



# WESTWARDS NURSERY

# POLICIES AND PROCEDURES

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# Glossary

The following terms are used throughout these policies and procedures and refer to:

**Early Years Foundation Stage (EYFS)** – the statutory framework for care and early learning in England. A revised framework was published in March 2021 and is mandatory for all early years providers including maintained schools; non-maintained schools; independent schools; all providers on the Early Years Register; and all providers registered with an early years childminder agency from 1 September 2021.

**Ofsted** – is the Office for Standards in Education, Children’s Services and Skills and regulates and inspects early years providers in England against the EYFS.

**Parents/carers** – refers to mothers, fathers, legal guardians and the primary carers of looked-after children. There may also be other significant adults in children’s lives and other relatives who care for them. You may want to adapt the example documents to use the terminology you feel most comfortable with.

**Practitioner/staff** – Any adult who works with children in a nursery.

**Key Person** – The named member of staff assigned to a child. Their role is to help ensure that every child’s care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

## **1. ADMISSIONS AND NOTICE PERIODS**

Westwards Nursery is accessible to children and families from all sections of the Loughborough community. Children are admitted at any time during the year provided they are between the ages of 3 months to 5 years, subject to the availability of places.

If the nursery is full, names are put on a waiting list until a space becomes available. Places will generally be allocated on a 'first come, first served' basis, however, in some circumstances, owing to the different patterns of attendance required by families, the first person on the waiting list may not always be the first to receive an offer of a place.

Parents are required to give notice of at least one calendar month, in writing, to terminate their child's place at nursery or reduce their days. During this notice period, fees are payable, whether or not the child attends.

If parents wish to increase their child's hours, we ask for as much notice as possible. Depending on availability, we may or may not be able to accommodate these requests. Temporary increases to hours or extra days are dealt with on the same basis, we ask for as much notice as possible, and will, wherever possible, accommodate parents' requirements.

Should any circumstances arise where the nursery needs to terminate a place, we will provide a notice period of four calendar weeks. During this notice period, fees are payable, whether or not the child attends.

We reserve the right to terminate a place for any reason, including but not limited to:

- Failure to ensure fees arrive in our account by the 10<sup>th</sup> of the month, in advance, without having made prior arrangements with the office
- Failure to abide by the parent and carer behaviour policy
- Failure to abide by our other policies and procedures

Notice of termination of a place may be given verbally and followed up with written confirmation which will include the date from which care will end.

In certain circumstances, we reserve the right to terminate a place without notice, should we feel it is no longer possible to maintain a good working relationship. In these circumstances, we would waive any further fees from the date on which care was terminated.

## **2. ARRIVALS AND DEPARTURES AND SUPERVISION OF VISITORS**

The entrance to the nursery is via a secure keypad entry system and is also monitored by CCTV for safety. All entrances, exits, front driveway and garden area are monitored by CCTV for safety. Visitors are admitted by staff members only and are escorted around the nursery and grounds. Visitors are asked to sign the visitors book, show photo ID such as passport or driving licence. All service contractors i.e. Pest Control, Plumbers, Electricians book appointments in advance so staff are aware of their attendance. The front door has a code pad on the outside door with a code that is known only to members of staff and parents. Parents are allocated the entry code, which is frequently changed, which they must use exclusively to let themselves into the building. Parents and staff should avoid children seeing the code and should not allow them to open the gates and doors themselves.

Parents must provide written documentation naming people authorised to collect their child from Nursery and notify staff in advance of any alternative arrangements. Children are the responsibility of parents or carers during arrival and departure times. Children must be accompanied into the nursery and delivered into the care of their supervising member of staff. On departure, children should be collected from the supervising member of staff. Parents are asked to name a password of up to seven letters for their child. This information is recorded on the child's enrolment form. There are people named on the enrolment form who are authorised by the parents to collect the child. The password is used by anyone coming to the setting to collect a child, who is not named as an authorised person. Parents must inform us if a child is being collected by anyone other than authorised persons. We ask for the person's name, a description of them, whether they know the password. Should there be any doubt about an individual who has come to collect a child, the child would not be handed over, and parents would be contacted immediately.

When a child fails to arrive for a booked session, if there is no communication from a parent/carer, then 30 mins after the session start time the key person or team leader of the room will call the contact numbers on the enrolment form. If we are not able to speak to anyone we leave a message, email and call back before lunch time. We try again before tea-time and if this continues for more than 48hrs we speak to our LADO. If there is a safeguarding concern we will raise the appropriate alarm to the social services/Police.

\*Due to Covid 19 we are not permitting parents to come into the setting. All handovers take place on the front or back gates.

In the event of an Ofsted visit, details of what to do can be found on staff board and the front desk basket. Staff must request the inspector's ID and if it is un-announced they need to verify it by phoning Ofsted. Once the inspector is inside, has been signed into the visitor book a sign must be put on the front door that there is an Ofsted inspection taking place. The sign is in front desk basket. Accompany the inspector to the office to management or to wait for management to arrive. Someone must stay with the Inspector – a senior member of staff preferably. Give them the policies to read – copy on parent board.

### **3. SUPPORTING TRANSITIONS**

Children experience many transitions in their early years and the nursery staff are sensitive to the difficulty's children may have whilst going through these transitions.

Some examples of transitions that young children and babies may experience are:

- Starting nursery
- Moving between different rooms within the nursery
- Starting school or moving nurseries
- Family breakdowns
- New siblings
- Moving home
- Death of a family member
- Death of a family pet

Staff are trained to observe their key children and will be sensitive to any changes in their behaviour and personality. We respectfully ask that parents inform us of any changes at home which may affect their child, so that staff can be aware of the reasons behind any potential changes in the child's character and support them as necessary.

#### **SUPPORTING TRANSITIONS WITHIN THE NURSERY**

The nursery supports all children in the nursery with any transitions they may encounter. If the transition relates to the child starting at the nursery, we follow our settling in policy and support the child's individual needs. If the transition is within the nursery, e.g. room changes, we follow the transition policy and the nursery fully supports the child and parents through this process in the following ways:

##### **Procedure for moving rooms**

- If the child is to move rooms (due to age and stage readiness), we work with parents to ensure this is a smooth process in which the child is fully supported at all stages
- Each child spends short sessions in their new room prior to the permanent move to enable them to feel comfortable in their new surroundings
- A child's key person, or another familiar staff member, goes with the child on initial visits. Wherever possible groups of friends are moved together to enable friendships to be kept intact and give peer support to the children
- Parents are kept informed of visits and how they went, e.g. through discussions, photographs, or learning journey entries. Parents are invited to the new room to meet staff, discuss routine and look around the new room. The key worker discuss' the information they have been passed with parents
- Only when children have settled in through 'taster' sessions will the permanent room move take place. If a child requires more support this is discussed between the key person, parent, manager and room leader of the new room. This may mean their key person continues to attend the new room on a temporary basis

#### **STARTING SCHOOL**

Starting school is a big transition and we do all we can to facilitate a smooth move. We have a variety of methods to support transitions:

- We provide resources that relate to school, e.g. uniform to dress up in, a role play area set up as a school classroom, photographs of all the schools the children may attend. This will help the children to become familiar with this new concept and will aid the transition
- We invite school representatives into the nursery to introduce them to the children. Where the school are unable to do this, we make every effort to arrange alternative support
- Key people initiate conversations about school with their key children, who are due to move to school. They discuss what they think may be different and what may be the same. They talk through any concerns the child may have and initiate activities or group discussions enabling these to be overcome

- We ensure a comprehensive report (transition progress summary) is produced before each child starts school, to enable teachers to have a good understanding of each child, including their skills, interests and needs. We send recent progress summaries and recent assessments to the relevant school. This supports continuity of care and early learning

A child with special educational needs may need extra help and support in the transition between nursery and school. We do this by:

- Talking to parent/carers and children about the transition to school and any special requirements or concerns they may have
- Making initial contact with the school to share information
- Inviting the reception teacher and SENCO into nursery so that they can see the child in the pre-school setting; we also aim for the child's key person to go into school with the child. Extra visits can prove very beneficial
- Using photo books, or other introduction media (schools sometimes have information on a laptop) to help the child become familiar with the school environment and staff

## **FAMILY BREAKDOWNS**

When parents separate, it is a difficult situation for all concerned. The nursery understands that emotions can run high. Please refer to the separated family's policy (25) which shows how we will act in the best interest of the child.

## **MOVING HOME AND NEW SIBLINGS**

These are two events that parents will usually have advance notice of. We ask parents to let us know about these events so we can offer support to their child as needed. We spend time talking to the child and providing activities that may help them to act out any worries they have. Parents may also consider placing their child into nursery for additional sessions during these events to provide them with consistency and time away from the changes which are occurring.

## **BEREAVEMENT**

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

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

- We ask that if there is a loss of a family member or close friend that the parents inform the nursery as soon as they feel able to. This will enable us to support both the child and the family wherever we can and helps us to understand a potential change in behaviour of a child who may be grieving themselves
- The key person and/or the manager will talk with the family to ascertain what support is needed from the nursery. This may be an informal discussion or a meeting away from the child to help calm a potentially upsetting situation
- Children may need extra support or one-to-one care during these difficult times, we will adapt staffing arrangements whenever possible, so they are fully supported by the most appropriate member of staff on duty, preferably the child's key person
- The nursery will be flexible wherever possible to adapt the sessions the child and family may need during this time
- The death of family pets is also an area that children and their families may need support with. We will follow the above procedure wherever it is appropriate, to support the child to understand their loss and support their emotions through this time

## **4. LATE COLLECTION AND NON-COLLECTION**

Parents are asked to inform us if they expect to be late picking their child up. A charge of £1 per minute for the first fifteen minutes, and £5 per fifteen minutes (or part thereof) thereafter will be charged to any parent collecting their child after 6pm. This payment should be made to the staff on duty. Should any parents wish to discuss this, they should contact the office rather than discuss it with the staff on duty.

In the instance of a child not being collected from the nursery after a reasonable amount of time the following procedure will be initiated by staff:

- Inform the nursery manager or senior member of staff on duty
- The manager will check for any information regarding changes to normal routines, parent work patterns, or general information. If there is no information recorded, the parents will be contacted on the numbers provided for their home or work
- If this fails, the emergency contacts will then be contacted as per the child's records

- The manager/senior staff member on duty and one other member of staff will stay behind with the child if this falls outside normal operating hours
- If the parents still have not collected the child, the manager will telephone all contact numbers available at regular intervals until contact is made. These calls will be logged on the full incident record

If we are unable to reach anyone, two members of staff will remain with the child, while Social Services are contacted and advised of the situation.

## 5. PROMOTING POSITIVE BEHAVIOUR

Nursery ethos is to encourage positive attitude through play and learning and a 'keep trying/can do' attitude is nurtured. Good behaviour is encouraged throughout the nursery by providing a familiar structure, with a calm atmosphere. There is mutual courtesy, kindness and respect where adults constantly model courteous behaviour towards each other and the children. We aim to be observant and interested to ensure that each child's needs are met, and we will encourage and support children while they learn self-discipline. We always use positive approaches to raise and maintain children's self-esteem, for example distraction, discussion, praise and reward. We motivate children to join in, share and co-operate with each other and become confident in social situations. We do not focus on negative behaviour and language.

Where a behavioural difficulty needs to be addressed, such as bullying, it is done in a positive and consistent manner, in which we will fully involve parents. If necessary, we will plan and implement an Individual Education Plan (IEP), also known as Individual Learning Plan (ILP) to help the child develop new skills and better self-esteem.

Management of Biting; young children find empathy, sharing and taking turns difficult; as they mature, this improves, and biting is generally a short-term issue. We have a biting training module that staff can undertake.

Biting can be a stage of development for some children and can be caused through;

- frustration to communicate (a child can often understand more than they can say)
- attention seeking; positive or negative
- response to anxiety, over excitement/boredom, changes of circumstance

At Westwards we show a positive verbal response and speak firmly but gently; we are quick to respond and deal with the incident in order to reduce attention given. The bitten child will be comforted, and we reinforce desired behaviour verbally and through distraction. Where appropriate the child who bites will be asked to apologise however if a child is too young to show empathy, they may not cope or understand why they are asked to say sorry. The 'biter' will be closely monitored and we will look for triggers and patterns of behaviour. We use language such as 'oh dear, biting can hurt/ we do not bite our friends etc. Information is always documented and shared confidentially, with both sets of parents and further strategies discussed with all involved. We try to change the behaviour as quickly as possible.

Ways of encouraging good behaviour include praising and reinforcing good behaviour, and helping children understand the effects of their behaviour on others. Children are consulted about simple rules and are encouraged to share and negotiate. They are helped to understand that they can challenge negative interactions (which could include stereotyping, bullying, harassment and name-calling) in a positive way. Staff, volunteers and students set good examples, and reassure children that they are always valued as individuals, even if their behaviour may sometimes be unacceptable. We nurture responsibility, children are encouraged to help with tidying up, helping care for pets, etc.

