks will ensure that all is done to settle and reassure new children whilst they discover and explore our setting and build relationships and find their place here.

Staff liaise with each other and make sure pegs, labels, paperwork and all other details are in place prior to their move and that parents are introduced to the new staff.

Each child will have a minimum of two visits with their new group, however this will often be a lot more and this is decided on a child-by-child basis. Visits allow each child the opportunity to meet new staff, explore their new environments and see the children who they will be joining. We try where possible to move children in small groups so that they have familiar peers to make the transition with.

Children will move through the rooms at different ages and stages on an individual basis when they are ready and in consultation with parents. We believe it is important for optimum learning conditions that children in their earliest years are surrounded by more capable peers. Those children become their role models for play and learning, social interactions, resolving conflicts, resilience and inspiration for new ways of doing things, of exploring and making sense of their world.

In some instances, we are unable to move children due to logistical constraints of our conditions of registration, for example the preschool room is full until they leave for school in the summer, which impacts on children who would normally move up in the summer term to that room. In these circumstances we will keep parents informed and make the appropriate adaptations to the activities that we are providing for the children

We aim to ensure that children's transition from nursery to school is as smooth as possible. The nursery and staff hope to aid this through:-

1. Allowing children to experience practices common to their first year at school. (e.g. P.E. club and self-registration.)
2. Setting behaviour boundaries that all the children and staff are aware of.
3. Providing information to parents about what they can expect from the first year of school.
4. Providing activities for the children based on the Early Years Foundation Stage.
5. Providing learning opportunities that can be used as a basis on which to build further knowledge at school.
6. Increase the levels of independence the children have for self care, toileting, dressing and undressing and managing situations without adult intervention.
7. Providing a familiar routine for the children to follow during the day.
8. We organise if possible the school staff to visit the children in the nursery setting so the children feel more secure with familiar adults to support them.
9. Engage and meet with parents providing a workshop to support the transition from nursery to school and involve the children in their preparation for school and what they can expect from the experience. We also provide a practical guide to school full of hints and tips for transition.
10. We send out a parent curriculum sheet upon each transition that gives helpful tips and hints on what they can do at home to help with each developing age group.

Information Sharing: It is essential that as an Early Years Provider we are mindful and confident in our role to share appropriate information with professionals and local agencies in order to ensure effective early help where there may be emerging problems. To this end the school transition reports will be sent to the relevant schools so that they can have a full picture of your child's achievements and support needs aiding the next transition for your child to school.

Section 2 Safeguarding Policies.

11) Safeguarding Children and Babies Policy

The Nursery has a duty to be aware that abuse does occur in our society. This statement lays out the procedures that will be taken if we have reason to believe that a child in our care is subject to either emotional, physical or sexual abuse or neglect. Our prime responsibility is the welfare and well being of all the children 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. It is the duty of any staff member to report any suspected abuse to

Mrs Natalie Adamson, our **Designated Safeguarding Lead (DSL)** and **Miss Pru Denney** will deputise, should the **DSL** not be available.

The Nursery has a duty to report any suspicions about abuse, whether this stems from allegations against staff, carers or the general public to **Children's Social care (CSC)** linked to the area where a child lives. The Children Act 1989 (Section 47(1)) and 2004 places a duty on Children's Services to investigate such matters.

We follow the guidance set out by the Department of Education, "Keeping children safe in education 2026." links to this document can be found at the back of this policy.

We also follow guidance from Pan-Dorset Safeguarding Children Partnership (PDSCP) (formerly known as Dorset Safeguarding Children's Board - DSCB) which you will see references to during this policy.

If we are concerned about a child in our care we will contact Children's Advice Service (CHAD) on the number below: Telephone: 01305 228558

If any concerns are raised regarding an allegation against a member of staff, we will contact the Designated Officer on 01305 228323 or via email: LADO@dorsetcc.gov.uk

Core principles for our safeguarding practice.

Safeguarding is everyone's responsibility, remember "it could happen here."

We offer a child first and child centred approach to safeguarding and learning. What is best for the child is always considered and prioritised and we acknowledge children need the right help at the right time.

We work with our partners in the wider safeguarding system alongside children's social care, the police and health services.

All colleagues need to know as a priority:

Know your designated safeguarding lead (DSL), their deputy and their roles, understand how to report a concern without delay, complete any required safeguarding training and refreshers. Understand how to escalate concerns to wider referral process available to help families in need via the early help and intervention services. Know the different types of abuse, neglect and exploitation, including online harms, to help identify children who may be in need of help or protection. Recognise indicators such as changes in behaviour or attendance, injuries, disclosures, or online threats. Always know that if you feel a child is in immediate danger, call 999.

If you feel unable to raise concerns internally, contact the NSPCC Whistleblowing Advice Line: 0800 028 0285.

1. Physical Abuse

Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens, or are homeless. Babies and disabled children also have a higher risk of suffering physical abuse.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained bruises or cuts; burns or scalds; or bite marks.

Action will be taken under this heading if the staff has reason to believe that there has been a physical injury to a child, including deliberate poisoning, where there is a definite knowledge, or reasonable suspicion that the injury was inflicted or knowingly not prevented.

Procedure

- a. Any sign of a mark/injury to a child when they come into Nursery will be recorded and the parent will be asked to countersign a record. Parents /carers will have been informed of this procedure when they join the setting. This will be reported to the DSL.
- b. The observed instances will be recorded on an incident form which includes a body map and the incident date marked on the child's chronology form.

- c. If there appears to be any discrepancy or query regarding the injury or the injury is discovered after the parent/carer has left and the child discloses the name of the person causing the injury, this will be shared with the Children's Advice Service (CHAD) who may notify the police if there is any concern that the child is in danger of significant harm.

Sexual Abuse

Sexual abuse is any sexual activity with a child. You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.

Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas.

Action will be taken under this heading if the staff team have witnessed occasions where a child indicated sexual activity through words, play, and drawing or had an excessive pre-occupation with sexual matters or had an inappropriate knowledge of adult sexual behaviour. If staff observe any physical injuries indicating sexual abuse they will also follow this procedure.

Procedure

- a. The observed instances will be recorded on a concern log and handed to the DSL or DDSL. The **date** of the report will be logged on the Chronology.
- b. The matter will be referred to the CHAD line who will notify the police if there is any concern that the child is in immediate danger of significant harm.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

Emotional abuse may involve serious bullying - including online bullying through social networks, online games or mobile phones - by a child's peers.

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and

- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Action will be taken under this heading if the staff team have 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.

Procedure

- a. The observed instances will be recorded on a concern log and handed to the DSL or DDSL, who will speak to the parents if deemed appropriate.
- b. The matter will be referred to the CHAD team as appropriate.

Neglect

Neglect is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to result in the serious impairment of a child's health or development.

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care and
- Parents who fail to seek medical treatment when their children are ill or are injured.

Action will be taken under this heading if the staff team have reason to believe that there has been persistent or severe neglect of a child (for example, by exposure to any kind of danger, including cold and starvation) which results in serious impairment of the child's health or development, including non-organic failure to thrive.

Procedure

- a. The observed instances will be recorded on a concern log and handed to the DSL or DDSL or alternatively a child's chronology sheet might be reviewed, and this might give rise to an ongoing concern.
- b. The parent will be spoken with and if the situation reaches the threshold, then it will be referred to the CHAD who will notify the police if there is any concern that the child is in danger of significant harm.

Allegations of child abuse or neglect could lead to a criminal investigation so staff must not do anything to jeopardise this, for example, ask a child leading questions or attempt to investigate allegations themselves. If initial clarification is needed or if requested by social worker appointed by the CHAD referral, staff may use open ended questions (tell me, explain to me, describe to me) but should be mindful that the CHAD, PDSCP and Police are responsible for child protection matters.

There are other forms of abuse that occur in our society that we are also aware of:

Domestic Abuse, Female Genital Mutilation, Fabricated Illness (formerly Munchausen's by proxy), County Lines - using children to carry or distribute drugs, Breast Ironing, bullying, including online bullying and prejudice-based bullying such as racist, disability and homophobic or transphobic abuse, Gender-based violence/violence against women and girls, Peer-on-peer abuse, such as sexual violence and harassment Radicalisation and/or extremist behaviour, Child sexual exploitation and trafficking Child criminal exploitation, including county lines, Serious violent crime, Risks linked to using technology and social media, Substance misuse, Domestic abuse, Homelessness, So-called honour-based violence.

Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes - they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

What happens after a referral has been made to children's social care?

Once you have made a referral, a social worker should respond within one working day telling you what further action they have decided to take.

You might be asked to participate in further assessment of the child, either through an **early help assessment**, through a **child in need assessment** (section 17 of the Children Act 1989) or a child protection enquiry (section 47 of the Children Act 1989), which will be led by a social worker.

If the social worker suspects that a child is suffering, or is likely to suffer, significant harm (i.e. their health and/or development has been or would be impaired compared with that which could reasonably be expected of a similar child), the **local authority will hold a strategy discussion** to determine the child's welfare and plan rapid future action. A strategy discussion can take place following a referral or at any other time, including

during the assessment process. The DSL from nursery should be prepared to contribute to these discussions by providing information and agreeing what action is required.

If concerns are substantiated and the child is judged to be at continuing risk of significant harm an **initial child protection conference** is convened to make decisions about the child's future safety, health and development. The setting DSL will be invited to the conference.

You may also be involved if you have expertise in the particular type of harm suffered by the child or in a child's particular condition, for example, a disability or long term illness.

The conference will decide the membership of the **core group** of practitioners and family members who will develop and implement the child protection plan. The core group will meet within 10 working days of the conference. If you are a member of the core group you will help to develop and implement the child protection plan.

The Police and social care have the power to remove the child from the family if they are deemed to be at continued risk of significant harm.

[Allegations against members of staff or volunteer](#)

Action will be taken under this heading if a concern is raised, or allegation has been made against a member of staff or volunteer who suggests that a child has been harmed or is vulnerable to abuse.

Procedure

a This should be notified to the DSL Employer who will contact Designated Officer via LADO office for advice (see phone numbers on page 1) and direction of procedure to follow.

b The Designated Officer should be notified of the allegation within one working day.

The Designated Officer, will advise the employer whether or not informing the parents of the child/ren involved will impede the disciplinary or investigative processes. Acting on this advice, if it is agreed that the information can be fully or partially shared, the employer should inform the parent/s. In some circumstances, however, the parent/s may need to be told straight away (e.g. if a child is injured and requires medical treatment).

The parent/s and the child, if sufficiently mature, should be helped to understand the processes involved and be kept informed about the progress of the case and of the outcome where there is no criminal prosecution. This will include the outcome of any disciplinary process, but not the deliberations of, or the information used in, a hearing.

c In all cases a record of the report, which is timed, dated and includes a clear name or signature must be made in the staff incident book in the office.

d Suspension may be considered necessary if:

- There is cause to suspect a child is at risk of significant harm, or
- The allegation warrants investigation by the police, or
- The allegation is so serious that it might be grounds for dismissal (see details of disciplinary procedures in contract of employment)

If the member of staff is suspended, they should always be treated fairly and honestly and helped to understand the concerns expressed and processes involved;

Be kept informed of the progress and outcome of any investigation and the implications for any disciplinary or related process;

If suspended, be kept up to date about events in the workplace.

Ofsted should be informed of any allegation or concern made against a member of staff in any day care establishment for children under 8 or against a registered child minder. They should also be invited to take part in any subsequent strategy meeting/discussion.

The suspended person will be suspended on full pay during the period of the investigation. If there is no proof of any misconduct and a suspended person is to return to work, appropriate support should be set up e.g mentor/management of contact with child/children/parents that made the allegation. If the complaint is upheld the staff member would be dismissed on the grounds of gross misconduct following usual disciplinary procedures. (See details of disciplinary procedures in contract of employment)

Registered providers must inform Ofsted or their childminder agency of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). Registered providers must also notify Ofsted or their childminder agency of the action taken in respect of the allegations. These notifications must be made as soon as reasonably practicable, but at the latest 14 days of the allegations being made. A registered provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence.

A referral is made to the DBS where a member of staff is dismissed (or would have if they had not left the setting first) because they harmed or put a child at risk of harm.

In the event of a provider or Child care worker being disqualified their employment would cease with immediate effect.

The Old School Nursery will notify Ofsted within 14 days from the date we became aware of the following information about an employee:

- details of any order, determination, or conviction, or other grounds 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 other grounds for disqualification arose;
- The body or court which made the order, determination or conviction, and the sentence (if any) imposed;
- A certified copy of the relevant order (in relation to an order or conviction)

The information must be provided to Ofsted or the childminder agency with which they are registered as soon as reasonably practicable, but at the latest within 14 days of the date the provider became aware of the information or ought reasonably to have become aware of it if they had made reasonable enquiries.

Suitability of staff to work with children

In accordance with the Childcare Act 2006 and EYFS Welfare Requirements, all staff working at the nursery will be subject to rigorous checks and references (Disclosure and Barring Service, (DBS) check, health check, reference check under our Safer Recruitment and selection policy and procedures. All staff are contracted to attend training in safeguarding children and young people and will be asked to familiarise themselves with this document. Staff job roles include responsibility to safeguard children and report to the DSL any concerns.

Staff must:

- Give comfort and support to the child as appropriate
- Not force the child to talk about the abuse or ask leading questions
- Maintain confidentiality for the protection of the child and family
- Speak to the DSL or Deputy as soon as possible to ensure that appropriate action can be taken
- Record, using clear language and where possible the exact language used by the child, what has been seen or heard
- Staff must ensure that their conduct is always exemplary, and it does not put children in danger or bring the setting into disrepute

- Volunteers and students who have not undergone these checks will be fully supervised and never left alone with the children.
- All staff must be proficient in the use of English to ensure the wellbeing of children and be able to summon emergency help when needed. All records, outside agency liaison and training is given in English

Working with Parents and carers

Parents/carers will be provided with a copy of this document when their child begins nursery, which will be explained to them in a clear way so as not to frighten, upset or accuse but to impress upon them the commitment to their child's well-being.

Parents/carers will be reassured that allegations against staff, volunteers or students of abuse or neglect will be taken seriously and will be reported to the DSCB to investigate. The concern should be made to the settings DSL or if this person is the subject of the allegation the Employer.

At all times the child's well-being comes first, nursery has the right to seek advice, regarding a concern they may have about a child, before discussing it with the child's parent. If the child is thought to be at risk of significant harm, a referral may be made to PDSCP without first having discussed it with the parent.

If a concern or allegation is reported to the DSL a decision will be made regarding the next step which could be to discuss the concern with the parent/carer; take further advice, or raise the concern with the PDSCP. The duty Officer will advise the nursery of necessary procedures, depending on the severity of the concern. DSCB may investigate if the concern has reached the threshold for this to be taken forward.

The PDSCP office may arrange a visit to the family/nursery to see the child and parents for themselves. If this led them to suspect a child has been abused or neglected, advice and support will be offered to improve the care of the child.

Nursery will continue to provide the best care for the child and work to support parents/carers in a confidential, non-judgemental manner.

Operation Encompass

As part of our commitment to safeguarding and promoting the welfare of the children in our care, The Old School Nursery is part of Operation Encompass, which is a national initiative that facilitates the early sharing of information between the Police, Early years providers and other education settings, in order to support children who may have been exposed to Domestic Violence. This means that in the event that Police attend a domestic incident where a child is present or residing, they will inform the DSL at the setting the child attends, before the start of the child's day. This allows us appropriate time to support and care for the child in a safe and nurturing environment. Participation in Operation Encompass helps ensure that staff are trained appropriately to respond sensitively to the needs of any child who may be impacted by such experiences, contributing to their overall safety and wellbeing.

Mobile phones, cameras and recording devices and online learning journals in the nursery

We ensure that any photographs or recordings taken of your child in our nursery are only done with prior written permission from each child's parent or carer. This is gained when each child is registered and is updated on a regular basis to ensure this permission still stands.

We ask for individual permissions for photographs and video recordings for each different use, including, use in the children's learning journey, for display purposes, for promotion materials including our nursery website. We ensure parents understand that they may be in additional photographs, but not as the primary person, that may be used in another child's learning journey.

If a parent or carer is not happy about one or more of these uses, then the nursery will respect their wishes and find alternative ways of recording their child's play or learning.

Staff are NOT permitted to take photographs or recordings of a child on their own devices and only use those provided by the nursery. The nursery management will monitor all photographs and recordings to ensure that the parent's wishes are adhered to.

Parents are NOT permitted to use any recording device or camera on the nursery premises without the prior consent of the manager.

Staff are to be mindful of smart watch capabilities and Bluetooth must NOT be enabled whilst in the premises to access photos etc.

The Old School Nursery aims to ensure that all children attending the setting have a personal online Learning Journey containing photos, observations and comments, in line with the Early Years Foundation Stage, in order to record your child's development in their time with us.

Every child is allocated a key worker, as per our key worker policy, who is responsible for your child's online learning journal. This will be done through an online learning journal system, "Family App", allowing staff to upload photos, videos and observations of your child. You will then be able to access the information from any computer via a personal, password protected login. There is the option for you to comment on any of the observations should you wish, although you will be unable to edit any of the material added by the key worker.

Your access will only allow you to view your own child's learning journal, though the photos may contain images of other children for the purposes of showing social interaction and group learning, for which you give your permission.

Famly is a way of documenting your child's learning and development during their time at The Old School Nursery and is not a method of regular communication between Nursery and home. In order to maintain parental involvement, you are encouraged to contribute photos, videos or information about activities you have participated in with your child at home to their online learning journal.

Access to Famly is by secure username and password, which will be provided by nursery but remains your responsibility. You are able to change your password online if you should wish.

Online safety and awareness for young children.

At The Old School Nursery, we are very aware of the adverse effects of screen time for young children. We support and follow the Department for Education's guidance on screen time and have no games or apps that the children use whilst in the setting.

We do use projectors in our process art spaces to enhance learning provocations with images relevant to the immersive activity they are engaging with. We always ask ourselves, are the screens necessary? Would an alternative method be more effective?

Whistle Blowing

Every member of staff has a legal requirement to 'whistle blow' on anyone who they have concerns about, even if this is a member of staff, management, or a family in difficult circumstances. As an employee it is your responsibility to report any unlawful conduct, financial malpractice or dangerous practice.

If you feel unable to approach the DSL or a senior member of staff because the allegation is about them, please contact to discuss your concerns with the owner Ewa Praschma or alternatively you can call the (CHAD) line for professional advice, or to the Designated officer for (previously known as the LADO). See start of policy for contact details. It is essential you speak with someone and feel confident and secure with the arrangements in place.

This will not affect your rights as an employee, nor will you be bullied or made to feel guilt for blowing the whistle it is always your professional duty to act in the best interests of the children.

Where a staff member feels unable to raise an issue with the Leadership team, or feels that genuine concerns are not being dealt with effectively, they can contact Ofsted (Complaints procedure - Ofsted - GOV.UK (www.gov.uk) or contact the NSPCC whistleblowing advice line on 0800 0280285.

Escalation Policy

If you are worried that your concerns raised are not being taken seriously then you have a duty to escalate them further.

You can do this by calling the professional help line via the Children's advice and duty service (CHAD) on 01202 228866.

If you are concerned that the local authority is not following up on your concerns, you can visit the Pan-Dorset safeguarding website and follow their escalation policy.

<https://www.dorsetscb.co.uk/about-us/new-pan-dorset-safeguarding-partnership-arrangements/>

Social Networking Sites and Use

We would like to remind all our staff that they have an obligation not to bring the company into disrepute and any comments that are posted in the public domain are subject to this obligation. Any negative comments made in the public domain about the company, staff, children or parents will be subject to our disciplinary procedure. In addition to disciplinary action, any derogatory comments posted in the public domain can be subject to libel action in the County Court.

Staff are not permitted to become friends with parents of children attending the nursery if they did not already know them prior to starting at the setting. Staff should not accept friend requests from parents or message parents outside of the formal channels of communication in nursery hours, e.g. Family App or emails, phone etc.

Safer Recruitment

When recruiting new staff, volunteers and students, a reference is obtained prior to commencement of post, at least one being the most recent relevant employer, training provider or education setting. References will only be accepted directly from the referee, and we will not accept an open reference, or references from family members. Spot checks will take place on these references in the form of telephone contact to check vague or insufficient information. We will establish the reason for the applicant leaving their current or most recent post and ensure any concerns are resolved satisfactorily before appointment is confirmed. We will complete references in a timely manner for all employees.

Safeguarding Training

The Old School Nursery ensure that all practitioners are trained in line with the criteria set out in Annex C of the EYFS statutory framework. The settings DSL and deputy DSL attend training courses that are consistent with the criteria set out in Annex C of the EYFS statutory Framework. All training is renewed after two years and any staff that we feel would benefit from annual refresher training will receive appropriate support from the DSL/DDSL.

Prevent Duty

The Prevent Duty & Promoting British Values

From the 1st July 2015 all schools, registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism" This duty is known as the Prevent Duty.

With this in mind we provide appropriate information for staff to enable them to attempt to identify children who may be at risk of radicalisation.

- We will build the children's resilience by supporting them through the characteristics of learning enabling them to challenge views that do not feel right.
- We will promote fundamental British values by enabling children in the prime areas of learning especially that of personal social and emotional development. Within this area we will encourage children to make decisions together as part of a team focusing on self-confidence and self-awareness. We will listen to the children's decisions and their voices and ensure they know that their views are important to the adults and we are always here to listen.
- We will follow the rules of law and help children to understand basic laws and rights that affect everyone including the United Nations Convention on the Rights of the Child. We will help children to understand the difference between right and wrong and that they have the right to protect themselves from harm.
- Staff will role model tolerance and acceptance and welcome all children, we expect the families that we work with to share these values and if this is not the case, they should consider their attendance at our settings.
- We promote an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. This will help build children's appreciation for others and also to show the similarities and differences between themselves and others.
- We welcome the sharing of child centred appropriate cultural traditions which are important to our families and our communities.
- As with managing our safeguarding risks, our staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection (children at risk of radicalisation may display different signs or may seek to hide their views). The key person approach means we already know our children well and so we will notice any changes in behaviour, demeanour or personality quickly.
- We will build up an effective engagement with parents/carers and families (This is important as they are in a key person position to spot signs of radicalisation) We will assist and signpost families who raise concerns with us. It is important to assist and advise families who raise concerns and be able to point them in the right direction and the right support mechanisms.
- The nursery will challenge behaviours or stereotypes (whether this is staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

Employees have an obligation to report any concerns relating to radicalisation or extremism of children and/or adults and these should be communicated using the line management or whistleblowing arrangements.