When managing behaviour, we recognise that it is important to acknowledge that children are learning to deal with a range of emotions and feelings. We acknowledge these feelings and work with children to find constructive solutions. We avoid damaging children's self-esteem, for example, by humiliation, segregation, withholding food or using a "naughty chair". The word "naughty" is never used by members of staff in the nursery either to describe children or their behaviour. We explain to children why the behaviour is unacceptable. We are consistent in applying agreed procedures and help children to find solutions to conflict. We encourage children to communicate with each other about their feelings and find solutions to any issues or conflict.

We avoid discussing children's behaviour with other members of staff or parents in front of them or others.

We help staff to reflect on their own responses towards behaviours that challenge to ensure that their reactions are appropriate

The named people within our setting who have responsibility for behaviour management issues is Anna Tebbett. She has the necessary skills, training and support, such as through the EYDCP, to help support staff in their management of behaviour within the setting on an everyday basis. She can access expert advice, i.e. health visitors, the area SENCO or other professionals who may be already involved with a child. We ensure that we involve parents at all times.

We do not use physical punishments. We ensure that all staff, volunteers and students understand what constitutes a physical punishment, and as far as it is reasonably practicable, we will ensure that corporal punishment is not given to any such child by:

a) any person who cares for, or is in regular contact with, children; b) any person living or working on the premises. Shaking is not used under any circumstances.

Alternatives to using physical intervention may include distraction, and re-directing the child's attention, or withdrawing other children/adults from the situation. We make the environment as safe as possible, removing needless risk, to avoid a child causing injury to themselves or a member of staff. We do however ensure that appropriate, managed risks are available for each age group, as this is very important for child development.

If physical intervention is seen as appropriate, we ensure the intervention is achieved with minimum force, and for minimum time. Circumstances in which we might consider physical intervention may be to avert an immediate danger of personal injury, such as preventing an accident, or preventing injury or damage, for example, if a child is having a temper tantrum. Any incident is recorded, and the parents are informed of the incident on the day.

## **6. CHILD PROTECTION/SAFEGUARDING CHILDREN**

Westwards Nursery works with children, parents, external agencies and the community to ensure children's welfare and safety and to give them the best start in life.

Children have the right to be treated with respect and to be safe from abuse. Staff are informed of child protection policy and procedures during induction, and are aware safeguarding is paramount. All those in contact with children and their families have a duty to safeguard and promote the welfare of children.

We safeguard and promote the welfare of the children in our care by protecting them from maltreatment and by having robust procedures to prevent impairment of children's health and development.

We strive to protect children from radicalisation and promote British Values and acceptance of other beliefs and cultures. This should be read in conjunction with the other policies and procedures, for examples the accident, incident and pre-existing injury policy and procedure.

### **POLICY INTENTION**

To safeguard children and promote their welfare we will:

- Create an environment to encourage children's positive self-image, provide positive role models
- Develop a culture where staff are confident to raise concerns about professional conduct
- Encourage children to develop independence and autonomy appropriate to their stage of development
- Always listen to children, provide a safe and secure environment for all children
- Promote equality, tolerance and acceptance of different beliefs, cultures and communities
- Help children to understand how they can influence and participate in decision-making and how to promote British values through play, discussion and role-modelling. Provide an environment where practitioners are confident to identify where children and families may need intervention and seek the help they need
- Share information with other settings and agencies as appropriate

### **POLICY AIMS AND PRINCIPLES:**

We ensure staff understand child protection, safeguarding and are aware of the ways children can be harmed, including by other children. The nursery is required to comply with the Statutory Framework for the EYFS which has been reformed for Sept 2021. All those in contact with children/parents should:

- Keep the child at the centre of all we do
- Ensure staff are trained right from induction to understand the child protection and safeguarding policy and procedures, are alert to identify possible signs of abuse (including the signs known as softer signs of abuse), understand what is meant by child protection and are aware of the different ways in which children can be harmed, including by other children through bullying or discriminatory behaviour
- Our Induction training includes information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues, as stated in the EYFS (2021) (3.21 page 26).
- Be aware of the increased vulnerability of children with Special Educational Needs and Disabilities (SEND) and other vulnerable or isolated families and children
- Ensure that all staff feel confident and supported to act in the best interest of the child, share information and seek the help that the child may need
- Ensure that all staff are familiar and updated regularly with child protection training and procedures and kept informed of changes to local/national procedures, including thorough annual safeguarding newsletters and updates



- Make any child protection referrals in a timely way, sharing relevant information as necessary in line with procedures set out by the Leicestershire Local Authority
- Ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest
- Keep the setting safe online using appropriate filters, checks and safeguards, monitoring access at all times
- Ensure that children are never placed at risk while in the charge of nursery staff
- Identify changes in staff behaviour and act on these as per the Staff Behaviour Policy. Staff suitability checks annually
- Take any appropriate action relating to allegations of serious harm or abuse against any person working with children or living or working on the nursery premises including reporting such allegations to Ofsted and other relevant authorities
- Ensure parents are fully aware of child protection policies and procedures when they register with the nursery and are kept informed of all updates when they occur
- Regularly review and update this policy with staff and parents where appropriate and make sure it complies with any legal requirements and any guidance or procedures issued by the Leicestershire Local Authority

This policy works alongside these other specific policies to cover all aspects of child protection:

- Online safety
- Human Trafficking and Modern Slavery
- Prevent Duty and Radicalisation
- Domestic Abuse, Honour Based Abuse (HBA) and Forced Marriage
- Looked After Children
- Monitoring staff behaviour
- Social networking
- Mobile phone and electronic device use
- Safe recruitment of staff
- Disciplinary
- Grievance
- Promoting positive behaviour

#### **Legal framework and definition of safeguarding**

- Children Act 1989 and 2004
- Childcare Act 2006 (amended 2018)
- Safeguarding Vulnerable Groups Act 2006
- Children and Social Work Act 2017
- The Statutory Framework for the Early Years Foundation Stage (EYFS) 2021
- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2020
- Data Protection Act 2018
- What to do if you're worried a child is being abused 2015
- Counter-Terrorism and Security Act 2015.
- Inspecting Safeguarding in Early years, Education and Skills settings 2019
- Prevent Duty 2015
- Disability Discrimination Act 1995 and Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010

We recognise the needs of children from minority ethnic groups and those with disabilities. The policies and procedures of the nursery apply to all children, regardless of gender, ethnicity, disability, sexuality, religion or culture (and regardless of those of their parents).

#### **DEFINING SAFEGUARDING AND CHILD PROTECTION**

**Safeguarding:** protecting children from harm/preventing harm to their health or development, ensuring children grow up with safe and effective care and taking action to enable all children to have the best outcomes.

**Child protection:** part of the safeguarding process, focused on protecting individuals identified as suffering/likely to suffer significant harm.

## **STAFFING AND VOLUNTEERING**

We always take a minimum of 2 references for all staff. Disclosure and Barring Service (DBS) suitability checks are carried out for all staff, students and volunteers in line with EYFS/Ofsted guidance. We also follow suitability checks for any non-UK residents in line with government guidance and work; 'Employer's right to work checklist'.

Applicants for nursery posts are informed of the need for checks before posts are confirmed, this is exempt from the Rehabilitation of Offenders Act 1974. Where applications are rejected because of information disclosed, applicants have the right to know and to challenge incorrect information. Staff members, volunteers and students are given regular opportunities to declare changes affecting their suitability to care for children. This includes their health, medication or changes in home life, including anyone in their household being involved in an incident disqualifying them from working with children. All staff have supervision meetings every term with opportunity to discuss issues, child protection and any need for further support. The deployment of staff within the nursery allows for supervision and support.

All staff attend safeguarding training at regular staff meetings and receive initial information during their induction period with a safeguarding questionnaire to check what has been learnt. This includes procedures for spotting signs of abuse and abusers/potential abusers, recording and reporting concerns and creating a safe, secure environment for the children, and contact details for the LADO (Local Authority Designated Office), the local authority children's services team, the Leicestershire Safeguarding Children Partnership (formerly known as Local Safeguarding Children Board) and Ofsted to enable them to report any safeguarding concerns independently, if they need to.

Although, under the EYFS, we are only required to have one designated lead for safeguarding, for best practice and to ensure cover at all times, we have five designated leads in place. This enables safeguarding to stay high on our priorities at all times. There will always be at least one designated lead on duty at all times our provision is open. This will ensure that prompt action can be taken if concerns are raised.

Anna Tebbett is the first designated person, Emily Hunter the Deputy is second and also the owner Seijal Odedra. Additionally we have 2 other senior staff that are designated safeguarding leads; Tiffany Brooks and Sasha Miller. They will, if appropriate, discuss it with parents, and if necessary Social Services. Any parent worried about their child can talk to the team leader or manager. We have an NSPCC booklet available for parents.

Members of staff and volunteers are likely to be involved in three main ways:

- They may have concerns about a child. These must be made known to the child protection co-ordinator
- They may be approached by social services and asked to provide information about a child or family, to be involved in an assessment or to attend a child protection conference
- They may be asked to carry out a specific assessment or provide help or a specific service to the child or a member of their family as part of an agreed plan and contribute to reviewing of the child's progress
- Children are only released from nursery to people nominated by parents
- If a member of staff suspects abuse, they discuss this with the designated person
- The visitor's book can be found in the reception, all visitors sign in and out, visitors/contractors are supervised whilst on the premises, especially when in areas the children use
- The Staff Behaviour Policy sits alongside this policy to enable us to monitor changes in behaviours that may cause concern. All staff sign up to this policy too to ensure any changes are reported to management, so we can support the individual staff member and ensure the safety and care of the children is not compromised
- All staff have access to and comply with the whistleblowing policy which will enable them to share any concerns that may arise about their colleagues in an appropriate manner
- We use peer on peer and manager observations in the setting to ensure that the care we provide for children is at the highest level and any areas for staff development are quickly highlighted. Peer observations allow us to share constructive feedback, develop practice and build trust so that staff are able to share any concerns they may have. Any concerns are raised with the designated lead and dealt with in an appropriate and timely manner
- The deployment of staff within the nursery allows for constant supervision and support

## **INDEPENDENT SAFEGUARDING AUTHORITY (ISA) VETTING AND BARRING SCHEME**

The Protection of Children Act 1999 introduced the Protection of Children Act (PoCA). The Secretary of State had a duty to list individuals considered unsuitable to work with children prior to November 2009. The Vetting and Barring Scheme (VBS) replaced the POCA List. From then, anyone working with children and young people weekly or more is required to register under the Vetting and Barring Scheme. Those on the POCA List and List 99 were transferred to the VBS List. Westwards nursery, as a child care organisation, has a statutory duty:

- To refer for possible inclusion in the VBS List individuals who are unsuitable to work with children
- To check, with the DBS, if prospective employees/persons living on their premises, are on the VBS List
- Not to employ a person in a child care position if that person is included on the VBS List
- To cease to employ someone in a child care position if it is discovered they are included in the VBS List

If a worker is dismissed because they have harmed a child, placed them at risk of harm, or if there are concerns about a person's conduct, since November 2009, we have a duty to inform the ISA. This is alongside our usual policies on safeguarding and dismissal of staff; Ofsted and the Children's Social Care/police will still be involved. More information on the ISA and a referral form can be found on [www.isa.homeoffice.gov.uk](http://www.isa.homeoffice.gov.uk)

## **THE LEICESTERSHIRE AND RUTLAND SAFEGUARDING CHILDREN PARTNERSHIP (formerly known as LSCB)**

The Leicestershire and Rutland Safeguarding Children Partnership has been established to oversee the new Multi-Agency Safeguarding Children arrangements as required by the government guidance Working Together 2018. These arrangements build on the strong foundation of the Local Safeguarding Children Board that they replace. The members of Leicestershire & Rutland Safeguarding Children Partnership and Leicestershire & Rutland Safeguarding Adults Board working together to deliver services to provide continued support and protection to the most vulnerable children and adults in our community. Concerns can be raised on the website and also by telephone. The Safeguarding Partnership publishes policies and procedures for child protection and provides training. Organisations represented include police, health services, probation, the youth offending team and CAFCASS (Children and Family Courts Advisory Service) and may include other organisations related to children e.g. NSPCC or Barnardos.

## **RECORDING DISCLOSURES OR SUSPICIONS OF ABUSE**

We are required to have a designated safeguarding person on site at all times; observations or disclosures should be made to one of the following (in order of who is on site). Designated Safeguarding Lead person: **Anna Tebbett**.

Senior designated leads: Emily Hunter, Tiffany Brooks, Sasha Miller and Seijal Odedra. Supporting senior staff include Danielle Goode, Chrystal Gutteridge and Cheryl Roe. Staff should make objective records of any observation or disclosure, signed by the person reporting and by the manager/designated person, dated and kept in a separate confidential file.

The record should include:

- Child's name, address, age of child and date of birth, the date and time of observation or disclosure
- Exact words spoken by the child and/or exact observation of any incident including any witnesses
- Exact position and type of any injuries/marks seen
- Name of person concern was reported to, date, time, and name/s of any other person present
- Any discussion held with the parent(s) – where deemed appropriate

## **INDICATORS OF CHILD ABUSE**

These signs and symptoms may not indicate that a child has been abused but could help staff to recognise that something may be wrong, especially if a child shows a number of them, or any of them to a marked degree.