Any attempt by an employee to radicalise children and/or adults or expose them to extremist views will be deemed to be an act of gross misconduct and in the case of children a wilful breach of safeguarding and child protection responsibilities and will be dealt with accordingly.

What to do if you have a concern about Radicalisation.

If any member of staff has a concern about a particular child they should follow the nurseries normal safeguarding procedures, including discussing with the setting's Designated Safeguarding Lead, and where deemed necessary, with children's social care.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly.

Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

Lock Down Policy (code red).

Lockdown procedures should be seen as a sensible and proportionate response to any external incident which has the potential to pose a threat to the safety of children and adults in the setting. Lockdown procedures may be activated in response to any number of situations, but some of the more typical might be:

1. A reported incident or disturbance in the local community (with the potential to pose a risk to children and adults in the setting) 2. An intruder onsite (with the potential to pose a risk to children and adults in the setting). 3. A warning being received regarding an environmental risk locally, of air pollution (smoke plume, gas cloud, bee swarm etc) 4. A missing child.

Full lockdown Procedure: Immediate action must be taken: The alarm might need to be raised silently depending on the situation and so as to not alarm the children or to alert an intruder. All Staff will be told the key words "Code RED" we need to "LOCK DOWN" this will initiate the following procedure.

- All children and staff should return to/stay in the building
- External doors should be locked
- Internal doors might be locked (where a member of staff with a key is present)
- Lock windows, draw blinds and curtains, cover internal door windows (so an intruder cannot see in)
- Staff and children to sit together out of sight and where possible in a location that would protect them from harm such as gunfire (bullets go through glass, brick, wood and metal). Consider locations behind substantial brickwork.
- A register should be taken, and headcount completed of all staff and children at the setting
- Children should not be released to parents during a lockdown and staff should not leave the premises unless instructed to do so.

One member of staff to report to the office from each room for a update and to await instructions. All remaining staff sit with the children to help keep as calm as possible, reading or singing together as appropriate.

The safe use of AI (Artificial Intelligence)

The use of AI within the nursery for the purposes of planning and documenting observations, posts or messages that include or may reference children's identifiable details or are about the children is strictly not allowed. Settings on Famly (online nursery management system) have been deactivated so that staff do not have the capability of applying AI to anything that relates to the children's information that is held on the database. For the purposes of administrative tasks, that do not include providing identifiable information to the system, AI is used, with the understanding that staff must report any issues, inaccuracies, or concerns with AI systems to the manager, and AI is not used to replace making decisions about children's welfare, behaviour or development.

Glossary of terms.

Allegation - is a claim or assertion that someone has done something illegal or wrong, it can be made with or without proof.

Whistleblowing (sometimes referred to as Confidential Reporting) is the term used for policies/procedures for the reporting of concerns about colleagues or managers.

Chronology - a sequence of events detailed in the order of occurrence in time. (events shown in a timeline fashion.)

Concern - A concern is the term used when a person or organisation is worried about the wellbeing of a person or persons.

Complaint is when unhappy with the practice, service or actions of a person or organisation.

Radicalisation - when a person is led into adopting extreme views on political, social or religious views.

References:

Keeping children safe in education 2026 part 1 for all educators.

https://assets.publishing.service.gov.uk/media/6a47c29b1c8bd7ce25a5eb6d/Keeping_children_safe_in_education_2026_part_one.pdf

12) Confidentiality Policy

As a Nursery working with children and families we will have access to a variety of confidential information. To ensure that all those using and working in the Nursery can do so with confidence, we will respect confidentiality in the following ways:

- Parents will have access to the files and records of their own children but will not have access to information about any other child.
- Staff will only discuss individual children with their parents and other carers for the purpose of meeting individual's needs in the setting.
- Information given by parents/carers to the Nursery Manager or Key worker will be treated as personal and confidential and will not be passed on to other adults in a professional capacity without permission.
- Issues to do with the recruitment and employment of staff will remain confidential to the people directly involved with making personnel decisions.
- We record any concerns relating to a child's personal safety. Details of which are kept in a confidential file and not shared within the Nursery except with the child's parent, key worker/manager and proprietor and in some instances the LCSB. (However in the event of a serious and immediate safe guarding concern it would not always be in the best interest of the child to contact the parents)
- Students and Apprenticeships that are training for a qualification will be advised of our confidentiality policy and required to respect it.
- All staff will be aware of how important it is to keep issues relating to The Old School Nursery confidential, and this is explained and discussed in depth at staff inductions.
- Social Networking Sites and Use - We would like to remind all our staff that they have an obligation not to bring the company into disrepute and any comments that are posted in the public domain are subject to this obligation. Any negative comments made in the public domain about the company, staff, children or parents will be subject to our disciplinary procedure. In addition to disciplinary action, any derogatory comments posted in the public domain can be subject to libel action in the County Court. We do not permit staff to friend parents if they have not met prior to joining the setting.
- All the undertakings above are subject to the paramount commitments of our Nursery, which are the safety and well-being of the children.

13) Supervision Policy

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

Supervision should provide opportunities for staff to:

- discuss any issues – particularly concerning children's development or well-being
- identify solutions to address issues as they arise;
- receive coaching to improve their personal effectiveness

Supervisions are provided for all colleagues to create a supportive, nurturing environment that enables all of our employees to grow and develop. It is a key part of The Old School Nursery's ethos for staff. We operate an open-door policy for all colleagues to discuss issues, particularly concerning children's wellbeing and safety and we promote and value every staff member's professional opinion. We utilise this knowledge to help identify solutions to issues as they arise. All staff receive fully paid access to online training courses to support their professional development, as well as training days, professional discussions and termly room meetings. This package of care is all part of effective supervision of staff at the Old School Nursery. Any information that is disclosed as part of the supervision process is kept confidential. In the instance that information needs to be escalated, any necessary safeguarding procedures will be put into place, and the whistleblowing policy will apply. Supervision documentation is stored securely on the premises in the individual staff personnel files. Staff are provided with a blank copy of the document beforehand if required.

Section 3 Inclusion Policies.

14) Positive Behaviour

At The Old School Nursery, we provide a safe environment for all children, where they understand the clear and appropriate boundaries that are set for their behaviour. We adhere to the UNCRC Rights of the child, the EYFS and focus heavily on the support of children's personal, social, and emotional development.

We aim to encourage the children to develop high standards of behaviour and respect. We appreciate children are learning how to manage their feelings and behaviours. In order to gain mastery, they will need practice dealing with conflict and their responses to a multitude of situations, people, and places.

In order for a child's behaviour to mature both cognitively and physically, children will need repeated experiences with problem solving, supported by patient, respectful and tolerant adults and clear boundaries.

Our nursery provides a stimulating atmosphere that is set around the pace of the children and is not over or under scheduled. We encourage children to take ownership of their environment and help them to understand that we must share the resources within our setting.

Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous, and often without awareness of the feelings of the person whom they have hurt.

We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. These children are still learning skills such as sharing and need to practice, under the guidance of supportive role models.

Strategies

Our way of responding to pre-verbal children is to calm them through holding and cuddling or ignoring unwanted behaviour as appropriate, using British sign language alongside clear words to show that their action must "stop" or the process has "finished". Distracting and moving children closer to something that will engage them positively may also be used.

We ensure that our boundaries are clear to the children and show them what acceptable behaviour looks like. We use a positive spin when we share a boundary with a child so instead of saying "don't run" we say, "walking feet", vocalising the action that we desire rather than that which we are trying to deter.

Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding once they are calm.

We use positive conversations and commentaries with children that demonstrate our interest and our observations rather than high volumes of nonspecific praise or put downs.

We recognise to try and discuss incidents when children are distressed is not effective and we need to wait until they are calm and in a clearer mindset.

We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others.

We do not load the child with other people's emotions by saying "you are making everyone feel sad" as we understand they are already trying to manage their own feelings and to do so would be overwhelming and unfair. We do not force children to say sorry when they do not understand what that means.

We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. We empower the children to be able to say stop when another child's behaviour is unwanted towards them, and ask for the support of an adult or peer.

We support social skills through modelling behaviour, through activities, drama and stories.

We acknowledge kindness and empathy and avoid creating situations where children will be overwhelmed easily.

We talk to the children in a polite and calm manner with the appropriate tone.

We use positive body languages, visual cues and gestures to encourage and support children's behaviour.

We use recovery strategies that include (but not limited to) cuddles, humour, fresh air, a drink of water, time and space to compose themselves with a calm, supportive adult.

Our role as adults is to understand our children, create close bonds that enable the child to feel safe, supported and understood. Our observations of the children will include their learning styles, playing preferences, body language and cues, these things will help us to support the child's personal social and emotional development and help them to have positive self-esteem and resilience before they transition to school.

Whilst your child is with us at The Old School Nursery, we will never...

Send a child out of the room by themselves, nor will we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.

We do not use techniques intended to single out and humiliate individual children.

In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

Partnership with parents.

We develop partnerships with parents, consulting and devising behavioural strategies together, recognising the individuality of each child and family in the setting. We work with outside agencies where appropriate.

Should a child be hurt in a incident, this is recorded and shared with the parent of each child and they will be asked to sign to say that they have been informed of the incident.

In summary

We provide children with clear simple boundaries that do not change. We allow children to experiment with their own competence and build their confidence in managing situations that might be challenging through exposure to problem solving and a sense of belonging.

We want our children to grow into confident advocates for their own rights and for the rights of others, valuing cooperation to become respectful members of our society.

15) Special Needs/Additional Needs Policy

The Old School Nursery follows The Equalities Act 2010, The Children and Families Act 2014, Special Educational Needs and Disability Code of Practice 2015 and The Disability Duty 2006. We aim to welcome and provide and promote equal and appropriate learning opportunities for all.

Definition of Special Educational Needs and Disabilities (SEND).

A child has a special educational need if they have a learning difficulty or a disability that calls for special educational provision.

A disability is classed as "a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities".

Or when a child "has a significantly greater difficulty in learning than the majority of others of the same age"

Or when a child has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

The Equalities Act 2010 states settings "must not directly or indirectly discriminate against, harass or victimise disabled children and young people."

Meaningful inclusion is where a setting adopts truly inclusive practices which ensure that all children in the setting can learn together at their own speed and in their own way. It relies on 3 main principles:

1. The environment enables learning for all children.
2. Different developmental levels and different learning styles are always considered.
3. The staff team works together to offer all children opportunities for both independent and individualised/supported learning.

These principles do not mean they are given the same opportunities as others but given the right support for them in each opportunity that is presented.

Our system of observation and record keeping is completed by each member of staff in their own group of key children; this operates in conjunction with parents/carers enabling us to monitor children's needs and progress on an individual basis.

The nominated nursery **Special/Additional Needs Co-ordinator**, who is specifically responsible along with any other professionals involved to draw up an educational plan, is **Mrs Frances Morgan**. They will then work closely with the child to ensure consistency in teaching and ensure that each child receives the time and attention they need.

The Nursery works with other professionals outside of the setting, including therapists, health visitors, psychologists, social workers, physiotherapists, occupational therapy, speech and language practitioners, paediatricians, and portage workers to meet the child's specific needs. We appreciate parents/carers informing the SENCO or Manager of any feed back they receive from any of the above in order to help ensure records are up to date and that all professionals are therefore working with the same information to ensure that the child's needs will be met.