- Failure to meet developmental milestones
- Unexplained injuries to a child or conflicting reports from parents or staff
- Repeated injuries, unaddressed illnesses or injuries
- Significant changes to behaviour patterns, aggressive behaviour, fearful or withdrawn behaviour

## **TYPES OF ABUSE- PHYSICAL, EMOTIONAL, NEGLECT AND SEXUAL (P.E.N.S)**

**PHYSICAL ABUSE:** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm. Symptoms may include bruising or injuries in an area not usual for a child, e.g. fleshy parts of arms and legs, back, wrists, ankles and face. Physical harm may also be caused when a parent or carer feigns symptoms of, or deliberately causes ill health to, a child they look after.

### **Peer on peer abuse**

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

## **PHYSICAL ABUSE PROCEDURE**

- Children often have cuts and grazes, signs of injuries are recorded when staff notice, and discussed with the team leader/manager. Burns/scalds are always logged and discussed with the manager

- Parents are asked about pre-existing marks or injuries at the earliest opportunity; depending on the age of the child, the child is asked. Such discussions are recorded, and the parents will have access to these records
- If there are queries regarding the injury, the local authority children's social care team will be notified in line with the procedures set out by the Leicestershire and Rutland Safeguarding Children Partnership

**PHYSICAL ABUSE- FEMALE GENITAL MUTILATION:** a type of physical abuse practised as a cultural ritual by some ethnic groups. There is now more awareness of its prevalence in some communities, including effect on the child and siblings. Symptoms include bleeding, painful areas, acute urinary retention, urinary infection, wound infection, septicaemia, incontinence, vaginal and pelvic infections, depression, and post-traumatic stress disorder. Concerns relating to this must be referred to the children's social care team like other physical abuse. There is a mandatory duty to report to police any case where an act of female genital mutilation appears to have been carried out on a girl under the age of 18, we will ensure this is followed in our setting.

#### **Breast Ironing**

Breast ironing also known as "breast flattening" is the process where young girls' breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage. Although this is unlikely to happen to children in the nursery due to their age, we will ensure any signs of this in young adults or older children are followed up using the usual safeguarding referral process. Any concerns about a child or family, will be reported to the children's social care team in the same way as other types of physical abuse.

#### **PHYSICAL ABUSE- FABRICATED ILLNESS**

Illness fabricated by an adult carer, who may seek out unnecessary treatment or investigation. Signs may include a carer exaggerating a real illness or symptoms, complete fabrication, or inducing physical illness, by poisoning, starvation, inappropriate diet etc. This may also include false allegations of abuse or encouraging a child to appear ill to obtain treatment or specialist support.

#### **EMOTIONAL ABUSE**

Persistent emotional ill-treatment which could cause severe, persistent adverse effects on emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only if they meet the needs of another person. Inappropriate expectations for age or development may be imposed. It may involve causing children to frequently feel frightened or in danger e.g. through witnessing domestic abuse, alcohol or drug misuse, or exploitation/corruption of children. Some emotional abuse is present in all types of ill-treatment of a child, although it may occur alone. This type of abuse is harder to identify as the child is not likely to show any physical signs. But may show extreme emotions including shying away from an adult, becoming withdrawn, aggressive or clingy in order to receive love and attention.

#### **EMOTIONAL ABUSE PROCEDURE**

- Any concern will be discussed with the manager or team leader.
- The concern will be discussed with parents, discussions recorded, and parent allowed access to records.
- A Common Assessment Framework (CAF) form may need to be completed.
- Queries regarding a concern the matter must be referred to the Safeguarding Children and /or social services.

#### **SEXUAL ABUSE**

Involves forcing or enticing a child to take part in sexual activities, whether or not aware what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts, non-contact activities such as looking at or the production of pornographic material, watching sexual activities, and encouraging children to behave inappropriately. A child may have an age-inappropriate knowledge of sexual behaviour and language, including acting out sexual activity on toys, talking about sexual activities including inappropriate language and may become worried when clothes are removed for nappy changes. They may become withdrawn, or extroverted and outgoing. They may withdraw from/be distressed by a particular adult, or may also be clingy to an abuser, so symptoms and signs should be assessed as a whole.

#### **SEXUAL ABUSE PROCEDURE**

- The member of staff should reassure the child and listen without interrupting if the child wishes to talk.
- Observed instances will be reported to the manager and recorded in a confidential Record of Concern.
- The matter will be referred to the Leicestershire Safeguarding Children Partnership.

#### **NEGLECT**

Persistent failure to meet basic physical or psychological needs, likely to result in serious impairment of health or development. It may involve failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or failing to ensure access to medical treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Signs may include a child persistently arriving at nursery unwashed or unkempt, wearing clothes that are too small,

especially shoes which may restrict growth, arriving at nursery in the nappy they went home in, or having an illness not addressed by the parent. The child may have persistent hunger if food is withheld, or not enough is provided. Neglect may result in emotional signs, e.g. a child not receiving attention at home may crave attention at nursery and may be clingy and emotional.

#### **NEGLECT PROCEDURE**

- Any concern is discussed with parents, discussions are recorded, and parents have access to records
- A CAF form may need to be completed
- The Leicestershire Safeguarding Children Partnership or the social services will be notified in the event of queries surrounding a concern

#### **HUMAN TRAFFICKING AND MODERN SLAVERY**

Human trafficking involves men, women and children being recruited, harboured or brought into a situation of exploitation through the use of violence, deception or coercion and forced to work against their will.

Someone is in modern slavery if they are forced to work through mental or physical threat, are owned or controlled by an employer, are dehumanised, treated as a commodity, or bought or sold as property or are physically constrained or have restrictions placed on his or her freedom.

The Modern Slavery Act came into force in March 2015 to tackle the issues of human trafficking and to support child victims of trafficking.

Ofsted requires all early year's practitioners to have a good understanding of safeguarding, to know the signs of abuse and neglect and to understand the issues around child sexual exploitation and children going missing.

#### **What to look out for:**

- Signs of physical or psychological abuse, look malnourished or unkempt or appear withdrawn
- They are likely to be isolated, have poor living conditions, few or no personal effects, restricted freedom of movement and be reluctant or frightened to seek help

#### **Signs specific to child victims**

- Absent parent or legal guardian – Is the child being cared for by an adult who is not their parent or legal guardian?
- Multiple (unrelated) children – Are there several unrelated children living at one address? Does the child move location frequently?
- Issues around identity documents – missing, altered or fake documentation is common
- Absences and disappearances – Children who come into contact with authorities often disappear and are re-trafficked.
- Signs of grooming – Children may not always demonstrate outward signs of distress and may have a 'bond' with those exploiting them. They may have been groomed not to disclose their abuse but are likely to be very frightened and traumatised

#### **What to do if you have concerns about a child:**

- Report any concerns to one of the designated safeguarding officers
- The DSL will report any concerns about children or vulnerable adults to the local authority children's services teams and Leicestershire Safeguarding Children Partnership procedures should be followed

#### **CHILD SEXUAL EXPLOITATION**

The signs and symptoms of child all forms of abuse can be difficult to detect and child sexual exploitation is no exception. Many children who are sexually exploited may have been victims of other forms of abuse; the grooming methods that may be used can mean that children who are sexually exploited do not always recognise they are being abused. What is clear is that child sexual exploitation can occur in all communities, amongst all social groups and can affect girls and boys.

#### **Vulnerabilities**

- Having prior experience of neglect, physical and/or sexual abuse
- Lack of safe/stable home environment
- Recent bereavement or loss
- Social isolation/difficulties
- Connections with other children who are being sexually exploited
- Having a physical or learning difficulty
- Being in care

### **Potential Indicators of Child Sexual Exploitation**

- Acquisition of money, clothes, mobile phone without plausible explanation
- Gang association/isolation from peers/social networks
- Leaving home or care without explanation; persistently missing or returning late
- Excessive receipt of texts/phone calls
- Returning home under the effects of drugs/alcohol
- Inappropriate sexualised behaviour
- Evidence of physical or sexual assault
- Self-harm or significant changes in emotional well-being
- Relationships with controlling/older individuals

### **How to respond:**

- Early sharing of information is key to providing effective help, and wherever possible practitioners should share confidential personal information with (parental) consent. Where there are concerns that a child is suffering or is likely to suffer significant harm, practitioners should disclose information without consent; protecting the child from harm outweighs the duty of confidentiality.
- Safeguarding is everyone's business; any concerns should be reported to one of the designated officers in the nursery.

### **Adult sexual exploitation**

As part of our safeguarding procedures, we will also ensure that staff and students are safeguarded from sexual exploitation.

### **Child Criminal Exploitation (CCE)**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

### **County Lines**

The National Crime Agency (NCA) describe county lines as a term used to describe gangs and organised criminal networks involved in exporting illegal drugs from big cities into smaller towns, using dedicated mobile phone lines or other form of 'deal line.' Customers will live in a different area to where the dealers and networks are based, so drug runners are needed to transport the drugs and collect payment.

Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

### **Cuckooing**

Cuckooing is a form of county lines crime in which drug dealers take over the home of a vulnerable person in order to criminally exploit them as a base for drug dealing, often in multi-occupancy or social housing properties. Signs that this is happening in a family property may be an increase in people entering or leaving the property, an increase in cars or bikes outside the home; windows covered or curtains closed for long periods, family not being seen for extended periods; signs of drug use or an increase in anti-social behaviour at the home. If we recognise any of these signs, we will report our concerns as per our reporting process.

If staff have any concerns regarding county lines/cuckooing they will be reported in the usual way.

### **MONITORING CHILDREN'S ATTENDANCE**

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

We ask parents to inform the nursery prior to their children taking holidays or days off, and all incidents of sickness absence should be reported to the nursery the same day so the nursery management are able to account for a child's absence.

This should not stop parents taking precious time with their children, by keeping us informed parents can help us to meet our statutory requirements and let us know that children are safe.

If a child has not arrived at nursery within one hour of their normal start time the parents will be called to ensure the child is safe and healthy. If the parents are not contactable then the emergency contacts numbers listed will be used to ensure all parties are safe. Staff will work their way down the emergency contact list until contact is established and we are made aware that all is well with the child and family. It is a parent's responsibility to keep their emergency contact details updated. If contact cannot be established, then we would assess if a home visit is required to establish all parties are safe. If contact is still not established, we would assess if it would be appropriate to contact relevant authorities in order to them to investigate further.

Where a child is part of a child protection plan, or during a referral process, any absences will immediately be reported to the local authority children's social care team to ensure the child remains safe and well.

#### **STAFF WHISTLE BLOWING**

**Should any member of staff see anything within the setting that they feel is inappropriate they MUST speak to a designated person.** Any member of staff is entitled to make a 'protected disclosure' (known as whistleblowing) in some circumstances. A whistle-blower is protected as it is a 'qualifying disclosure', which means one of the following has taken place/is taking place/is likely to take place:

- A criminal offence or failure to comply with a legal obligation
- Miscarriage of justice
- Danger to the health and safety of an individual or damage to the environment
- Deliberately concealing any of the above

A disclosure is still 'qualifying' if a member of staff is mistaken in their belief, but reasonably believes it to be one of the above. To be protected the 'qualifying disclosure' must be made in good faith, or it will not be protected. There is an Ofsted whistle blower hotline of which all staff should be aware: 0300 123 3155.

#### **STAFF CONCERNS LOG**

In the event that a concern is raised about a member of staff, a staff concerns log must be completed. These are stored in the locked filing cabinet in the office.

#### **PROCEDURE FOR RESPONDING TO DISCLOSURES:**

- Do not question the child except to clarify what they say, do not suggest what might have happened.
- Listen to what the child says. Be comforting and sympathetic
- Tell the child you are glad they've been able to talk to you; you will need to talk to people who can help
- Avoid saying anything that may make them feel they are responsible for what has happened
- Do not discuss concerns within the child's hearing, ensure you record what was said/observed as soon as possible. A Record of Concern must be completed. This can be obtained from the designated people. The completed form should be given to the designated person to store in a locked filing cabinet in the office
- The matter will be reported to the Local Safeguarding Child Board in the local authority
- A CAF may need to be completed in some instances of emotional abuse or neglect
- Staff must not undertake physical examination of a child. If, during care routines, signs of injury that give cause for concern are observed, staff must write down what they have seen and follow child protection procedures. It is the job of other professionals to undertake medical examinations

#### **ALLEGATIONS PROCEDURE**

While it may be an unusual situation, it is possible any member of staff/a student/a volunteer/any other person living or working on nursery premises could be accused of abusing a child. This allegation will be immediately reported to Ofsted, the Leicestershire Safeguarding Children Partnership and the Local Authority Designated Officer (LADO). It is possible the subject of the allegation will be suspended during investigation. Investigations are similar to allegations involving parents. Enquiries will be documented and kept in a locked file. The investigating Social Worker will ensure you understand any allegations and concerns and will listen to your response. Unfounded allegations result in all rights being reinstated. Founded allegations are passed to relevant organisations including the LA social care team, and where an offence is believed to have been committed, the police. This will result in termination of employment. The nursery has the right to dismiss any member of staff in connection with founded allegations following an inquiry. At any stage during the investigation, legal advice can be sought.