Partnership with parents to identify and access children

At The Old School Nursery, we encourage positive partnership with our parents/carers by ensuring they are informed of any Special Needs/Additional Needs that we recognise. This is followed by with a meeting with the parents. If these needs require the cooperation of an outside agency, we will endeavour to ensure that they are contacted. When the SENCO receives any information provided by outside agencies, they work alongside the child's key worker as a team to ensure they follow the same procedure with the child.

We work closely with many families to help early intervention techniques for specific areas of development for their child to enable continuity at home and at nursery and to close the gap before the child starts in reception. These early conversations can often be challenging for families and sensitive and patient communication is required to support them. Meetings will be held as regularly as needed with the SENCO and/or manager

Methods to support our families.

We will:

- Designate a member of staff to be Special Educational Needs Co-ordinator (SENCO)
- Provide a local offer which is displayed on the county website.
- Ensure that our physical environment is as far as possible suitable for children and adults with disabilities, making reasonable adjustments as needed.
- Work closely with parents/carers to create and maintain a positive partnership which supports their child(ren).
- Offering signing support to help communicate clearly and factually to the child.
- Ensure that parents/carers are informed at all stages of the assessment, planning, provision and review of their child's education.
- Provide parents/carers with information on sources of independent advice and support.
- Liaise with other professionals involved with children with learning difficulties and/or disabilities and their families, including transfer arrangements to other settings and schools. We work closely with the next care setting and meet with them to discuss the child's needs to ensure information exchange and continuity of care.
- Use the graduated response system for identifying, assessing, and responding to children's special educational needs. 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 learning difficulties and/or disabilities.
- Review IEPs regularly and gather the views of parents and carers.
- Provide in-service training for practitioners and volunteers.
- Monitor and review our policy annually.

Early help inhouse.

This is used when early education practitioners who work day-to-day with the children or the SENCO identify that a child has SEN.

Together they provide interventions that are additional to or different from those provided as part of the setting's usual curriculum offer and strategies.

An IEP (Individual Educational Plan) will usually be devised.

Graduated response approach

We follow the SEND Code of Practice recommendation that, in addition to the formal checks above, we adopt a graduated approach to assessment and planning, led and coordinated by a 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. This graduated approach will be led and coordinated by our SENCO and appropriate records will be kept according to the Code of Practice.

Assess

In identifying a child as needing SEND support, the key person, working with the SENCO and the child's parents, will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

Plan

Where it is decided to provide SEND support, and having formally notified the parents, the key person and the SENCO, in consultation with the parents, will agree the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will take into account the views of the child.

The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs are identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do

The child's key person will be responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the intervention agreed as part of SEN support. The SENCO will support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the key person and the SENCO in full consultation with the child's parents and taking into account the child's views. Information will be shared with parents about the impact of the support provided.

Education and Health Care Plan (EHCP)

Some children and young people may require an EHC needs assessment in order to decide whether it is necessary to develop an EHC plan. The purpose of an EHC plan is to make adjustments and offer support to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.

The local authority will conduct the EHC needs assessment and take into account a wide range of evidence, including:

- Evidence of the child's developmental milestones and rate of progress
- Information about the nature, extent and context of the child's SEND
- Evidence of the action already being taken by us as the early years provider to meet the child's SEND needs
- Evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- Evidence of the child's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

We will then work with the local authority and other agencies to ensure that the child receives the support they need to gain the best outcomes.

Online Safety for children with SEN.

We are aware that children with SEN are more vulnerable to online abuse and safety issues. With our very limited use of screens within the setting this does not pose a problem whilst the children are here, however we do have some children who will use technology and screens as a part of their communication, for example Augmentative and Alternative Communication (AAC) tools to aid non-verbal children. These are used at nursery after guidance from their speech and language consultant. Staff are always trained on using these devices with the children and any other technology that might be advised for their learning and development including electronic cause and effect devices.

Section 4 Health and Safety Policies.

16) Health and Safety Policies and Procedures

The Management of The Old School Nursery, in acknowledging their duties under the Health and Safety at Work Act 1974, have produced the following Health and Safety statement:

We will ensure as far as practical, the health, safety and welfare at work of all children, staff, students, volunteers and all persons within the premises for which the Nursery is responsible.

Our Health and Safety poster is located on the display board outside the office. We wish to develop and promote a strong health and safety culture within the nursery for the benefit of all our staff, children and parents.

We have a designated Health and Safety Co-ordinator - Miss Pru Denney and in her absence Mrs Natalie Adamson. Ewa Praschma is the owner and has overall responsibility for the health and safety onsite.

The Health and Safety co-ordinator will carry out Risk Assessments on a regular basis and make an online record of any action required. Room Supervisors are also responsible for ensuring that daily risk assessments are carried out in each room.

These Risk Assessments include; Annual assessment for the whole nursery

A daily check on the staff toilet

A quarterly assessment for the office

Daily assessments for each playroom and the outside play area

Assessment for any outings (see outings and events policy)

We believe that the risk within our nursery environment is low but in order to maintain maximum protection for children, staff and visitors we consider it necessary to:

Ensure Entrances and exits are kept clear including fire exits.

Regularly risk assess all rooms and equipment.

Fire procedures and fire exits made clearly visible.

Accident procedures are in place and staff are aware of how to implement them.

Reasonable actions are taken to minimise the spread of infectious diseases with the provision of PPE (Personal Protective Equipment) such as gloves, aprons and alcohol hand gel etc.

Smoking is NOT allowed in the building or outside premises including the car park.

Minimal appropriate jewellery to be worn

Annual PAT testing on all our electrical appliances.

Annual Fire extinguisher testing.

All cleaning materials are kept locked away under the kitchen sink or in a high-level cupboard in our staff toilet.

Ensure all staff are made aware of the location of First Aid Boxes.

Regular Fire Drills for staff and children

All staff complete manual handling as part of their core training.

17) Administering Medicine Policy

At the Old School Nursery, we feel it is very important to ensure that all our staff understand and carry out the correct procedure for giving medication to a child.

We make sure a medicine form is completed by the parents/carers each day their child is on medication stating the medicine dosage, when the last dose was given, time and parents/carers consent to give the medication. It is then the Room Supervisor's responsibility to oversee the correct administration of the medicine, they will sign the form, ensuring a witness is also there at the time.

We ensure the medication, prior to placing it in the fridge or medicine cabinet (in the office behind the door) is brought in its **original** packaging with the **child's name** and **dosage** clearly displayed.

We will NOT administer medicine unless a doctor, dentist, nurse or pharmacist has prescribed it for that child. Non prescription medicine, for example, pain or fever relief may be administered but only with prior consent from the parent and only when there is a health reason to do so.

We will not administer medicine if it is NOT in the original container or past the expiry date or use-by date from the time of prescription

When the Management or Room Supervisor administer any medication to a child it is very important that they inform the parents/carers and show them the medicine form when they collect the child from the Nursery. All forms are then filed in the medicine folder in the office.

Staff members must not be under the influence of alcohol or any other substances which may affect their ability to care for children. If prescribed medication, they should seek medical advice to confirm that it is unlikely to impair their ability to care for children. All medication on the premises must be stored securely and out of the reach of children at all times.

18) Child Collection Policy

In each of the children's files/application forms, we must have at least two other named people who are allowed to collect when parents are unavailable, with a password and photo for security purposes.

At the Old School Nursery, we feel it is very important to carry out the correct procedure when a child in our care is not collected or has been left at the Nursery after we close.

In this instance we would first contact the parents and then the emergency contact. At 6pm the child would be brought down to the office where the Manager or Deputy Manager would care for them. The Manager/Deputy and another member of staff would then wait with them until they were collected. If the child has not been

collected for 45 mins after the nursery closes, we will consider them abandoned or forgotten and contact the out of hours service at Children's Services. They would be able to give us advice and to inform us of the next step towards having the child collected or let us know who will be caring for them in the meantime.

If a parent/carer or named collector arrives and there are concerns about their suitability or fitness for them to have responsibility for the child, the following procedure applies: -

- 1) The parent would be directed to the office, to speak to the manager.
- 2) A member of staff would remain in the office during the meeting.
- 3) It may be necessary to contact the 'named emergency contact' to come and collect the child and adult.
- 4) If the adult objects to the above action, we reserve the right to contact the police or the Children's Services. Children's services - CHAD 01305 228558

19) Emergency fire evacuation procedure.

We have a designated fire co-ordinator; - Miss Pru Denney, Mrs Annabel Fisher and Mrs Natalie Adamson.

The co-ordinator will ensure that the fire drills are carried out once a term and recorded and filed in the office. We will endeavour to include all children and staff in this procedure. The co-ordinator will check fire alarms, smoke detectors, fire control equipment and notices every month and record this in a logbook.

All staff are aware of their roles and responsibilities in the event of a fire or emergency.

It is our priority to raise the alarm immediately and evacuate all children, visitors and staff out of the building as quickly and calmly as possible. Any available team members will assist the Baby room evacuation.

The person in charge will do a final sweep of the building to ensure there are no persons left on the premises before meeting the assembled group in the main playground for a full roll call. The roll call will be made, and all persons accounted for.

In the event of poor weather and the scenario whereby we are unable to re enter the building we have made arrangements during daylight hours for the children to gather in our forest school site across the road, or if it is after daylight then to go to The Anchor pub (only open Tuesday-Friday) where shelter can be taken until the parents arrive. As a backup, we can also use the village Church to use the building as an emergency shelter (Monday's when the pub is closed). The contact number and key holder for the church if it is not open (it should be everyday) is Alan Cosgrove 07971 512390 OR Janet Purchase 01258 857235 OR David Allen who lives opposite The Anchor Inn in Chapel Cottage.

The procedure to be followed in the event of a fire is also explained fully in the staff and student induction process

20) First Aid Policy

Accidents can be very distressing, and we aim to minimise any pain or discomfort suffered by a child or member of staff whilst in our care and will do all in our power to make them comfortable as quickly as possible.

First Aid Procedure

The Old School Nursery provides full paediatric first aid training for all staff and renewals happen every year in November. A training record for all staff members PFA is available in the office.

We have nominated a trained First Aider who will ensure that the First Aid boxes are kept well stocked and are checked and re-filled every month.

Every member of staff will attend an appropriate course every three years so as to ensure they remain up to date on first aid methods. Refresher segments will also be covered periodically in staff meetings.

Every member of staff will ensure an accident or incident form is completed at the time of the event to ensure accuracy. The parents/carers must have sight of the documentation on collection of their child and sign the form to confirm that they have been informed.

Parents will be contacted via telephone if any significant injury is sustained whilst in our care as soon as practically possible, we include head injuries and bites that break the skin within this.

The Proprietor or Nursery Manager must inform RIDDOR and Ofsted of any serious accidents so a full investigation can be carried out and further action taken if necessary.

The accident forms will be kept for a minimum of 21 years and 3 months.

If medical attention is required parents will be contacted immediately.

Parents must provide written detail of any illness or conditions, which the children suffer on a permanent basis, together with appropriate medication and instructions on how to administer it e.g. asthma inhalers. A separate medication consent form will be issued for this – see Administering Medication Policy.

21) Hygiene Policy

We aim to provide a clean and hygienic environment for the children and staff, in order to minimise the spread of infection.

1. Toilets must be checked regularly and cleaned if necessary.
2. Staff and children **must** wash their hands after going to the toilet and before handling or eating food or entering the kitchen.
3. Regular checks to be carried out on any sandpits, to check that outside sandpits are covered, and the sand is changed when appropriate, i.e. if sand is soiled or stale.
4. A cleaning routine to be followed throughout the day to ensure the premises and equipment are kept hygienic.