#### **SAFEGUARDING WORKERS- STAFF MUST:**

- Avoid corporal punishment- emotional/physical punishments may not be used, all staff, volunteers and students are aware and understand what constitutes emotional/physical punishment. Shaking is never used
- Never go out and leave children unattended/with an unregistered carer- all nursery staff are cleared by Ofsted to work with children under 12. DBS checks cannot be carried out on young persons under 17
- Never give medicines to a child without written consent from parents- administration of medication will have regard for the Statutory Framework for the Early Years Foundation Stage. The greatest care is taken to ensure medicines are administered

according to instructions and a signed record of medication administered made in the medicine book and signed by another member of staff

- Be aware of how a child may interpret your verbal or body language - show them respect
- Keep records up to date, especially accident /incident books - all injuries sustained at nursery, or existing injuries noticed on arrival are recorded, and parents are asked to confirm with their signature
- Have due regard for mobile phone and social media policies; these are to protect staff as well as children

## CONFIDENTIALITY

Information held on children and families is confidential. Members of staff will not discuss individual children with others except for curriculum planning and group management. Concerns are shared only with others who need to know. Sensitive information is treated with care and respect, if someone is consulted for advice or guidance, they *should not be able to guess* the identity of the child involved. The family will be told who knows about the situation. Staff must not make comments publicly or in private about supposed or actual behaviour of a parent or member of staff.

## THE ROLE OF THE CHILD PROTECTION CO-ORDINATOR

The designated person who has responsibility for liaising with child protection agencies is Anna Tebbett, the manager, who is trained in child protection, and responsible for liaising with parents, local child protection agencies and Ofsted in a child protection situation. There are other senior staff who are also designated safeguarding leads; Emily Hunter, Tiffany Brooks, Sasha Miller and Seijal Odedra. Staff with CAF training are Anna Tebbett. The role of the DSL is;

- Ensure that the settings safeguarding policy and procedures are reviewed and developed in line with current guidance; and develop staff understanding of the settings safeguarding policies
- Take the lead on responding to information from the staff team relating to child protection concerns
- Provide advice, support and guidance on an on-going basis to staff, students and volunteers.
- To identify children who may need early help or who are at risk of abuse
- To help staff to ensure the right support is provided to families
- To liaise with the local authority and other agencies with regard to child protection concerns
- Ensure the setting is meeting the requirements of the EYFS Safeguarding and welfare requirements
- To ensure policies are in line with the local safeguarding procedures and details
- Disseminate updates to legislation to ensure all staff are kept up to date with safeguarding practices
- To manage and monitor accidents, incidents and existing injuries; ensuring accurate and appropriate records are kept
- Attend meetings with the child's key person
- Attend case conferences and external safeguarding meetings, as requested, by external agencies
- Concerns about a child's welfare should be discussed with the designated people. Agencies (Social Services, NSPCC, Childline) can be contacted to discuss concerns and get guidance without identifying the child.
- If, after discussion, there are still concerns, the child protection co-ordinator decides which agency to make a referral to. If the child is considered to be in need, they and their family will be referred to social services.

**INFORMING PARENTS:** Parents are normally the first point of contact. If suspicion of abuse is recorded parents are informed at the same time the report is made, except where the guidance of the Leicestershire Safeguarding Children Partnership/local authority children's care team/police does not allow this. This is usually the case if the parent/family member is the likely abuser, or if a child may be endangered. In these cases, investigating officers will inform the parents.

**SUPPORT TO FAMILIES:** A child and their family are welcome at nursery while enquiries are made in relation to abuse at home. Families are treated in a respectful, non-judgmental way while external investigations happen.

## THE ROLE OF THE REGISTERED PERSON- ENSURING THAT:

- Designated members of staff have attended a child protection training course.
- Other staff are aware of child protection issues, have received training, are kept updated in child protection and cultural/ethnicity issues (e.g. Mongolian Blue Spot) and are able to implement policies and procedures in the absence of the designated member of staff and complete yearly competency logs.
- Staff are aware of signs and symptoms of children at risk and aware of their responsibility to report concerns to police or social services, in accordance with Local Safeguarding Children Board, without delay.
- The designated persons will inform the local authority and Ofsted of child protection issues as necessary.

CONTACT NAMES FOR SAFEGUARDING	CONTACT DETAILS
Ofsted Early Years	0300 123 4666
Ofsted Whistleblower Hotline	0300 123 3155
Police	0116 222 2222 or 999
Non-emergency Police	101
First Response (LCC Children's Duty)	0116 305 0005 <a href="mailto:childrenduty@leics.gov.uk">childrenduty@leics.gov.uk</a>



<b>Advice Line</b>	<b>07966 111058 or 0116 3055500</b>
<b>Local Authority Designated Officer (LADO)</b>	<b>0116 305 7597</b>
<b>Government Helpline for Extremism Concerns</b>	<b>020 7340 7264</b>

## 7. EXTREMISM-THE PREVENT DUTY

The Counter Terrorism and Security Act 2015 places a duty - 'PREVENT Duty' - on certain authorities and organisations to prevent people being drawn into terrorism. This came into force in July 2015 and states what an early years provider should do if they have concerns. Under the Act, nursery staff have a duty to refer extremism concerns to police (in PREVENT priority areas the local authority will have a PREVENT lead who can provide support).

The guidance states that "early years providers serve arguably the most vulnerable and impressionable members of society". The EYFS places clear duties on providers to keep children safe. It makes clear that providers must be alert to any safeguarding and child protection issues in the child's life. Even young children may be vulnerable to radicalisation, in the family or outside. They may be victims, being taken out of the country or away from families.

As with other child protection concerns, early years providers must take action to protect children and should be alert to harmful adult behaviour. We should be able to identify children vulnerable to radicalisation and know what to do when they are identified. Contact numbers for advice are listed in the safeguarding policy. There is a risk of online radicalisation; children at Westwards never have unsupervised internet access.

### WE SHOULD LOOK FOR:

- Changes in family behaviour or changes in the children's behaviour, e.g. aggression towards others
- Comments made by a child, e.g. what Mummy/Daddy has said, 'fighting for the cause' etc.
- Comments made by family members, e.g. about certain faiths, beliefs, cultures
- Any other signs that family members may be showing extremism

### WHAT TO DO IF YOU HAVE CONCERNS:

Concerns about the behaviour of any individual in the nursery should be reported to one of the designated safeguarding leads who may use the steps below. **If you are at all worried about the safety of a child, you must follow the child protection procedure to safeguard the child.**

- NW Leicestershire is a PREVENT priority area, we can seek advice from the PREVENT lead accordingly.
- If a child is not in immediate danger, we would call 101 (non-emergency police phone number).
- If a child is in immediate danger, we would call 999.
- We could call the DfE helpline (020 7340 7264) or email [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk).
- The Channel programme focuses on providing support at an early stage to people who are identified as vulnerable to radicalisation. Providers can make a referral if they are concerned.

### WHAT CAN WE DO TO ELIMINATE EXTREMISM AND PROMOTE ACCEPTANCE IN OUR SETTING?

Support children by teaching personal, social and emotional skills and enabling children to be accepting and tolerant of other's views and beliefs while constructively challenging what they disagree with. For example:

- Working through disagreements with their peers over sharing and turn-taking
- Role-modelling desired behaviours and mannerisms and talking about feelings and opinions
- Celebrating all faiths and beliefs
- Supporting British Values: Democracy (making decisions together), rule of law (understanding rules matter), individual liberty (freedom for all), mutual respect and tolerance (treat others as you want to be treated)

## 8. CAMERAS AND RECORDING DEVICES IN THE NURSERY

At Westwards we recognise that photographs and video recordings play a part in the life of the nursery. We ensure all images or recordings of children are taken only with prior written permission from each child's parent or carer. When families register with us, we request permission for photographs and video recordings for various uses, including use in our online learning journeys, for display, for promotion, including our nursery website, newsletters, brochure, other online presence and to use in the local press. We ensure parents understand their child may appear in the background of a photograph in another child's learning journey. In line with GDPR, we share our privacy & information sharing policies. During special events, e.g. Christmas parties, staff may produce group photographs. If a parent is unhappy about use of images, we respect their wishes and find alternative ways to recording their child's learning.

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

At Westwards we use tablets in the rooms to take photos of the children and record these directly on to their electronic learning journeys. We ensure that these devices are used for this purpose only and do not install applications such as social media or messaging sites on to these devices. We do routine checks to ensure that emails and text messages (where applicable) have not been sent from these devices and remind staff of the whistleblowing policy if they observe staff not following these safeguarding procedures.

Parents are not permitted to use recording devices or camera on nursery premises without prior consent of the manager. Use of mobile phones is strictly not allowed on site by parents, visitors or contractors.

## **9. CCTV**

Cameras are installed on our premises primarily for ensuring the health and safety of children, staff and visitors and also for the purpose of detecting and preventing crime and protecting the nursery building and resources. The system comprises of 7 fixed cameras that are placed around the nursery, inside and outside, but not in the toilets or changing areas. This is to ensure the dignity of children is maintained.

The use of CCTV to control the perimeter of the nursery for security purposes has been deemed to be justified by the nursery management. The system is intended to capture images of intruders or of individuals damaging property or removing goods without authorisation or of antisocial behaviour.

Under certain circumstances, the CCTV footage may be used for training purposes (including staff supervisions) or for parents to view child transitions.

### **Monitoring**

The CCTV is monitored centrally from the nursery office and is registered with the Information Commissioner under the terms of the Data Protection Act. This policy outlines the nursery's use of CCTV and how it complies with the Act. The nursery complies with Information Commissioner's Office (ICO) CCTV Code of Practice to ensure it is used responsibly.

### **Limits on use of CCTV**

CCTV cameras will not be operated in toilets, private offices or changing rooms, unless this is necessary to gather information which could not reasonably be gathered by any other means. CCTV will be used in this way only where it is a proportionate means of achieving the aim in the circumstances.

Covert CCTV will only ever be set up for the investigation or detection of crime or serious misconduct. The use of covert CCTV will be justified only in circumstances where the investigator has a reasonable suspicion that the crime or serious misconduct is taking place and where CCTV use is likely to be a proportionate means of securing evidence.

### **Evidence from CCTV footage in disciplinary meetings**

CCTV evidence may be used in disciplinary or other proceedings and if so, persons involved will be given a chance to see and respond to the images where appropriate in these circumstances.

### **Storage and retention of CCTV footage**

The images captured by the CCTV system will be retained for a maximum of 30 days, except where the image identifies an issue and is retained specifically in the context of an investigation/prosecution of that issue.

The images/recordings will be stored in a secure environment with a log of access kept.

Access will be restricted to authorised personnel. Supervising the access and maintenance of the CCTV System is the responsibility of the Owner/Manager.

In certain circumstances, the recordings may also be viewed by other individuals. When CCTV recordings are being viewed, access will be limited to authorised individuals on a need-to-know basis.

Files will be stored in a secure environment with a log of access to recordings kept.

### **Subject Access Requests (SAR)**

Individuals have the right to request access to CCTV footage relating to themselves under the Data Protection Act / GDPR. Individuals submitting requests for access will be asked to provide sufficient information to enable the footage relating to them to be identified. For example, date, time and location.

The nursery will respond to requests within 14 calendar days of receiving the request. The nursery reserves the right to refuse access to CCTV footage where this would prejudice the legal rights of other individuals or jeopardise an on-going investigation.

A record of the date of the disclosure along with details of who the information has been provided to (the name of the person and the organisation they represent) and why they required it will be made.

Where footage contains images relating to 3rd parties, the nursery will take appropriate steps to mask and protect the identities of those individuals.

### Complaints

Complaints and enquiries about the operation of CCTV within the nursery should be directed to the manager of the nursery in the first instance.

## 10. MOBILE PHONES (AND OTHER SMART DEVICES), SOCIAL NETWORKING SITES & ONLINE SAFETY

At Westwards we foster a 'culture of safety' in which children and staff are protected from abuse, harm and distress. We have a clear policy on acceptable use of mobile phones, this policy ensures we protect children from harm and abuse, prevent staff from being subject to false allegations, help staff remain focused on care of the children, and work in an open and transparent environment. We also feel that restrictions need to be placed on staff access to social networking sites. The nursery has a reputation to maintain and comments made on social media sites could have an effect how parents view the staff. Mobile phones must be switched off during working hours. They may be used on a lunch break when away from the children.

Our nursery is aware of the growth of internet and the advantages this can bring. However, it is also aware of the dangers it can pose and we strive to support children, staff and families to use the internet safely.

We refer to '*Safeguarding children and protecting professionals in early years settings: online safety considerations*' to support this policy.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

The breadth of issues classified within online safety is considerable, but can be categorized into three areas of risk:

- ✓ **Content:** *being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;*
  - ✓ **Contact:** *being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and*
  - ✓ **Conduct:** *personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying*
- 
- Mobile phones (and other smart devices including watches/fitbits) should be stored safely in the staff room (1A), training room or office at all times during working hours
  - Parents are requested not to allow their child to wear or bring in devices that may take photographs or record videos or voices. This includes smart watches with these capabilities, such as Vtech. This ensures all children are safeguarded and also protects their property as it may get damaged or misplaced at the nursery
  - In an emergency, if a member of staff needs to make an urgent call they must notify their team leader and then use the nursery phone or use their mobile in a specified place (agreed within each team). Phones must not be switched on until the staff member reaches the specified place
  - Staff should give the nursery number as an emergency contact during the working day
  - As many doctors now carry out phone consultations, staff can receive these calls on the nursery phone
  - During outings, staff must only use mobile phones belonging to the nursery. Personal mobiles are not to be taken under any circumstances
  - No photographs/videos are taken on phones (nursery phones are not capable of taking photographs/videos)
  - No photographs are taken on phones (nursery phones are not capable of taking photographs)
  - Staff must not post anything on social networking sites that could be construed to have any impact on the nursery's reputation or offend any other member of staff or parent using the nursery
  - Ensure any posts reflect their professional role in the community (e.g. no inappropriate social event photos or inappropriate comments i.e. foul language)
  - Report any concerning comments or questions from parents to the manager/safeguarding lead
  - Staff must not add parents as 'friends,' or similar contacts on social networking sites. If a parent is an existing 'friend' this must be discussed with the Manager and consent may be given. Privacy settings should ensure people who are not 'friends' cannot access photos and posts. If a parent requests a social media link, staff should explain nursery policies do not allow it

- Appropriate anti-virus and anti-spyware software is on all nursery devices. Content blockers and filters are on nursery computers, laptops and any mobile devices. These must not be disabled
- Personal or financial information is never emailed from nursery devices
- Inappropriate email content is reported to the internet watch foundation (IWF [www.iwf.org.uk/](http://www.iwf.org.uk/))
- No personal device can be connected to the nursery Internet at any time
- The use of nursery devices, such as tablets, must only be used for nursery purposes
- The nursery devices will not have any social media or messaging apps on them
- Any apps downloaded onto nursery devices must be done only by management. This will ensure only age appropriate and safe apps will be accessible to staff or children using them
- Nursery devices will not be taken home with staff and will remain secure at the setting when not in use. If a device is needed to be taken home due to unforeseen circumstances then the person taking this device home must ensure it is securely stored and not accessed by another other individual and returned to nursery as soon as practically possible
- Children are supervised when using internet enabled devices
- Computer usage rules are discussed; deciding together what is safe and what is not safe to do online
- 'Stranger danger' is discussed with the children; deciding who is or is not a stranger, comparing people in real life situations with online 'friends'
- A free online e-safety briefing for staff and families can be found at <http://moodle.ndna.org.uk/>
- If any of the above points are not followed then the member of staff involved will face disciplinary action, which could result in dismissal
- Ensuring all devices are password protected and screen locks. Practitioners are reminded to use complex strong passwords and they are kept safe and secure, changed regularly and are not written down
- Monitoring all internet usage across the setting
- Providing secure storage of all nursery devices at the end of each day
- Staff model safe practice when using technology with children and ensuring all staff abide by an acceptable use policy; instructing staff to use the work IT equipment for matters relating to the children and their education and care. No personal use will be tolerated (see acceptable IT use policy)
- Monitoring children's screen time to ensure they remain safe online and have access to material that promotes their development. We ensure that their screen time is within an acceptable level and is integrated within their programme of learning
- Making sure physical safety of users is considered including the posture of staff and children when using devices
- Being aware of the need to manage our digital reputation, including the appropriateness of information and content that we post online, both professionally and personally. This is continually monitored by the setting's management
- Ensuring all electronic communications between staff and parents is professional and takes place via the official nursery communication channels, e.g. the setting's email addresses and telephone numbers. This is to protect staff, children and parents

## 11. COMPLAINTS AND COMPLIMENTS

We believe that parents are entitled to expect courtesy and prompt, careful attention to their individual needs and wishes. We hope that at all times you will be happy with the service provided and that you might like to voice your appreciation to the staff concerned.

Complaints will be dealt with professionally and promptly to ensure that any issues arising from these complaints are handled effectively and ensure the welfare of all children.

We welcome any suggestions from parents on how we can improve our services, and will give prompt and serious attention to any concerns that you may have by following our complaints procedure as outlined below:

If any parent should have cause for complaint or queries regarding the care or education of their child they should in the first instance take it up with the child's key person or the team leader.

- If the issue remains unsolved and there is not a satisfactory outcome, then the manager should be contacted (Anna Tebbett 01509 214551). The manager will then investigate the complaint and report back to the parent within three days. This will be fully documented in the complaints logbook, and will detail the nature of the complaint and any actions arising from it.
- Most issues will be resolved during these initial procedures, however in the unlikely event that this is not so, a meeting could be arranged if necessary, between the manager, owner, parent and team leader to ensure that it is dealt with efficiently. A record of this meeting will be made, along with documented minutes and actions. All parties present at the meeting will sign the record and receive a copy, which will signify the conclusion of the procedure.

- If the matter cannot be resolved to their satisfaction, parents have the right to raise the matter with Ofsted.  
Telephone 0300 123 1231  
Ofsted Early Years  
Piccadilly Gate,  
Store Street,  
Manchester, M1 2WD

## **12. CONFIDENTIALITY**

All information held by the nursery on children is confidential. Parents will have access to the files and records for their own child, and any information given by parents/carers will not be passed on to others without permission. Parents will have the opportunity to discuss their children with staff in total privacy. Staff inductions include an awareness of the importance of confidentiality in the role of the key person. Staff will not discuss individual children with others except for the purposes of curriculum planning and group management, and should staff breach any confidentiality provisions, this may result in disciplinary action, and in serious cases, dismissal. Any issues concerning the employment of staff remains confidential to the people directly involved in making personnel decisions. Students on placement in the nursery are advised of our confidentiality policy and required to respect it.

Any concerns or evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a "need to know" basis. If, however, a child is considered at risk, our safeguarding children policy will override confidentiality. All the undertakings above are subject to the paramount commitment of the nursery, which is the safety and wellbeing of each child.

## **12. HEALTHY EATING AND GOOD NUTRITION**

Our policy for healthy eating and good nutrition is co-ordinated by Management and the Cook. Westwards Nursery is dedicated to providing an environment that promotes a healthy, balanced and nutritious diet, enabling everyone to make informed choices about the food they eat. This will be achieved by the whole setting approach to food and nutrition documented in this policy. This policy covers all aspects of food and drink in our setting. We are a nut free nursery as we have children with allergies.

The nursery provides two seasonal menus per year, the Spring/Summer and Autumn/Winter, which run for a 4 week cycle. We follow guidelines and example menus developed by the Government and the 'Eat better, Start better' initiative developed for the foundation years.

We also consult with parents for suggestions and monitor what the children like/dislike. The menus are emailed out to parents for consultation and all feedback is taken on board and necessary changes made.

This policy is referred to in the setting brochure and is communicated widely amongst staff, parents and children. It is adhered to by everyone involved with teaching about food or the serving and cooking of drink and food.

The nutritional principles of this policy are based on current evidence-based finding; including the Caroline Walker Trust, Department of Health guidance, the 'eat well plate' and the 'Eat better, start better' being the agreed model for ensuring a healthy balanced diet.

### **POLICY AIMS**

The main aims of Westward's policy are:

- To enable healthy food choices through provision of information and development of appropriate skills and attitudes
- To provide healthy, balanced and nutritious food and drink choices throughout the day (or time children are in the setting) and ensure any food brought in from home compliments this
- To ensure that all aspects of food and drink provision at Westwards promote the health and wellbeing of children, staff and visitors to our setting
- To ensure food is nutritionally appropriate to the age and stage of development of each child
- To encourage children to enjoy growing, preparing and eating a range of interesting food

### **HEALTHY EATING AND EQUAL OPPORTUNITIES**

At Westwards we value individuals and strive to provide equality of access for all. In line with our equal opportunities policy, we recognise the importance of individual dietary requirements and equality of access to a varied and balanced diet. We support children to access a diet that meets medical/dietary and religious/moral needs, and, wherever possible, we endeavour to

provide meals that meet these special requirements while looking as similar as possible to the food eaten by other children as is practicable.

## **LEARNING THROUGH FOOD**

Nutrition is an important part of food provision, but there is more to it than the nutrition provided by a setting. Westwards consider it essential that good nutrition and learning opportunities around food are embedded in all aspects of food provision and learning over the day and that there is consistency in approach the whole day. Food related activities are encouraged and are consistent with this policy.

Westwards offer a number of activities that complement learning about food. Activities involving food will encourage children both to develop a range of skills and increase their knowledge around food. These activities are offered in an age-appropriate manner and may include:

- Planting, growing and caring for food crops which can then be picked and eaten by the children. We have grown potatoes, carrots, onions, tomatoes, herbs etc.
- Food play, for instance using lentils, split peas or pasta as an alternative or in addition to sand and water play
- Visiting the local farmer's market stalls regularly through each season buying foods to taste
- Strawberry and pumpkin picking with older children and discussing how they grow
- Experiments such as adding ingredients together or adding water or heat to ingredients, as part of, or separate from, cookery sessions. The children can then develop an awareness of the effects of mixing different components and of changes of state
- Cookery sessions, sometimes using ingredients that have resulted from gardening activities
- Taking groups of children to observe changes over the year, for example watching as plum or apple trees develop blossom, then small fruits. The children also paint what they have observed at various times of the year
- A range of activities linked to healthy eating are available in the setting, please see the list that has been compiled. These include activities such as 'healthy food bingo' and resources from home corner play
- Sensory sessions or free-play opportunities investigating, for example, the smells of different herbs, such as mint, lemon balm, thyme, rosemary etc. Different textures and tastes are another area to investigate
- Children serving themselves at mealtimes. This helps them to develop independence as well as beginning to develop an awareness of how to make informed choices

## **FOOD AND DRINK PROVISION AT WESTWARDS**

Food provided at Westwards is age appropriate and parent or carers are informed about the food and drink their child has consumed at the end of day, during hand over. The way in which parents are informed varies depending on the age of their child for example, parents of younger children are given both verbal and written feedback which is recorded on individual sheets. Staff in pre-school give verbal feedback on food and drink during the end of day hand over. Staff responsible for the preparation and handling of food must be competent to do so. All of our staff either have a Basic Food Hygiene qualification or level 2. The cook has a level 2 qualification in Food Hygiene and a Level 2 award in Food Allergy Awareness for childcare.

## **FOOD SOURCING**

We source the food used in our menus from a range of places. We also order some food to be delivered from Tesco and Asda as well as shopping at Aldi, where the nursery owner goes for her own weekly shop. We have found that the produce at Aldi is good quality, but we also have to buy some things from Tesco and Asda as Aldi does not stock everything we need. We follow the voluntary food and drink guidelines for early years and we believe that we go over and above these guidelines, for instance, buying free range eggs and sustainably sourced fish, including pole and line caught tuna. We also "eat what we grow" from the nursery vegetable patch and tubs when grown. We do not offer artificial sweeteners in any form.

## **MENU PLANNING**

Westwards provides children with a healthy, balanced, nutritious, tasty and varied diet. The menu is also culturally diverse. In addition, children have opportunities to try foods from different cultures at certain points throughout the year, for example tasting different foods at Chinese New Year, Diwali or enjoying French food as part of learning about that culture.

Menus are planned using the Eat better, Start Better and the Voluntary Food Standards for Childcare Settings. The 'menu planning checklists' from the guide are used to ensure menus fulfil all the required criteria. Consequently, all children will have food and drink provided that is suitable for their age and stage of eating.

We ensure that menus are adapted and improved by asking for feedback from children, staff, and parents as appropriate, then acting on the feedback received to adjust the menus. This is regularly considered at staff meetings.

We already ensure that menus are displayed in the hallway and throughout the rooms, so that parents with children in any of the age groups can easily see the menus on a day-to-day basis. This policy of displaying the menus will continue and team leaders or managers will ensure that they are in place.

Allergens in food are displayed on the menus in the kitchen, along with an up-to-date list of children with special diets for the chef to refer to daily.

## **DRINKS**

- Fresh drinking water is always available as well as being offered at all meal and snack times
- Milk is provided with breakfast, and the mid-morning snack as well as at teatime snack. Children are offered whole milk, in accordance with current best practice for their age. Soya or oat milk is provided for children with allergies or those who are used to it at home for reasons other than allergies
- Soft drinks and fruit juice are not served as per government guidelines. An exception to this may be made for occasions such as Christmas parties when a small portion of a soft drink or very diluted fruit juice may be offered on hot summer days. Our policy is not to offer 'low sugar' soft drinks or squash as these may contain a wide range of sweeteners and our view is that a small amount of sugar on occasion is preferable to synthetic sweetness, and some children are also sensitive to sweeteners. Milk is available as detailed above. Water is available at all meal and snack times

## **BREAKFAST**

Breakfast is an important meal that should provide 25% of a child's energy requirement and contributes significantly to their vitamin and mineral requirements. Westwards serves breakfast and ensures that it provides a nutritious meal for children when they arrive.

The breakfast menu includes:

- Cereals including Weetabix, Cornflakes, Shreddies, Cheerios, and Rice Krispies
- Toast
- Water and milk

The pre-school children have opportunity to serve themselves and decide independently what to choose and how large a portion to give themselves. They are encouraged to think carefully about their portion size to avoid waste, in line with our 'Eco-School' policy and ensure other children can have a fair portion.