Waste disposal

All nappies, gloves, aprons, wipes, and cotton wool used in the nappy changing procedures are bagged and placed immediately in the nappy disposal bin.

For 'sharp' waste (e.g. syringes) we ask that parents/carers to provide the appropriate disposal box which will then remain their responsibility.

When disposing of body fluids such as blood, faeces or vomit, PPE should always be worn, and it should be cleaned immediately. All spillages should be cleaned with disposable consumables, such as paper towels and not by reused items such as mops and buckets. The area should be thoroughly cleaned with anti-bacterial detergent / disinfectant and the manufacturer's instructions followed from the chemical.

When this is complete the area can then be mopped using normal cleaning utensils such as a mop.

Any broken glass should be collected carefully using a dustpan and brush. The glass must be wrapped carefully in newspaper and put into the outside bin immediately and the area vacuumed thoroughly.

Food Disposal – the kitchen food waste bin is emptied at lunch and after tea in the main food waste bin outside. The preschool staff have their own separate food waste bin which the staff are responsible for emptying at the end of the day. No food waste is left in bins at the end of the day.

22) Ill Children

We aim to provide a healthy and safe environment for the children and for the staff to work in. We will do all in our power to prevent the spread of infection and to promote good health.

Infection in a Nursery can spread rapidly, not only amongst children, but also staff. Parents are required to keep their children at home if they have any infection and to inform the Manager as to the nature of the infection to enable other parents to be alerted.

Any child who is obviously unwell on arrival at Nursery will not be accepted. If your child becomes unwell during the course of the day you will be contacted and, if necessary, asked to collect. If we are unable to contact you personally, we will of course telephone the other numbers that you have given us as alternatives and make the child as comfortable as possible until somebody is able to collect them. It is therefore essential that you keep our emergency contact numbers up to date. In most cases of sickness, the child will be taken to a quiet space, to minimise exposure to others.

The following procedures must be adhered to:

- Gastric Upsets - Children must be excluded from the Nursery for **48hours** after the last attack of diarrhoea or sickness.
- Conjunctivitis - Children do not need to be excluded from Nursery. However, depending on the severity of the infection it is at the discretion of the management as to whether the child should attend.
- Fever/Throat infections - 24 hours after the fever has gone down.
- Impetigo - Exclusion is necessary until ALL the scabs have cleared from the infected area or 48 hours after commencing anti biotic treatment.
- Chicken Pox - Exclusion is 5 - 10 days from the onset of rash. All spots must be dry and scabbed over before children return.
- Threadworms - Children can return to the Nursery once they have started treatment.
- Measles - Minimum period of exclusion is 4 days from the onset of rash
- German Measles - 4 days from onset of rash
- Mumps - Minimum period of exclusion is 5 days after onset of swelling
- Hand Foot and Mouth - Children need not be excluded from nursery. However, some children can feel quite unwell with the condition. In this instance we respect that if they are unwell you keep them home until they are able to attend nursery and enjoy their day with us.
- Head Lice - Exclusion is not necessary, but treatment is advisable.
- Verrucae - Children do not need to be excluded, but the verruca must be covered with a rubber sock, waterproof plaster, or clear nail varnish when the foot is going to be wet.
- Meningitis - Children can return to Nursery as soon as they feel well and are fit enough to return to the setting.
- Whooping Cough - 5 days from commencing of antibiotic treatment, or 21 days if no antibiotics given
- Scarlet Fever - 24 hours after antibiotic treatments
- Slapped Cheek - no exclusion period unless child is unwell.
- Shingles - exclusion until rash is dry and not weeping.
- COVID-19 - 7 days from when symptoms began or after 7 days if the child is still unwell they must remain absent until they have been clear of a fever for 48hours. Please see latest guidance for more information.

All infectious illnesses must be reported to the Nursery Manager who will advise on the exclusion period necessary and inform the other parents. (This also applies to staff). This particularly applies to COVID-19 due to the isolation periods and impact on others. German Measles, slapped cheek, shingles and Chicken Pox, as this can be extremely harmful to expectant mothers.

Ofsted is notified within 14 days if there is a case of food poisoning in the nursery that affects 2 or more children.

If you would like more information on symptoms and incubation periods of any infectious illness please speak to a member of staff. In case of an emergency the Nursery reserves the right to remove a child to Hospital in an emergency. Please refer to Parental Agreement.

We would ask for parents support to only send children to nursery who are well, we thank you in advance for this.

We will keep parents up to date of any "outbreaks via signs in the nursery or emails directly to parents."

If your child is unwell, we do ask that you contact the Nursery Manager or Proprietor even if it is a day your child does not attend the Nursery in order for us to inform the necessary authorities, or other parents, depending on the illness.

Our priority is always the child. We not only want to prevent other children and adults from contracting any illness, we also want the best and appropriate care for the child that is unwell. With that in mind parents/carers will be contacted upon suspicion of any infectious illness.

We appreciate that often a child appears ready to return to Nursery before the recommended time. The time stated by the Doctor must be followed, as it is there to prevent the illness from being spread further. We ask that you support us by keeping your child away from the Nursery whilst they are unwell or infectious. Thank you.

Guidelines for giving antipyretic drugs such as Calpol and Nurofen which contain paracetamol or ibuprofen can be seen on additional handout for parents.

Please remember: paracetamol and ibuprofen do not treat the cause of the fever - they merely help to ease discomfort. They also ease headaches and aches and pains. You do not need to use these medicines if your child is comfortable and not distressed by the fever, aches or pains.

23) Intimate Care Procedure Including nappy changing.

We acknowledge that it is essential that every child is treated as an individual and that care is given as gently and as sensitively as possible. We also believe that children should be encouraged to have a positive image of their own body, are encouraged to be as independent as they are able and to have their rights respected.

We aim to interact with all intimate care in a slow and unhurried way that matches the pace of the child. We encourage them to be involved and run a calm slow commentary on what is happening as the care routine is carried out. We consider children's privacy and balance this with safeguarding and support needs when engaging in changing and intimate hygiene practices.

Please see the example below of nappy changing procedures.

1	Prepare yourself with, gloves, wet wipes and nappy sack at changing station
2	Approach the child and get down to their level using open body language and allow them time to respond to you. Wait for a positive cue or gesture before moving them. Invite them to come with you if they are not in urgent need of changing. If its important to change them straight away invite them to be a part of the process by carrying the nappy or choosing the wipe etc.
3	Carry/encourage the child to go to where their items are kept and let them help to gather the nappy and wipes/cotton wool/cream.
4	Take them to the changing area, giving reassurance and commentary on what is happening to them.
5	Nappy changing is a prime time for interaction, but you need to be in tune with the child giving them your full attention and matching their energy in a positive way using the tone of voice and body contact.
6	Lay the child on the changer put on your gloves; explain what you are going to do. Invite the child to help as much as they can by pulling down trousers or holding wipes etc.
7	Take care not to lift and pull a child by the ankles when changing as this puts stress on the hips, knees and ankle joints. Lift under the buttocks or better still encourage the child to lift their legs up.
8	Tell the child that the wipe is about to be used, perhaps allow them to touch it to feel it might be cold. Always wipe from front to back to avoid cross infection.

9	Apply cream if needed and if permission is given, always use a clean gloved finger for each scoop from the pot and only use a thin layer of cream on each application to allow skin to breathe.
10	Put on the clean nappy again encouraging the child to help by raising bottom and with any redressing as appropriate according to their development.
11	Place all dirty wipes/nappy etc into a nappy sack and place in the nappy bin provided
12	Use wipe/flannel or sink to encourage the child to wash their hands after the nappy change, explaining how we keep our hands clean to stop any germs etc.
12	Lift child from the nappy changer and spray down the mat with antibacterial spray and wipe with disposable towel. Place disposable towel in the bin and stand the nappy mat up or place on top of the changer cleaning underneath when necessary.
13	Wash or sanitize hands.
14	Ensure that you re-engage the child into an activity, before leaving them they must be settled.

If a child wriggles, give them as much time as you can afford until they lie down again, do not enter in a battle to get them to be still this will only inflate the problem. Changing may happen led down or stood up, try and be as flexible as possible, we want nappy changing to be a positive experience for the child.

Never leave a child unattended at any time on the changer, if you need to reach for something keep one hand on the child at all times.

Where practical the key worker should change the nappy to support the bonding process.

Children should be changed when they need changing or not longer than 3 - 4 hours from their last change. Practitioners should avoid having set changing times each day e.g. 10:00, 13:00, 16:00 for all children as this promotes a conveyor belt approach which can lead to less stimulating changes.

All other staff should respect the importance of nappy changing and where possible allow this to be carried out uninterrupted.

New staff should be shown how to change nappies and then observed doing them by their team leader before being allowed to change unsupervised to maintain quality for the children.

Remember nappy changing should be a positive prime time for practitioners and children and has many developmental benefits.

Please remember to be vigilant at all times and adhere to our safeguarding procedures.

Other intimate care routines might include but are not limited to dressing, feeding, helping to sleep, washing, helping when hurt, toileting.

We will allow the children to care for themselves as far as they are able to, and to encourage parents to be led by the cues of the children to dictate when toilet training commences so to make sure both the connections in the brain and the bowel are made before we set children up to fail.

We recognise that these developing skills are fragile and that when adults rush or force children to do so before they are ready can be detrimental to both physical and mental wellbeing.

We will be aware of and responsive to the child's reactions and provide reassurance whenever this is required.

24) Lost Child Policy

At the Old School Nursery, we do everything to ensure that a child is not lost.

If, however, a child went missing in our care, the staff are responsible for informing the Nursery manager and the Proprietor immediately. As staff search for this child, we will then proceed to contact the parents, then the police, and to continue the search for the lost child.

If necessary, staff will implement a 'lockdown/ code red' of the nursery so that all children are contained in safe environment and any spare staff can then be deployed to help search for the child.

To avoid this, we always make sure that the staff to child ratio is correct especially when leaving the premises to go on an outing or a walk.

The staff are always aware and professional in making sure they never leave the children unsupervised at any time.

We ensure at all times when going outside of the setting, that the staff take a nursery walkie talkie, first aid kit, and a list of the children with them, so that if anything were to happen, they would have the necessary equipment to get help and the above would also apply.

A full written report would then be made by the staff involved with the incident, and the Nursery Manager and Proprietor would follow the incident up by informing Ofsted.

25) Manual Handling Policy

To comply with Occupational Health and Safety Act 1991, which requires the nursery to follow the guidelines set out in this legislation. Manual Handling means lifting, lowering, pushing, pulling, carrying, moving, holding or restraining any object, or person Procedures for managing and monitoring safe manual handling.

- Staff are encouraged to use their common sense and not to take unnecessary risks when handling large/heavy objects. When lifting a child or object weighing more than 15 kilos, staff are required to seek assistance.
- Manual Handling and correct lifting/back care training will be provided regularly.
- It is the responsibility of all staff to follow the procedures below and to assist by identifying manual handling hazards and risks.
- Regular checks to monitor use of manual handling at the nursery. Any difficulties noted will then be dealt with immediately.
- All staff required to complete a manual handling online learning course

Managing risks for manual handling

- Identifying risks - discuss issues with staff and check past incidents/accidents records.
- Assess risks - how much strain, pressure, stress, weight, force, grip, skill and duration is required for each activity.
- A risk assessment will be undertaken for any expectant student or staff member within the setting during their pregnancy.
- Control risks - when designing tasks in order to minimise injury, look at changing the way jobs are done, change the layout of the workplace, and change the equipment.
- Caterpillar room staff to use changing unit containing steps so the children can, with support, climb up onto the nappy changing mat without being lifted.