## **MORNING SNACK**

At Westwards we understand that snacks are an important part of the diet of young children and can contribute positively towards a balanced diet and the daily energy and nutrient needs. We discourage excessive consumption of high fat and high sugar food, but recognise that moderation is key, and banning certain food items or labelling them as 'bad' is not productive. We recognise that fat is a crucial component of the diet of young children. The snacks are included on the menus displayed throughout the nursery, as detailed above.

## **SETTING MENUS AND MEALS**

Food prepared at Westwards is healthy, balanced and nutritious. Therefore, our policy is that all children are offered the same food, except for in the case of medical/dietary requirements or moral/religious family preferences. If a child has an aversion to particular foods, we continue to offer that food as part of a balanced diet, as often children get used to new flavours and textures, especially when eating with peers and staff. In the case of severe aversions or sensory problems, we would work together with families to support the child.

As a setting we encourage the use of food provided by our cook but understand there may be instances where food is brought from home. This may occur on a child's birthday, final day at nursery or during a special celebration time. We will arrange this in consultation with all involved to ensure that it complements our food ethos.

Healthy options are available and promoted at mealtimes. Children, parents and carers are consulted about food choices where appropriate through a range of methods such as observing the children at mealtimes, sending out parent and staff surveys and questionnaires and holding regular meetings where aspects of food provision are discussed.

## **USE OF FOOD AS A REWARD AND ON SPECIAL OCCASIONS**

We do not encourage the regular eating of sweets or other foods high in sugar, it is offered occasionally, in moderation. We never use them as a reward for good behaviour and other achievements. Other methods of positive reinforcement are used, as detailed in our behaviour management policy. Equally, withholding food is not used as a punishment.

We encourage diversity around food and encourage everyone to share food customs on special occasions such as birthday or during special festivals such as Diwali, Chinese New Year, Christmas or Shrove Tuesday, for example. On these infrequent occasions, unusual food may be shared among the children and staff, as long as specific dietary requirements are adhered to.

If children wish to bring in special treats to share among their friends, for example on their birthday or from holiday, this is acceptable. However, the treats will be shared appropriately, in line with any individual dietary requirements and in sensible portions at snack times, or sent home with the children. We do not encourage treats such as chocolate bars and sweets being brought on a day-to-day basis, should this happen they are stored elsewhere and sent home with the child at the end of the day.

## **DRINKING WATER**

Fresh, drinking water is available to children at all times. The under threes have their own beakers which they can access independently. The over threes pour their own drinks into glasses, with support as required until they can manage independently. Children are encouraged to drink water at frequent intervals throughout the day and water is available for all children at all meal and snack times.

## **SPECIAL DIETARY REQUIREMENTS**

### **VEGANS/VEGETARIANS/PESCATARIANS**

A vegetarian option is provided at mealtimes if requested. Our definition of vegetarian is no meat and no fish. We recognise that some people use the term vegetarian to describe people who eat fish, but no meat, so we ask parents to make their requirements clear. Some may wish to avoid all animal products (vegan), some avoid all meat and fish (vegetarian), some avoid meat and/or fish (pescatarian) and some only avoid red meat.

### **RELIGIOUS AND ETHNIC REQUIREMENTS**

At Westwards we provide food in accordance with children's religious beliefs and cultural practices, as required. We recognise that different groups within one cultural or religious group may have different requirements, so we ask families for specific information.

### **MEDICAL REQUIREMENTS**

We recognise that some children may require special diets for medical reasons. In this case parents or carers are asked to make us fully aware of this. In some cases (avoiding gluten, or avoiding more than one allergen) we also require a letter outlining the requirements from a medical professional (doctor, dietician etc.) The first of these letters should be dated within 6 months or the time it is requested by nursery. Subsequently, updates may be needed at different times depending on the frequency of the child's medical appointments regarding their requirements.

We create individual healthcare plans for children with special dietary needs and requirements and ensure an appropriate menu is always offered. The care plan documents symptoms and adverse reactions, action to be taken in an emergency and emergency contact details, along with any particular food requirements for example for high-energy diets, allergies. The plans are on display in every room.

The nursery and chef work closely with parents and carers and where possible meals and snacks will be provided fulfilling medical requirements. There may be occasions where parents and carers will be asked to provide the meals or food ingredients themselves if the nursery cannot source them.

An up-to-date list of special dietary requirements is displayed in each room, staff check it before each meal or snack. When a new child moves into a room, all staff are made aware of their dietary requirements, in addition to the regular checks of special diet lists as detailed above. The information sheet passed from the previous room includes diet information and all staff in the new room read this.



Allergens in food are displayed on the menus in the kitchen along with an up-to-date list of children with special diets for the chef to refer to on a daily basis. We remind parents that our kitchen is small, therefore we can never absolutely guarantee that trace allergens will not be present in a particular dish, although we do make every effort to avoid cross-contamination.

## **FOOD SAFETY- MILK AND FOOD**

Appropriate food safety precautions are taken when milk or food is prepared or stored, this vary depending on the food on offer and includes ensuring that;

- Adequate storage and washing facilities are available
- Food handlers undergo appropriate food safety and hygiene training, and that suitable equipment and protective clothing is available
- Any food safety
- Hazards are identified and controlled
- Information is cascaded to everyone who is involved with food related activities in the setting
- We have food safety information displayed in appropriate areas
- Food hygiene matters are included in induction and on the job training and available to all staff, in addition to all of the staff holding a Basic Food Hygiene certificate

## **INFANT MILK**

We are happy to accommodate individual requirements for milk feeds. Parents may supply breast or formula milk. The methods we usually use are outlined below and parents are welcome to discuss any alternative preferences with us.

Breast milk can be provided and should be provided in a sterilised container or a special breast milk storage bag, which is clearly labelled with child's name and date. It can be stored in the fridge for up to 8 days at 4C or lower or higher then 4C use within 3 days. If it has been cooled in the fridge it can be carried in a cool bag with ice packs for 24 hrs.

Breast milk can also be frozen for 2 weeks in the ice compartment of a fridge as well as up to 6 months in a freezer lower than -18C.

To defrost breast milk its best to be done slowly in fridge or can be done in a jug of warm water or holding it under running warm water. Once defrosted, give it a gentle shake if it has been separated. Use it straight away and do not re-freeze milk that has been defrosted. After 1 hour anything left over should be thrown away.

Expressed milk is warmed in the appropriate drinking vessel, either a bottle or 'doidy' cup, as appropriate to the individual child. The milk is warmed by standing the cup in hot water or running under warm water.

We make up and give formula milk according to instructions provided by parents. Parents can supply pre-prepared bottles on a daily basis, as with breast milk, which will be labelled and stored in the refrigerator. If parents prefer they can provide a measured amount of water in a bottle along with a measured amount of formula in a container, which we will then prepare. These are kept in the child's bag until required. Alternatively, parents can provide formula in a container, which will then be stored in the kitchen cupboard. We will then make up each feed according to the quantity milk requested by parents. For hygiene reasons, we do not store made up feeds and discard unfinished feeds as possible, within 2 hours. We prepare the formula according to the instructions, using boiled water. All bottles are then warmed as described above and not in the microwave in case of hot spots. Some children prefer their milk at room temperature, we are happy to accommodate this and to discuss any other preferences of parents or children on an individual basis.

## **THE EATING ENVIRONMENT**

Westwards provides a clean, sociable environment in which the children eat their meals. Children are encouraged to develop good eating skills and table manners and are given plenty of time to eat. This includes staff eating meals with children while serving, to model good eating skills and table manners. Mealtime observations are carried out regularly by management. Carers sit with infants to feed them, ensuring that mealtimes are positive learning experiences. Staff practice good role modelling for healthy eating. See choking policy below for more guidance on mealtimes.

Staff will ensure a safe, enjoyable experience at meal/snack times and encourage healthy eating. Older children are encouraged to serve themselves to help promote the idea of making healthy choices. Children are allowed to choose what and how much to serve themselves, but are supported so that they make appropriate choices to avoid waste, in line with our eco nursery ethos.

Parents and carers are informed if their child is not eating well. See the section above concerning 'food and drink provision throughout the day at Westwards' for further details on how parents and carers are kept informed about the food their child has eaten during the day.

Parents and carers are asked to communicate the stage of eating their child is at when they join the setting and any food preferences will be noted for the individual child. These details are specifically requested on the 'all about me' form and is passed on to the room in which the child is initially based, where all staff are made aware of them.

### **LEADING BY EXAMPLE AND STAFF TRAINING**

At Westwards we believe that nursery nurses, assistants and caterers have a key role in influencing children's knowledge, skills and attitudes about food, so it is important that they are familiar with healthy eating and nutrition guidelines. Updated information concerning healthy eating is circulated to each nursery room to keep staff informed.

It is essential that the staff team are committed to setting an example with food in the setting. Staff will endeavour to eat a healthy range of food in front of the children, including any snacks brought from home. We do not allow staff to drink soft drinks- including 'sugar free' drinks, in front of children.

At least one member of staff will sit with children to monitor and observe for any choking at lunchtimes and snack times. Staff model and point out good manners and eating habits during these times, in an age-appropriate way. In instances where a member of staff serves two sittings in one day, they adjust the portions so they can be a good role model on both occasions. We do not label foods as 'good' or 'bad' but do discuss moderation.

Staff are asked to contribute to menu alterations, based on their observations of children's likes and dislikes at mealtimes. In addition, we encourage staff to feedback to the cook daily.

### **Managing Choking In Young Children Policy**

*'Tragically, a child dies in the UK every month from choking and hundreds more require hospital treatment. It can happen quickly, and it can happen to anyone.'*

At Westwards Staff must ensure a safe, enjoyable experience at snack/meal-times and encourage healthy eating. Staff must check that children are alert and sitting upright. Staff sit with babies to feed them, and older children are encouraged to feed themselves under supervision. Mealtimes are positive learning experiences, where children take their time and are encouraged to chew their food. A member of staff should ALWAYS be within line of sight of ALL the children to watch out for silent choking signs.

If staff need to put out bedding, wash up dishes, serve more food, fetch cutlery/pudding etc. they must ensure there is another member of staff watching the children.

**During all snack & mealtimes, all children should be supervised. Their hands and faces then cleaned with a wet flannel. Bibs removed. Clothing and hair checked for food.**

### **Definition of choking:**

A foreign object that is stuck in the pharynx (back of the throat) or trachea (windpipe) that causes a blockage or muscular spasm in the child's airway is classified as choking.

This policy relates to children in our care from the age of 0 -5 years

**Signs and Symptoms** Respiratory distress associated with:

- Coughing
- Gagging
- Stridor (loud, harsh, high pitched respiratory sound)
- Airway Obstruction
- The onset is sudden
- There are no signs of illness
- There are no clues to alert the rescuer, history of eating or playing with small items.

Sometimes choking can be silent with no sound or warning.

### **Emergency Procedure**

When a child chokes:

- If you worried in the slightest call emergency services straight away- DO NOT DELAY. 999! They would prefer to be on their way and told to stop then get there too late
- Encourage the child to cough and monitor
- If the child's cough is ineffective and the piece remains lodged then start first aid procedures
- Call the child's emergency guardian/carer

### **Food Safety**

- Pips and Stones are removed from fruit and vegetables prior to being served.

- Slice fruit and vegetables into narrow battons (slim strips) – lengthways not into rounds.
- Fruit is halved and chopped to prevent choking episodes.
- Large fruit is sliced into small pieces for all children within our care. High risk choking foods are not served to children within our care.
- Peanuts (should be avoided until 5) – Westwards is a nut free nursery
- Whole grapes – we do not buy these at Westwards
- Hot dogs
- Chocolate mini Eggs
- Raw Carrots and Popcorn. Only steamed carrot.

Equipment and resources supervision is required when children are using these items;

- Small toy pieces, wooden or plastic
- Pins, Nuts and bolts
- Small beads under 4.45cm (1¾ inches),
- Plastic bags
- Deflated balloons or pieces of a burst balloon
- Glitter, sequins and pom poms

Staff must ensure that equipment is suitable for the age range of the children. Toys are marked with a symbol (faced scored through with '0-3' in writing) Do not rely solely on a CE mark as this only classifies a benchmark of the European law.

Responding to a choking incident Our service records and documents a choking incident after experienced. The record must state: • Child's Name. • Date, Time and Place of incident • Cause of Incident • Care given to the child • What happened to the child immediately after the incident?

**Ofsted must be notified if a child requires hospital admission.** Further documents to support by Food Safety Standards (posters in each room next to allergy plans);-

Early Years Choking Hazards Food Safety & Early Years Food Choking Hazards Poster

## CONSULTATION, MONITORING AND EVALUATION

This policy has been developed through wide consultation with the whole setting community, including staff, parents and children. We consult with parents regarding policies and menu planning, ensuring parental involvement. We ask for opinions and comments about our food provision on the yearly questionnaire for parents. This healthy eating policy and the impact of the policy is reviewed on an ongoing basis to reflect guidance. The policy is communicated to the entire community and new families and staff in our setting are made aware of its importance.

## 13. EMOTIONAL HEALTH AND WELLBEING POLICY

'Well-being is a particular state or feeling that can be recognized by satisfaction, enjoyment & pleasure. The person is relaxed and expresses inner rest, feels the energy flow and radiates vitality, is open to the surroundings, accessible and flexible.'

Professor Ferre Laevers

Our policy for Emotional Health & Wellbeing is co-ordinated by Anna and Seijal. Anna attended Promoting the mental health and well-being of practitioners working within early years in November 2019.

We are dedicated to providing an environment that promotes everyone's emotional health and wellbeing, as this is central to the 'Every Child Matters' strategy. We strive to support children and our staff to be healthy, stay safe, enjoy and achieve, make a positive contribution, achieve economic well-being. This is achieved by the whole setting approach documented in this policy. Intellectual development and social & emotional development are strongly influenced by a child's experiences during their pre-school years.

This policy covers all aspects of emotional health and wellbeing in our setting. Members of staff and all of our partners including parents/carers and our children (where possible) have been consulted about this policy.

The policy is adhered to by everyone involved with the setting. All parents have access to a copy of this policy. This policy relates to some of our other policies and procedures including Safeguarding Children, Confidentiality, Behaviour management, Healthy Eating, Transition, Inclusion & Equality and Parents as Partners.

### POLICY AIMS

Emotional health and wellbeing incorporate the following aspects:

- Emotional well-being: feeling happy and confident most of the time and not anxious and depressed

- Psychological well-being: feeling of being in control and resilience (the ability to bounce back after a disruption)
- Social well-being: good relationships with others, including attachment to significant adults in our nursery (for the children)

These aspects are considered within this policy. The main aim of our policy is to ensure the emotional health and well-being needs of adults and children within our setting are met by the following methods:

#### **Child focused;**

- Assuring babies and children feel safe and secure, by implementing a robust transition policy into the nursery with free settling in sessions and detailed transition method through the rooms, with strong key person and staff working as part of a wider team
- Putting our children first, their safety and welfare through robust safeguarding training
- Ensuring children have access to varied activities providing high levels of engagement, associated to well-being, through our highly qualified staff who understand the needs of each individual child. We have a high number of staff with Level 6 and Level 5 childcare, as well as teachers, Level 3 Forest School leaders and an EYT.
- As part of our ongoing observation, assessment & planning staff will be monitoring their key children's well-being & involvement and planning activities to support the children in this area. This will be shared with you as part of our parent consultation process in the focus meetings. We record children's well-being & involvement as part of our focus observations. These are collated in the child's learning journal
- Robust key worker system ensures practitioners know their key child and works on child-led planning system
- Ensuring children have a sense of belonging in the setting by working in partnership with their parents
- Supporting principles of equality, diversity and British Values
- Staff behave as a positive role model for the children in their care by remaining professional at all times and demonstrating caring attitudes to all
- Encouraging positive, caring and polite behaviour through praise, in an environment where children learn to respect themselves, other people and their surroundings by introducing the persona doll and SEAD. (Social and Emotional Aspects of Development)
- Creating a calm environment in the rooms using neutral colours and keeping the décor, display boards and resources as natural as possible following The Curiosity Approach
- Encouraging a happy and positive environment for children as part of the nursery ethos, by having small group numbers, highly qualified staff and providing child led activities through In The Moment Planning that provide high levels of engagement
- Involving and consulting with the children in decisions about their daily routine or changes in the setting and using the Mosaic approach to record children's interests and views
- Helping children feel happier and more confident by listening and talking to each other through circle time, communication groups, sharing activities, discussions of emotions and feelings
- Encouraging healthy eating by inventing menus based on the 'Eat Well' model. Staff role model positive food choices by eating with children

#### **Staff focused;**

- Encouraging staff to share or report issues by having an open-door office policy and continuous safeguarding training
- Strong parent partnerships policy so staff feel happy about their relationships with parents by encouraging transparent communication through surveys, hand overs, events, newsletters, feed-back and consultations
- In the moment planning supports practitioners in truly getting to know their key child to support their interests, therefore ensuring happy, engaged children
- Termly supervisions giving staff opportunity to discuss how they feel at work, allowing them to choose the supervisor, offering a choice of any team leader or management
- Conducting staff reflective logs every term which are analysed, and any issues or concerns raised are then discussed with staff and a solution and support offered
- Regular team meetings, so that staff feel part of a team and everyone shares the ethos of the nursery
- Staff team building and nights out arranged for staff to feel valued and build friendships with colleagues
- Promoting staff personal development through regular in house and outsourced training. The following training modules are accessible to support the understanding of wellbeing;
  1. Understanding children's emotions
  2. Children's Mental Health
  3. Encouraging positive behaviour
  4. All staff complete safeguarding training
  5. Staff wellness action plan in place for Management to support staff who are struggling

## **EQUAL OPPORTUNITIES**

We value diversity by providing equality of opportunity and anti-discriminatory practice for all the children and families.

## **PLANNING, RESOURCES, TEACHING AND LEARNING**

Westwards Nursery considers the well-being and development of both staff and children and provides an environment that cares about the emotional, physical and social health of everyone.

- We constantly update our resources and make sure they are appropriate to the individual child's age, ability and level of maturity. For example, dual language books, SEAD (social and emotional aspects of development), Persona Doll, posters, Bereavement Box, Beat Baby and circle time
- When managing behaviour, we are aware that children are learning to deal with a range of emotions and feelings, therefore we work with the children and parents where appropriate to find positive and constructive solutions
- Anna Tebbett is the Nursery SENCO. She has the necessary skills to support staff and is able to access expert advice from Health Visitors, the area SENCO and other professionals

## **SETTING CULTURE AND ENVIRONMENT**

We promote and provide a range of services for the children which include:

- Hygienic toilet and changing facilities which ensure privacy and safety
- Key person system
- Co-ordinated support from a range of external organisations, including health and special educational needs
- Welcome days and transition events; Singing Group for babies starting nursery
- A strong ethos which empowers tolerance and respect, including respect for difference and diversity
- High profile of anti-bullying procedures and policy through posters and circle time activities

## **GIVING CHILDREN A VOICE**

We promote and strengthen the child's voice through consultation, observations and photographs of the children and their activities placed around the room on display boards for the children to refer to. Using 'In The Moment Planning' which fundamentally is child focused and based on learning and development through the child's current interests. Giving children choices, in their daily activities, food preferences or resources within the room to enable the child to feel empowered.

## **PARTNERSHIPS WITH PARENTS/CARERS**

- We have focus meetings every term for parents, however staff are always available should parents wish to discuss their child's progress
- The baby room complete a care diary daily so that parents can see sleep times, nappies and mealtime information
- The toddler and pre-school rooms have whiteboards where daily activities are recorded, and mealtime information written in their communication book and then handed over verbally to parents at the end of the day
- Each child has an on-line learning journey, which is available for parents to contribute by uploading pictures and information on their activities or outings
- Parent questionnaires are given out annually and a suggestion box is situated in the hallway
- We offer a venue for support from external professionals, e.g. Behaviour Management, First Aid
- Parents are invited to workshops on a variety of topics during the year and have regular emails and Facebook updates
- Termly newsletters for baby and toddler rooms and monthly for pre-school
- We organise events through the year for families to come to, the Easter Egg Hunt which raises money for a charity and other events such as a McMillan Cake Sale, Christmas Nativity, Mince Pie and Mingle and end of term party and Graduation Ceremony for pre-school children
- Staff remain professional and do not allow parents access to their social network profiles

## **LEADING BY EXAMPLE AND STAFF TRAINING**

All staff have a key role in influencing children's knowledge, skills and attitudes about emotional health and wellbeing, so it is important that they are familiar with the setting's policies, guidelines, and procedures. Senior Team meetings take place every fortnight, this information is cascaded down in weekly team meetings. This is done at regular staff meetings and discussions, mentoring, in house training and visiting professionals.

It is important that all staff act as positive role models, for example in their attitudes and behaviour towards each other and children. This is shown by teamwork, consideration, body language and encouraging collaboration.

Westwards enhances staff motivation, learning and professional development through:

- A programme of external and internal training opportunities which are recorded and displayed on the matrix board situated in the main office
- Involving all staff in decision making and proposed changes for example daily routines, development of the nursery, ways of working
- Consultation on training needs and/or support required through regular reviews/appraisal systems, supervisions and observations of practice
- Mentorship programmes for students, apprentices, and all new staff
- Monitoring of on-line learning journey observations by senior staff

## **14. PHYSICAL ACTIVITY POLICY**

Our policy for physical activity is co-ordinated by Emily Hunter and Chrystal Gutteridge.

We are committed to promoting the health and wellbeing of our children and staff through physical activity. This policy outlines the organisation, teaching and management of physical activity at Westwards Nursery.

The policy was formulated through consultation with the management team, staff, parents/carers and children and was implemented in January 2011.

Physical activity in young children should be activity above resting level; moderate exercise “should make you feel slightly out of breath. You should feel slightly worn out, but not to the point where it’s unbearable.” Vigorous exercise “should make you breathe rapidly and break into a sweat. You should feel like you are just at the point where you are pushing your boundaries (without doing your body damage!)” (How to exercise: NHS choices website). Physical development is improving the skills or co-ordination, control, manipulation and movement. Physical activity and physical development are inseparable, especially for younger children. At Westwards Nursery, we provide an environment that is suitable for both.

Current UK physical activity recommendations state that children and young people should be active for a total of 60 minutes every day and that adults should be active for 30 minutes, at least 5 times per week. (How much exercise? NHS choices website). Recommendations (Spring, 2015), state that Early Years children should be physically active daily for at least 3 hours, and non-walking infants should be encouraged to be physically active from birth.

### **ETHOS AND ENVIRONMENT**

We strive to maximise opportunities for children, and all associated with the setting to be physically active. This includes through the Early Years Foundation Stage, the environment and wider community.

### **PHYSICAL ACTIVITY POLICY AIMS AND OBJECTIVES**

Aim: To ensure that all aspects of physical activity in the setting are promoted for the health and wellbeing of children, staff and parents/carers.

Our specific objectives are as follows:

- To enable children, staff and parents/carers to understand the importance of physical activity through the provision of information and development of appropriate skills and attitudes
- To provide and promote opportunities for staff and children to be physically active throughout and beyond the setting
- To increase physical activity levels of children in line with national targets

### **EQUAL OPPORTUNITIES**

All physical activity opportunities offered at Westwards Nursery are designed to be inclusive and cater for different ability levels. For more information, please refer to the Inclusion and Equality Policy.

### **RESOURCE PROVISION**

We have a wide variety of indoor and outdoor resources, from equipment to books with activity ideas to garden resources. Resources are stored in the training room and garden sheds.

## **STAFF DEVELOPMENT**

Staff have responsibility to promote physical activity and to support physical development. We feel it is essential for our staff to feel confident in delivering and supporting physical activity, so all staff complete the Physical Development course on Noodle now as well Meaningful Movement, Movement Play for Babies and the New Practitioner EYFS Physical Development courses. We have also been supported by a number of local contacts including Activity Club, Superstars, Music and Movement.

## **PRACTITIONER LED/STRUCTURED ACTIVITY**

The setting provides children aged 2 plus with at least an hour of practitioner led structured activity daily which can be based on the ITMP. This is delivered in short sessions between 10 and 15 minutes long. Babies and toddlers have ongoing structured activity, dependent on their stage of development and individual needs.

## **ACTIVE PLAY**

In addition to the amount of structured physical activity children engage in up to 6 hours of unstructured active play daily. This is facilitated by our setting environment which is designed to encourage children to be physically active. We have weekly sessions to Forest School and weekly P.E sessions for pre-school. We avoid asking/encouraging children to sit down for activities, using chairs as infrequently as possible. Activities such as painting, building, sand play and tabletop games are better carried out while standing, to develop core strength. Younger children visit Queen's park for a good run around and to use the playground equipment. Our tower in the garden provides good opportunity for physical play for all children.

## **PARENTS/CARERS AS PARTNERS**

We understand parents/carers are crucial to encouraging their children to be active. We therefore aim to make parents/carers aware of the minimum activity recommendations, provide parents/carers with ideas on how to keep their children active and to liaise with parents/carers about their child's activity levels through the identified key person. A lot of information is shared through Tapestry and parents send pictures of their weekend activities.

## **ACTIVE TRAVEL**

When possible, staff and parents are encouraged to walk/cycle safely to the setting.

## **STAFF ACTIVITY**

Our staff aspire to be positive role models for our children. We aim to take part in physical activity whenever possible, e.g. as part of practitioner sessions, but we also encourage our staff to be active outside of work.

## **HEALTH AND SAFETY**

Please refer to the setting's Health and Safety Policy and Risk Assessment file. Use of any external personnel including activity leaders and volunteers will be in line with the settings policy on DBS/staffing checks. Appropriate footwear and clothing are important for both staff and children to prevent accidents and injuries. Parents are encouraged to provide these for their own children, but we do have spare clothing in case. Staff adhere to a dress code which states that no flip-flop type shoes are to be worn, they must have an enclosed heel at the back. Parents are discouraged from sending their children in these types of shoes. For physical activity, staff should wear what they feel is appropriate for the situation, for example trainers for running in. Our emergency officer Jess Redway monitors the building and daily checks monthly with a management report.

## **MONITORING AND EVALUATION**

The physical activity co-ordinator will have lead responsibility for the monitoring of physical activity in the setting. A range of measures will be used to evaluate impact of the policy in line with the above-mentioned objectives. The policy will be reviewed every year.