Correct Lifting Procedures

IF IN DOUBT, DO NOT LIFT!

- Staff must never twist while lifting.
- When staff lift a child or object they should not stretch over and lift, but lean close and raise as close as possible to their body.
- When lifting staff must:
 - Place their feet apart in a striding position
 - Keep their breastbone elevated
 - Bend their knees
 - Brace their stomach muscles
 - Hold the child or object close to their body
 - Move their feet not their spine, to stand up
 - Prepare to move in a forwards direction.
- Staff should transfer heavy items to smaller containers to reduce weight.
- Staff should: Kneel where possible, avoid sitting on child sized chairs where possible, refrain from carrying children on their hip. Lift children with one arm under their buttocks and the other arm behind their backs, with the child facing them.

26) Smoking & Vaping Policy

It is against all nursery practices for any person to smoke or use a vape on the nursery premises - this includes the car park, and cars parked in the nursery car park.

You must not smoke or vape anywhere in view of parents or children, and it is your responsibility to ensure that you do not wear your uniform when smoking or vaping.

A change of clothes is required if you do smoke or vape during the working day and the usual hand-washing procedures apply.

27) Safer Eating, Allergy and Nutrition Policy

We promote healthy eating within the Nursery, helping the children to enjoy a range of different food groups and the need for a balanced diet, through play and discussion.

All our meals at The Old School Nursery are freshly prepared by our qualified team of cooks every day. We ensure that all meals and snacks are of healthy, balanced, nutritious nature and of a high quality. We tailor our menu to ensure that the needs of children who suffer from allergies and intolerances are met, and includes the advice laid out in the 'EYFS nutrition guidance'. We also aim to reflect the multicultural and religious backgrounds of the children, and where possible to comply with parents/carers wishes.

Water is made available to drink throughout the day, in the child's own labelled cup or beaker, and milk is offered at snack times. In hot weather staff will encourage children to drink more water to keep them hydrated.

A balanced and healthy breakfast, two-course midday meal, tea and two daily snacks are provided for children attending a full day at the nursery

Menus are planned in advance and in line with example menu and guidance produced by the Department for Education. These are rotated seasonally. Menus include at least 5 servings of fresh fruit and vegetables per day. We provide nutritious food at all snack and mealtimes, avoiding large quantities of fat, sugar, salt and artificial additives, preservatives and colourings. We check ingredients of all our stock items and are regularly looking for the best products that will give the best nutritional values.

Quantities offered consider the ages of the children being catered for, in line with recommended portion sizes for babies and young children.

We try to make snacks and meals enjoyable, sociable occasions with the children sitting down together in small groups. The Nursery will always aspire to excellent standards of table manners and behaviour. Children are encouraged to say 'Please' and 'Thank you'. They will be encouraged to wait before starting their meal until all

the others have been served, and wherever possible with the older age groups, they will be encouraged to wait together until all children have finished eating; this is dependent on the age and stage of the child. We believe mealtimes to be social occasions that should be enjoyed and a great opportunity to develop the children's social development. We share many engaging conversations at the dinner table and promote self-service for the children. Staff use meal and snack times to help children to develop independence through making choices and feeding themselves. Mealtimes can also be used as opportunities for the explicit teaching of maths skills and problem solving. How many more spoons do we need for everyone to have one? Or what can we do when water is spilt at the table? These learning opportunities are possible as mealtimes are shared with staff members and are at an unhurried pace. All staff who handle and prepare food are trained in Food Hygiene.

Staff support children to make healthy choices and understand the need for healthy eating. We promote positive attitudes to healthy eating through play, growing, and cooking opportunities and discussions. Children will always be encouraged to try new foods, but children who show distress at eating their meal will not be pressured into eating it and the next course will be served without fuss or drawing attention to the child. We use the terms balanced diet rather than labelling certain foods unhealthy. We want to show the children that balance is the aim of foods not cutting out completely certain food groups.

Food and Drink Procedure

Staff and children must wipe or wash hands before touching food.

Children must not be allowed to swap food with others in case of food allergies. Staff will supervise this carefully.

Parents are asked to provide a written detail of any food allergies that is then displayed for all carers in the kitchen areas. Menus will then reflect this.

Kitchens and rooms must be kept clean and tidy, and all food preparation areas are equipped with suitable facilities to ensure.

Rubbish bins must be emptied regularly.

Separate flannels must be used for each child after main meal to wash hands or face.

In the very unlikely event of any food poisoning affecting two or more children on the premises, whether this may arise from food offered at the nursery or not, 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.

Food and Drink and Safer eating

All our members of staff hold a current full paediatric first aid certificate, which ensures that at mealtimes and snack times a member of staff is always present who holds this qualification. Children are supervised appropriately while eating, including being within sight and hearing of staff, and supported to eat safely. No child is ever left alone when eating or drinking to minimise the risk of choking.

Staff work with parents and engage in ongoing discussions regarding the introduction of solids in a child's diet, such as the texture of food that the child is used to and which method of weaning a family have chosen. We do not make assumptions about a child's stage of weaning based on their age, and this is discussed in our detailed settle sessions with parents. We also work with our families at progressing a child's weaning progress, ensuring that the next stage is introduced based on the child's developmental and at a pace that is right for them. We follow the 'NHS - Best Start in Life Weaning Guidance' to support families that are weaning.

Choking prevention.

We know that one of the biggest risks to children is from choking at mealtimes. We take this responsibility very seriously and staff are always in close proximity supervising children whilst they eat.

All our food is prepared in a way that prevents choking. All food is chopped into small pieces and items such as sausages and grapes are cut lengthways to ensure they are the correct shape and not a choking hazard. The Old

School Nursery follows the government guidance 'Food Safety-Help for early years providers' with regards to ensuring we offer children a safe range of foods.

All our children, including our babies, enjoy their meals in a designated eating area, and are seated safely in low chairs or in a chair with a harness where necessary for younger babies. Children are always within sight and hearing of a member of staff while they are eating snacks and meals. All staff are aware of the dangers of choking, that choking can be completely silent and how to treat a child if they were choking. Any choking incident that requires the intervention of a staff member is recorded in detail, including where and how the child choked, and we ensure that the parents of the child are immediately informed.

We review all our records to identify any common trends or features of incidents that need to be addressed, and preventative action can be taken, to reduce the risk of future incidents.

Allergy and Allergic reactions

Prior to starting with us, we send families information on the 14 common allergens in food and encourage exposure to these allergens before attending the setting. Before children start their place with us, we ensure we gain as much information during their settling in sessions about any special dietary requirements, possible allergies, intolerances, food preferences and any special health requirements. This information is shared with the team working with the child, and anyone who prepares and handles the child's food.

At every mealtime a nominated staff member will ensure that food being given to the child meets all the necessary requirements for it to be safe. Each child has a red photo card detailing the allergy displayed for all to see in the room. Staff that work as part of the kitchen team are also kept up to date with any changes to a child's allergy. Any foods coming from the kitchen for children with allergies are clearly labelled as dairy free, soya free etc, so staff can be confident they are serving the right foods to the right children.

Staff at The Old School Nursery are all trained in recognising the signs, symptoms and treatment of anaphylaxis and allergies, and know to refer to the NHS website for updated guidance on allergies, feeding and weaning.

We ensure that communication is kept constantly up to date regarding any changes to the child's diet, and any allergy action plans written by outside agencies and health professionals are regularly reviewed in discussion with the parents.

Any allergy medication is kept in a cabinet out of children's reach in the staff room. Any medication that needs to be kept close to the child such as an epi-pen is kept in a bum bag worn by a member of staff always close to the child.

28) Outdoor Policy

Sun Protection:

We want all our children to enjoy our lovely outside play areas, and to spend time exploring the natural environment. We are, however, very aware of the long-term damage sun can do, and wish to ensure your children are protected whilst having fun in the sun!

Children will be educated about the damaging effects of too much sun and the importance of adequate protection. Sunshades will be put up on a daily basis, checked for any wear and tear and umbrellas will be positioned over moveable resources such as water trays.

All children playing outside during the summer months should have a sunhat. Tops with short or long sleeves are preferable to vest tops.

In hot weather children must come to Nursery with a layer of sun cream already applied.

The Nursery provides Factor 30 or above sun cream for all children, unless parents specify that they wish to use their own one and provide a named bottle to keep at nursery. Staff will ensure that they wash their hands between applications of sun cream to avoid cross-contamination.

Staff will ensure that children are not exposed to the sun between 11am and 3pm for prolonged periods.

Whilst outside, babies will be cared for in a designated covered play area, and additional shaded areas will be offered for all children needing a break from direct sunlight. All children will have constant access to drinking water.

Wet weather :

The weather in the United Kingdom can be so unpredictable and we believe it is vital to continue enjoying the outside play areas and surrounding countryside and so in order to accommodate all our wet weather activities we ask parents to provide suitable clothing for outside play, such as Wellington boots, waterproof clothing etc. These items should be named. We do have a few sets of full waterproofs that allow us to go outside even in bad weather, should any children not be provided with their own.

Also see forest school policies for weather and clothing policies.

29) Procedure for Outings and Events

The Old School Nursery aims to provide outings and events in a safe, well-planned and organised manner, which provides opportunities for children to learn through play.

The Old School Nursery regularly takes the children out for local walks and from time to time organise larger outings further afield. We will consult with children, parents, carers and staff before planning any event / outing that is in addition to our local walks.

The children's age, ability and stage of development will be considered when organising an event. Health and safety, including staff ratios which will be maintained during the event.

The Old School Nursery will carry out a risk assessment identifying potential hazards on the journey and at the location. The Old School Nursery will ensure that all necessary consent forms and relevant documentation are completed and returned to The Old School Nursery.

If appropriate we may do a pre-visit to the location.

The Old School Nursery will ensure that the staff who are involved have the appropriate experience to organise an event and will always include a paediatric first aider.

On an outing or event, a designated member of staff will have a first aid kit, mobile phone and a list of all children who have permission to leave the Nursery.

Children's needs are assessed on an individual basis, and we provide pushchairs and harnesses for those that need them. Children who are walking are required to hold hands with a supervising adult and fluorescent jackets are worn by the majority of both staff and children.

30) Inclement Weather Procedure

In the event of extreme weather we have procedures in place for parents to follow prior to their arrival at nursery.

It is our aim to always remain open if possible and if necessary provide a slightly alternative care arrangement for the children so that the day will function as smoothly as possible. This may include grouping children together and offering a shorter day so that families, children and staff travel safely during daylight hours.

- 1. It is essential you check your email from 6.45am where we will advise you of any closures or changes to our normal nursery day.**
- 2. This information will also be added to our Nursery Facebook Page.**
- 3. As per our Registration Agreement there is no discount or reduction to fees if a child is unable to attend their usual sessions due to illness, holiday, inclement weather or any other absence or if the Nursery has to close due to unforeseen circumstances ie. payment is made 50 weeks of the year (excluding the Christmas week and Bank Holidays).**

In exceptional circumstances we may have to take the decision to close the nursery and we hope we have your complete support and understanding should this be the case.