## **15. ALLERGY AND SENSITIVITY**

Details of any allergies (to animal fur or feathers, gluten, antibiotics, latex, peanuts etc.) are recorded on the child's enrolment form when they start nursery, in addition to this an Individual Health Care Plan is completed by parents with the team leader or the Health Care Plan Co-ordinator, Emily Hunter.

All staff are made aware of children's allergies by their team leader, and sign to confirm this. The information detailing these allergies is displayed in the room in which the child is based.

Staff members are trained in the use of epi-pens, as part of their first aid training, and a risk assessment is done for each child with severe needs before they start nursery, which staff are made aware of.

In the case of a serious allergy parents may be asked to provide their child's food, however we cater for these needs on-site whenever possible. Food prepared by the cook for children with allergies is put on separate plates and labelled.

In line with the Health and Safety Executive (HSE) guidance we ask that parents let us know if their child has an allergy to plasters because we sometimes use them on small wounds.

## **16. INCLUSION AND EQUALITY**

Our setting is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families.

We aim to:

- Provide a secure environment in which all our children can flourish and in which all contributions are valued
- Include and value the contribution of all families to our understanding of equality and diversity
- Provide non-stereotyping information about gender, ethnic and cultural groups and people with disabilities
- Improve our understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity
- Make inclusion a thread that runs through all activities of the setting

### **ADMISSIONS**

Our setting is open to all members of the community.

- We provide information in clear, concise language, whether in spoken or written form
- We base our admissions policy on a fair system
- We ensure that all parents are aware of our equal opportunities policy
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background, such as being a member of a travelling community or an asylum seeker
- In accordance with the Equality Act 2010 we do not discriminate against a child with a disability or refuse a child entry to our setting because of any disability. We will make all possible 'reasonable adjustments' to allow disabled children access to our services
- We develop an action plan to ensure that the needs of children, including those who are disabled or have special educational needs, can participate successfully in the services offered by the setting and in the curriculum offered. The Special Educational Needs Co-ordinator is Anna Tebbett, with Emily Hunter as trained support. (see SEN Policy)
- We take action against any discriminatory behaviour by staff or parents

### **EMPLOYMENT**

- Posts are advertised on Indeed and all applicants are judged against explicit and fair criteria
- Applicants are welcome from all backgrounds and posts are open to all
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure Barring Service. This ensures fairness in the selection process
- All job descriptions include a commitment to equality and diversity as part of their specifications
- We monitor our application process to ensure that it is fair and accessible to all

### **TRAINING**

- We work with a training provider Noodle Now and ensure staff have time out of the rooms for personal development. We also send staff on external training courses that are relevant to their role
- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish
- We review our practices to ensure that we are fully implementing our policy for equality, diversity and inclusion



## **Curriculum / Early learning framework**

We follow the Early Years Foundation Stage and ensure that all learning opportunities offered in the nursery encourage children to develop positive attitudes to people who are different from them. Our curriculum encourages children to empathise with others and to begin to develop the skills of critical thinking.

### **We do this by:**

- Identifying a key person to each child who will ensure that each child's care is tailored to meet their individual needs and continuously observe, assess and plan for their learning and development
- Listening to children (verbally and non-verbally) and making children feel included, valued and good about themselves
- Ensuring that we know what each child knows and "can do" and have equal access to tailored early learning and play opportunities
- Recognising the different learning styles of different genders, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities
- Reflecting the widest possible range of communities in the choice of resources
- Avoiding stereotypical or derogatory images in the selection of materials
- Acknowledging and celebrating a wide range of religions, beliefs and festivals
- Creating an environment of mutual respect
- Supporting children to talk about their feelings and those of others, manage emotions and develop empathy
- Helping children to understand that discriminatory behaviour and remarks are unacceptable
- Knowing children well, being able to meet their needs and know when they require further support
- Ensuring that all early learning opportunities offered are inclusive of children with special educational needs and/or disabilities and children from disadvantaged backgrounds
- Ensuring that children whose first language is not English have full access to our early learning opportunities and are supported in their learning
- Working in partnership with all families to ensure they understand the policy and challenge any discriminatory comments made
- Ensuring the medical, cultural and dietary needs of all children are met and help
- children to learn about a range of food and cultural approaches to mealtimes and to respect the differences among them.

## **VALUING DIVERSITY IN FAMILIES**

- We value the diversity of family lifestyle and work with all families
- We encourage children to contribute stories of their everyday life to the setting
- We encourage parents/carers to take part in the life of the setting and to contribute fully
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion
- We offer information regarding sources of financial help with nursery fees ie government and employee vouchers schemes

## **FOOD**

- We work in partnership with parents to ensure that medical, cultural and dietary needs of children are met
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them
- We work with parents on our seasonal menus incorporating any ideas where possible
- We celebrate different cultures and countries through foods

## **MEETINGS**

- Regular Focus Meetings are arranged to ensure that all families who wish to may be involved
- Information about meetings is communicated in a variety of ways to ensure that all parents have information about and access to the meetings

Taking into account team discussions, this policy will be monitored and reviewed annually, therefore evaluating the effectiveness of our inclusive practices.

## 17. HEALTH AND SAFETY

Daily checks are carried out in each room to monitor the condition of the Nursery, play equipment and outside areas. The kitchen, which currently has a rating of 5 stars, is regularly inspected by the Environmental Health Department, and the cook has completed various training; Food Premises Cleaning, Food Allergy Awareness, Food Allergy and Intolerance and Food safety and Hygiene Level 2. Risk assessments are carried out as necessary and are reviewed annually. We ensure all our staff have a current first aid qualification done in-house or through external providers.

The Nursery will ensure that:

- a) The highest standards of hygiene are maintained and promoted through the curriculum
- b) All staff take reasonable action to control the spread of infectious diseases especially Covid 19 for which we have fogging machines
- c) All members of staff carry out their 'health and safety' responsibilities as set out in their job descriptions
- d) No smoking is allowed on nursery premises; the use of E-cigarettes and Vaping is not allowed on nursery premises
- e) Children are properly supervised at all times. Children are counted in the room throughout the day
- f) An accident/incident book is available to record any incidents or pre-existing injuries
- g) Children will only leave the Nursery with authorised adults. They must be counted regularly whilst out of nursery and before coming back inside
- h) Outdoor play areas are securely fenced, walled and gated with CCTV. Children must be counted out to the garden and back into the nursery every time
- i) All low-level glazing is safety glass or has a Perspex safety fitting over glass
- k) All dangerous materials including medicines and cleaning materials are stored out of reach of children
- l) Equipment is regularly checked and any dangerous items repaired or discarded
- m) All fire escape exits are kept clear
- n) Fire drills are regularly performed and recorded
- p) Adults have hot drinks in a separate area to where children are, usually in kitchen or staff rooms
- q) A register is kept of both children and adults present during a particular session
- r) Fire extinguishers are regularly checked and staff know how to use them. Posters for ease of use placed above extinguishers
- s) Activities such as cooking, use of tools and energetic play receive constant close supervision
- t) Staff involved in cooking/handling food for the children have the Basic Food Hygiene certificate
- u) Sand and water play is closely supervised, and basic hygiene adhered to
- v) Nursery pets are kept in tanks, cages or safely fenced in; children handling animals or animal by-products wash their hands immediately after handling them
- w) The location of first aid boxes is clearly marked in each room
- x) Children are able to rest or sleep whenever they need to and closely monitored by staff through a sleep chart

### Fire Safety

At Westwards we take reasonable steps to ensure the safety of children, staff and others on the nursery premises in the case of a fire or other emergency through our fire safety policy and emergency evacuation procedures.

The designated fire marshals are Anna Tebbett and Seijal Odedra.

We ensure the nursery premises are compliant with fire safety regulations, including following any major changes or alterations to the premises. The designated fire marshal ensures we have all the appropriate fire detection and control equipment (e.g. fire alarms, smoke detectors, fire blankets and/or fire extinguishers) are in working order and seeks advice from the local fire safety officer as necessary.

They also have overall responsibility for the fire drill and evacuation procedures. These are carried out and recorded for each group of children every three months or as and when a large change occurs, e.g. a large intake of children or a new member of staff joins the nursery. These drills are planned to occur at different times of the day and on different days to ensure evacuations are possible under different circumstances and all children and staff participate in the rehearsals.

All staff receive fire safety and evacuation training as part of their induction and also on Noodle now (Designated Fire Safety Officer) to help them understand their roles and responsibilities. This includes the steps they must take to ensure the safety of children, for example keeping fire doors free from obstruction, how to safely evacuate the children and where the evacuation meeting point is situated. Each room has a specific evacuation plan, which includes information such as evacuating non-mobile babies and using alternative exits depending on where the fire may be situated. Staff are also trained on the evacuation process to Loughborough Schools Foundation (safe spot) to provide refuge and shelter in an emergency situation.

**See fire policy for more information.**

## **ADVERSE WEATHER**

In the event of heavy snowfall:

- Forest School will be dealt with on a day-to-day basis by the office during snowfall
- Windspeeds are monitored and if Forest school is deemed unsafe an alternative outdoor environment is sometimes offered
- If a vehicle does go out, a second person will accompany it if deemed necessary, in case of an emergency

## **17A. FIRE SAFETY POLICY**

At Westwards we ensure that the nursery is a safe environment for children, parents, staff and visitors through our fire safety policy and procedures. The senior management team ensure that the nursery premises are compliant with fire safety regulations, including following any major changes or alterations to the premises and will seek advice from the local fire safety officer as necessary.

The manager has overall responsibility for the fire drill and evacuation procedures. These are carried out and recorded for each room every term or as often as necessary when there are new children or adults to a room. These drills will occur on different days and at different times of the day, to ensure all children and adults are involved and are fully aware of the evacuation procedure for the room/s in which they work. The fire alarm and smoke detectors are serviced annually by Solar Securities. A weekly check of the fire alarm is recorded by senior staff.

The portable fire extinguishers are inspected and serviced annually in accordance with BS 5306 Part III by Churches Fire and Security. They are visually checked by nursery staff on a weekly basis to ensure that all seals are intact and that all appliances are in an appropriate position. Any appliances that are missing or have been discharged are replaced with serviceable extinguishers in order to maintain compliance. All rooms have individual fire evacuation plans at exit points.

### **Registration**

An accurate record of all staff and children present in the building is kept at all times and children/staff are marked in and out on arrival and departure. An accurate record of visitor's is kept in the visitor's book in the reception. These records must be taken out in fire along with the register, epi-pens and emergency contact list in the event of a fire.

## **FIRE DRILL PROCEDURE**

On discovering a fire:

- Calmly raise the alarm; remember to take the register, epi-pens and any other medication i.e. asthma inhalers with you
- Immediately evacuate the building under the guidance from the team leader/senior staff member
- Using the nearest accessible exit lead the children out, assemble at fire assembly point
- The cook or anyone else near the kitchen should remember to get the evacuation pack with nappies, wipes, foil blankets and food if possible
- Close all doors behind you where possible and put an evacuation notice on front/back door, if possible for parents
- Do not stop to collect personal belongings on evacuating the building
- Do not attempt to go back in and fight the fire
- Do not attempt to go back in if any children or adults are not accounted for
- In fire assembly point area check the children and adults against the register
- Wait for the emergency services and report any unaccounted persons to the fire service/police
- Evacuate to the Fairfield's Proprietary School, see emergency safe place policy below

Process for Westward Nursery Emergency Refuge Area – safe place policy

In the event of Westward Nursery Building become unavailable during operating hours (Monday to Friday 07:00 to 18:00). Loughborough Schools Foundation will provide an emergency refuge for the Nursery staff and pupils to shelter whilst they arrange with parents/guardians to come and collect their pupils for the remainder of the day. The Process is as follows

Term Time – first building on the left as you enter Burton Walks

1. Westward will contact Loughborough High School (LHS) reception on 01509 212348.

2. LHS reception will inform the Head and Deputy and the Director of Sport so they can make appropriate provision to relocate any ongoing activities in the Dance Studio.

3. LHS reception will issue Westward Nursery with the access badge and key so they can access the building from Victoria Street entrance.

4. LHS reception will inform the LHS Lead Caretaker (or duty), Director of Operations and Security Manager that Westward are on site.

5. Once all the pupils have been collected Westward Nursery will return the pass and key to LHS reception.

6. LHS reception will then inform the Head, Deputy, Director of Sport, LHS Lead Caretaker (or duty), Director of Operations and Security Manager that Westward have left site.

- Non-Term Time – Bursary building further down on the left-hand side. Plaque outside.
- 1. Westward will contact Loughborough Schools Foundation (LSF) reception on 01509 283700
- 2. LHS reception will issue Westward Nursery with the access badge and key so they can access the building from Victoria Street entrance.
- 3. LSF reception will inform the LHS Lead Caretaker (or duty), Director of Operations and Security Manager that Westward are on site.
- 4. Once all the pupils have been collected Westward Nursery will return the pass and key to LSF reception.
- 5. LSF reception will then inform the Head, Deputy, Director of Sport, LHS Lead Caretaker (or duty), Director of Operations and Security Manager that Westward have left site.
- This is the building below that we use. Turn left out of the front door and follow the road to the end, cross straight over and the building is in front of you.



- Coming out the back gate on to Gray Street