31) Sleep Policy

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

The safety of babies and children sleeping is paramount. Our policy follows the advice provided by the DfE, the Lullaby Trust and NHS¹ to minimise the risk of sudden infant death syndrome (SIDS) in babies up to 12 months of age, and sudden unexpected death in childhood (SUDC) in children over 12 months of age.

We make sure that all babies and children are placed down to sleep safely, with every practitioner reading the NHS advice on sudden infant death syndrome (SIDS)¹ and being made aware of the safer sleep guidance from The Lullaby Trust².

Babies/toddlers under two years old:

- Babies aged 12 months and under³ must only be placed to sleep on their back in a cot⁴
- Babies aged over 12 months are placed down on their back in their own separate sleep space on a clear, flat, firm surface such as a cot, bed or mattress on the floor which has suitable British Safety Standards
- If a baby has rolled onto their tummy, we turn them onto their back again unless they are able to roll from back to front and back again on their own, in which case we enable them to find their own position
- Babies and toddlers are never put down to sleep with a bottle to self-feed
- Babies under six months of age must always have an adult with them in the same room for every sleep. We will monitor their sleep every five minutes until they reach 6 months and then check every 10 mins.
- For babies (over six months of age) and toddlers who are new to the setting we will monitor their sleep closely and support their developing routine until they have settled and are familiar with their sleeping routines at the nursery
- Babies and toddlers are monitored visually when sleeping by looking for the rise and fall of their chest and if their sleep position has changed
- Babies/toddlers are always within sight and hearing of staff when sleeping.

Sleeping environment

We provide a safe sleeping environment for all babies and children by:

- Ensuring every child has their own separate sleep space
- Only using safety-approved cots and other suitable sleeping equipment (i.e. mats) that are compliant with British Standard regulations
- Using a firm flat surface such as a cot, bed or mattress on the floor. Babies aged 12 months and under are only placed to sleep in a cot
- Using a firm, flat waterproof mattress, a clean fitted sheet and lightweight bedding which is firmly tucked in around the child below their shoulders to prevent head covering
- Ensuring the baby/child is placed feet-to-foot at the bottom of the cot, with lightweight blankets tucked in, if used
- Ensuring every baby/child is provided with clean bedding, labelled for them, working in partnership with parents to meet any individual needs
- Ensuring babies/children are appropriately dressed for sleep to avoid overheating and any accessories removed e.g. hair ties and clips, bibs, hooded tops
- Ensuring babies'/children's heads are not covered
- Ensuring no extra items such as toys, pillows, extra blankets, bumpers, wedges or straps are used in cots; we will use sleep comforters for babies and children over 12 months only and follow The Lullaby Trust advice regarding the safe use of dummies while babies are sleeping⁵. This guidance states that it is safe to use a dummy if the child is used to taking one, however do not replace it back into the mouth of a sleeping child if it falls out. We remove any dummy clips or lanyards that might be attached to the dummy.

¹ <https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/safer-sleep>

² <https://www.lullabytrust.org.uk/>

³ If a baby was born prematurely (before 37 weeks) or weighing less than 2.5kg or 5.5lb, you should follow the safer sleep advice for a year from their due date, rather than when they were born.

⁴ Cots refer to: Cots, carrycots, Moses baskets, travel cots

⁵ <https://www.lullabytrust.org.uk/baby-safety/baby-product-information/dummies/>

⁶ <https://www.lullabytrust.org.uk/baby-safety/premature-babies-and-multiples/twins-and-multiples/>

- Keeping all spaces around cots and beds clear from hanging objects, i.e. hanging cords, blind cords, drawstring bags
- Monitoring the sleep room temperature and ensuring it remains between 16-20°C at all times, where possible
- Ensuring babies and children over six months of age are always within sight and hearing of staff when sleeping, and are checked every 10 minutes;

Further considerations

- We will allow babies/children to sleep outdoors, where appropriate and with parent permission. When children are sleeping outside, we will follow NHS advice relating to head coverings and direct sunlight
- Well-fitted baby sleep bags may be used according to the manufacturer recommendations and with parent permission
- All bedding will be cleaned, as required and at least weekly
- We will transfer any baby who falls asleep while being nursed by a practitioner to a safe sleeping surface to complete their rest
- We will transfer a baby/child who is brought into nursery while sleeping, such as in a sling, carrier or car seat, to a safe sleeping surface to complete their rest
- Any baby/child who falls asleep in a buggy, pushchair or pram while out on a walk will be transferred to a safe sleeping surface to complete their rest on their return to the nursery; coats, hats, extra clothing and blankets will be removed as soon as they are inside, even if this means waking them
- We have a No smoking/vaping policy whilst at work.

We ask parents to complete forms on their baby's/child's sleeping routine with their key person when starting at nursery; 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 or in a sling, we will explain our policy to the parents and not usually offer this unless the baby's doctor has advised the parent of a medical reason to do so. In such cases, we would ask parents to provide written permission to adopt a different position or pattern for their baby/child.

We recognise parent knowledge of their baby/child with regard to sleep routines and will, where possible, work together to ensure individual sleep routines and well-being continue to be met. However, staff will not force a baby/child to sleep or keep them awake against their will. They will also not usually wake children from their sleep outside of a full sleep cycle (45mins).

For some children, going to sleep can be difficult, we will try to settle them for up to 25 mins at a time before getting them up and try again later.

In the baby room, individual sleep routines are followed rather than having one set sleep time for all children. We create an environment that helps to settle children that require a sleep, for example dimming the lights or using soft music, where applicable. We will maintain the needs of the children who do not require a sleep and ensure they can continue to play, learn and develop. This may involve taking children outdoors or linking with other rooms or groups of children.

Staff will discuss with parents any changes in sleep routines at the end of the session and share observations and information if they do not receive enough sleep.

Sleeping twins

We follow the advice from The Lullaby Trust regarding sleeping twins⁶, while working with parents to maintain their sleep routines and well-being. Twins will sleep in separate sleep spaces in line with the above guidance.

32) Waste Management Policy

At The Old School Nursery, we value our environment and in order to keep our planet safe for our children, we closely monitor the management of our waste and its disposal in accordance with local authority requirements.

Staff are all 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
- Energy saving wash cycles on the machine
- Minimal plastic

The nursery recycles WASTEPAPER/CARD/GLASS/TINS which are all collected weekly and ensures that where possible, other sources of waste such as plastics are recycled to reduce the effect on the environment.

We assess our nursery's impact on the environment on a regular basis and place procedures in place to counteract this impact. This policy is reviewed annually and is carefully considered in the best interests of the children, nursery and the environment.

Appendix A

Explanation of Acts referred to in the policies

The Health and Safety at Work Act 1974

Ensures health and safety at work is put in place. The employee and the employer have responsibilities for the safety of a workplace. The employer's duties include

- Making the workplace safe for the children, colleagues, families and visitors **at all times**,
- Doing regular safety checks at the start and the end of every day, when we leave the premises, regular checks on the children's toilet area and just constantly being aware of your surroundings,
- Making your workplace and environment safe and without risks to your health,
- Ensuring machinery are safe and that safe systems of work are set and followed,
- Ensuring articles and substances are moved, stored and used safely,
- Providing adequate welfare facilities,
- Giving you the information, instruction, training and supervision necessary for your health and safety,
- Your employer must consult employees or health and safety representatives on new matters to do with health and safety,
- Assess the risks to your health and safety by doing risk assessments,
- Set up emergency procedures for fires, security and loss of a child
- Your employer appoints certain trained employees to become Manual Handling co-ordinator, Fire Drill co-ordinator, appointed First-Aider etc.

The appointed persons for the management of health and safety responsibilities are Ewa (Proprietor) and Natalie (Manager) and Laura (deputy Manager).

Employees have the right to expect that they will not be exposed to any dangers to their health and safety at work. They must deal with and report any hazards that they see immediately to protect themselves and others. They must co-operate with employers on health and safety issues and not go against safety regulations as this could cause death or serious injury. An employee needs to take care of their own health and safety and that of others. Work items provided by your employer need to be used correctly and in accordance with training or instructions. Also employees must not interfere with or misuse anything provided for their health, safety or welfare. You can get information on health and safety in confidence by calling **HSE's Info Line on 0541 545500**

Manual Handling Operations Regulations 1992

Ensures that you lift children and objects correctly. You should always take care to protect yourself or the child when lifting children or equipment by following good practice. When lifting you must make sure that you keep your back straight, avoiding twisting or bending as you lift and that you also bend your knees. When lifting children you need to make sure that you lift them up from the main trunk of the body and not from their limbs as this could dislocate shoulders or joints. When carrying young babies you need to support their heads. Children's bones are constantly growing and are weaker than adults' bones so extra care needs to be taken when carrying and moving children. If something is too heavy for you to carry then you need to ask for help from someone else. You should not carry older, heavier children as this could give you back problems later on in life or you could incur fractures, or sprains to limbs. So everyone should be aware of manual handling to avoid unnecessary injuries.

COSHH (Control of Substances Hazardous to Health) 2002

The occupational use of nanomaterials is regulated under the Control of Substances Hazardous to Health (COSHH). COSHH is the law that requires employers to control substances that are hazardous to health and includes nanomaterials. You can prevent or reduce workers' exposure to hazardous substances by:

- finding out what the health hazards are;
- deciding how to prevent harm to health (risk assessment);
- providing control measures to reduce harm to health;
- making sure they are used;
- keeping all control measures in good working order;
- providing information, instruction and training for employees and others;
- providing monitoring and health surveillance in appropriate cases;
- planning for emergencies.
-

Most businesses use substances, or products that are mixtures of substances. Some processes create substances. These could cause harm to employees, contractors and other people.

Sometimes substances are easily recognised as harmful. As a new technology, the risks of exposure associated with nanomaterials are not currently fully understood. Whilst knowledge gaps exist, HSE recommends a precautionary approach to risk management with control strategies aiming to reduce exposure as much as possible.

Further information can be found on [HSE's COSHH website](#)

RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences) Regulations 2013

Places a legal duty on employees, self-employed people and people in control of the premises to report:-

- [work-related deaths](#),
- [major injuries](#)
- [over-three-day injuries](#) (away from work or unable to perform normal duties for 3 consecutive days),
- injuries to members of the public where they were taken from scene of accident to hospital,
- [work related diseases](#),
- [dangerous occurrences \(near miss accidents\)](#).
- CORGI registered gas fitters must also report dangerous gas fittings they find, and gas conveyors/suppliers must report some flammable gas incidents,

The easiest way to do this is by contacting the Incident Contact Centre (ICC) on

0845 300 99 23 (local rate) where they will send you the information you recorded for you to check. Or fill in an online form on www.hse.gov.uk/riddor. Reporting these accidents and ill health is a legal requirement. This information collected helps the Health and Safety Executive (HSE) and local authorities identify where and how risks arise, they investigate serious accidents, and they can help and advice you on how to reduce injury and ill health in your workplace.

Fire Precautions (Workplace) Regulations 1997

States that child care provisions with 5 or more workers on that premises are required to carry out fire risk assessments in the workplace and implement appropriate precautions and if risks are identified these should be removed or reduced to an acceptable level to ensure that employees, children and their families and visitors to the premise are not placed at risk from fire. If changes have taken place then these need to be recorded. You can get advice about fire safety, frequency of drills and where to position fire equipment from your local Fire Safety Officer (FSO). Your local Fire Authority only inspects premises that have not been previously inspected or where Ofsted have expressed concerns about fire safety in the premises.

Child care providers should possess fire fighting equipment in accordance with BS EN standards, this equipment should contain fire extinguishers, fire blankets, smoke detectors or larger fire alarm systems, fire exit signs and this all must be provided with pictograph signs. Flammable materials needs to be stored correctly and sources of heat have to have suitable guards and kitchens should have fire blankets near the area. It is important that every person working in the premises is aware of the fire evacuation procedure. A fire drill assembly point needs to be identified and known to everyone, the fire exit doors needs to be clear at all time. They also need to be clearly labelled with fire exit signs. The fire exit routes needs to be kept clear and the quickest possible escape route need to be chosen for each room in the premises. All this fire fighting equipment needs to be in working condition, regularly maintained and any defects and repairs must be recorded. A fire drill co-ordinator can be appointed to carry out a monthly fire drill to give everyone practice and to eliminate any problems that may arise during the drill, for instance people on the second floor of a building might need help with evacuation. Each worker should be aware of where the fire extinguishers and fire blankets are located in their work premise and each room has got an emergency plan, showing the layout of the building and where these are located and a guidance of what to do in an event of a fire. As a worker it is your responsibility to make yourself aware of these locations to make the workplace safer for you and everyone around you. It is the employers responsibility to train their staff about the fire regulations in that workplace. Every fire drill or fire practice should be taken seriously and undertaken as though it was a real fire, these should be recorded and the time taken for everyone to get out of the building can be recorded also so you can improve on this the during the next practice.

First Aid Requirements - The Health & Safety (First Aid) Regulations 1981

Requires you to provide adequate and appropriate equipment, facilities and personnel to enable first aid to be given to your employees or children if they are injured or become ill at work. A workplace needs to have suitably stocked first aid boxes to cover the amount of people in the building and they need to be located in several parts of a building and on different floors. All first aid boxes must have a white cross on a green background. Every worker should be familiar with the location of all first aid boxes and they should be available at all times whilst people are at work. This is extremely important as it could be needed instantly. An appointed first-aider can be chosen to take charge of re-stocking the first aid equipment when used and checking for out of date items. The appointed first-aider can take charge when someone is injured or falls ill and this might include calling the ambulance. But for this person to give first aid they must be fully trained. This trained has to be topped up every 3 years. In a workplace all accidents, incidents and injuries need to be recorded giving names, date, time and as much detail as possible which will then have to be kept and filed including workers themselves. If it is serious then it needs to be reported to RIDDOR.

A good first aid box should contain:-

- * Assorted sizes of plasters,
- * Medium and large sterile dressings,
- * Sterile eye pads,
- * Eye bandages,
- * Triangular bandages (slings),
- * Wound dressings,
- * Crepe bandages,
- * Cotton wool,
- * Non-alcoholic cleaning wipes,
- * Tape,
- * Disposable gloves (several),
- * Tweezers,
- * Safety pins,
- * Scissors,
- * A general guidance to first aid leaflet

No tablets or medicines should be stored in the first aid boxes.

The Children Act (CA) 1989 and 2004

Protects the individual rights of children regardless of race, culture, language and religion. All early years workers are expected to treat each child as an individual in all areas of practice from planning to providing food that meets the dietary needs of each child. You need to relate to and interact with children by a certain standard and protect the child in accordance with the home countries laws. There is a duty on local education authorities to work with social care and health workers acting on behalf of children who are in need or have allegations of child abuse against them.

In 2004 the Children Act was amended (Children Bill 2004) due to the death of **Victoria Climbié**, (an 8 year old girl who died as she was involved in the worst case of deliberate harm which was not noticed by DOZENS of different authorities involved with Victoria's case). It is now a legal requirement to whistle blow on somebody who you have concerns about causing abuse, even if this is a member of staff or in difficult circumstances. As an employee my responsibility are to report any unlawful conduct, financial malpractice or dangerous practice. This is explained in detail online at www.everychildmatters.gov.uk. If you have any concerns and you feel like they have not been taken seriously or not been followed through like normal procedures then it is your responsibility to pursue the case further rather than keep silent as this can come back on you as a bad worker in the end and it could stop you from working with children in the future. You will need to get in touch with a Child Protection Officer (CPO) to voice your concerns and it is your responsibility to find out how you will be informed as a follow up about the case. You can now also whistle blow on a pregnant women if you feel that they are neglecting their unborn child through substance abuse.

Also providers are required to carry out Enhanced DBS (Disclosure Barring Service) Checks on anyone who works with children or who is to have unsupervised access to them. In childminding, anyone living or working on the premises where the children will be looked after also need to be checked by Ofsted. An Enhanced DBS is the same as a standard DBS but just has additional checks on your police records that might be relevant to

your new post. It is more specific for posts that involve greater contact with children. It ensures that adults working with children are entirely suitable for this role before they are left unsupervised with children. If they are not suitable and haven't had a DBS completed on them then all the children who are in contact with that adult could be in danger of abuse.

The United Nations Convention on the Rights of the Child (UNCRC) 1989

Is an international treaty that sets out the human rights of children and young people under the age of 18 years, and the basic principles of working with children in all countries. It was signed by all countries of the world (except the USA and Somalia); the United Kingdom signed this in December 1991. It gives under 18's a set of comprehensive rights including:-

- The right to **express and have their views taken into account on all matters that affect them,**
- The right to **play, rest and leisure,**
- The right to **be free from all forms of violence and exploitation,**
- The right to **gain their own cultural identity,**

Some groups of under 18's have additional rights, like those living away from home, and young disabled people to make sure they are treated fairly and that their needs are met. This means that disabled children have the rights to be treated with dignity as well as the right to education. Children have their own rights and are entitled to be included and treated with respect and dignity and carers must have their best interests paramount. It is an undeniable right that all children are fairly treated, loved, protected and helped to develop to the best of their ability.

The General Data Protection Regulation 2016

Is designed to prevent confidential and personal information being passed on without a person's consent. It protects the disclosure of information and who you can and cannot share this information with. This Act only used to apply to information stored on the computers, but it has been updated to include information on paper or computers. If you are an organisation that collects and stores information then you must register with the Data Protection Commission. If you are processing information then you must comply with the 8 enforceable principles of practice. When working with children, the information collected and held in early years settings must be confidential and be stored in a safe and secure place. If you pass information onto others then that would be a breach of the Act. This is the reason why **consent needs to be given** by parents before contacting other professionals. If a carer breaches confidentiality of information then you will break the trust between you and the parent that could consequently then affect your relationship. The only time when confidentiality should be breached is when a child's safety is possibly at risk (in an emergency or if abuse at home is suspected) when you would follow the safeguarding children procedures for the setting. Observations of children fall under the Data Protection Act.

The guide to the General Data Protection Regulation contains:

- information about consent
- an explanation of rights under GDPR
- descriptions of special category and criminal offence data
- guidance on protecting children's data

The Freedom of Information Act (FOIA) 2000

Comes into full force on 1st January 2005 and it gives the right for anyone in the world to have access to recorded information held by public authorities. Public authorities are required to make information available through a Publication Scheme. The scheme explains what information. The Institute routinely makes available to the public. You may be charged for this service to receive information. It enables you to have greater access to information held by all public organisations, local and central governments and including Ofsted. You can find out what public organisations do, how they arrive at decisions and how public money is spent. Most

information is available on the FOIA website or the Publication Scheme, if not then you need to make a request for information in writing and you will get a response within 20 working days.

Requests for information about themselves or your child will continue to be classed as Data Protection Act (DPA) and proof of identity will be required. This enables people to know and be aware of what information that is collected can be requested, for instance Ofsted reports on the setting.

The Sex Discrimination Acts(SDA) 1975

Means that it is unlawful to discriminate against a person on the grounds of their sex or marital status. A victim of Sexual Discrimination has been subject to detriment because of their sex. So a case of harassment must show that it was sexual in nature or was based on the individual's gender and this then caused them detriment.

The definition of Sexual Harassment by the European Community is

"Any form of unwanted verbal, non-verbal or physical conduct of a sexual nature occurs with the purpose or effect of violating the dignity of a person, in particular when creating an intimidating, hostile, degrading, humiliating or offensive environment."

The Sexual Discrimination Act 1986

Was improved and the provisions were extended to include private households and small firms.

The Sex Discrimination (Gender Reassignment) Regulations 1999 it is unlawful to harass an individual on the ground of gender reassignment either by their employer or fellow employees as this will be classed as discrimination. This discrimination is dealt with in the same serious manner as a sexual or racial case of discrimination. The discrimination is included before, during and following employment.

3 types of illegal Sexual Discrimination:-

1. Direct Sex Discrimination, treated less favourably on the grounds of gender than a person of the other gender treated in the same circumstances.
2. Indirect Sex Discrimination, a condition applied equally to both men and women, but % of one gender that can meet this condition is smaller than % of the other gender that can meet the condition. Unless proven that condition is essential for the job. For instance only women can be hairdressers and only men can work in coal-mines.
3. Protects people who complain and following this are victimised

So this Act protects children however young being discriminated against because of their sex, gender or marital status just like children have protection against Racial Discrimination.

The Equalities Act 2010 (replaces the Disability Discrimination Act (2005) Mental Health Discrimination Act (2013) and Race Relations Act 1976

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it's unlawful to treat someone.

The Special Educational Needs & Disability Act (SENDA) 2001

Establishes legal rights to disabled students in pre and post 16 education. It consists of making changes to the existing Special Educational Needs (SEN) and it strengthens the right of children with SEN to be educated in mainstream schools where parents want this and the interests of the other children can be protected. It also

requires schools to inform parents where they are making special educational provisions for their child. It allows schools to request a statutory assessment of a pupil's special educational needs. It also applies to Disability Discrimination in Education, in September 2002 schools, Local Educational Authorities (LEA), colleges and universities and have to adhere to the DDA 1995 duties. It is now unlawful for schools or LEA's to discriminate against disabled pupils either current or future for any reason related to their impairment. Where parents believe Discrimination has taken place then they can lodge a complaint to SEN and Disability Tribunal and through admissions and exclusions appeal panels. Disabled children have the same right to access to schools, courses, extra-curricular activities and schools trips as any other child. Disabled pupils must not by law be put at disadvantage in comparison to pupils who are not disabled.

If someone is at a disadvantage a responsible bodies are required to take reasonable steps to prevent that disadvantage by:-

- Material in other formats,
- Changes to building (Physical features)
- Delivery of courses in other ways,
- Interpreters or support workers,
- Changes to course requirements or work placements,
- Changes to policies or practices,

The Disability Duty 2006 since December 2006 there has been a legal duty on all public sector organisations to promote equality of opportunity for Disabled people. It has allowed government to set minimum standards so that disabled people can use public transport easily.

Libraries, Hospitals, Schools & Colleges, NHS trusts, Police Forces, and Central and Local Government are types of public organisations that have to promote equality opportunities. So disabled people should therefore have better employment opportunities and do not come across discrimination when using a service. It should also help positive attitudes towards disabled people in the community and everyday life and help them against discrimination towards them and encourage a more positive environment to live in.

Any questions I would like to ask the office or my mentor regarding these policies please write below.

These Policies and Procedures are updated annually; the latest review of this handbook is July 2026.

Please sign to say you have read and understood that these are the procedures by which you are to ensure that the standards of care and education for our children are achieved. As a part of your job description it is your duty of care to adhere to them.

Name printed:

Signed:

Date: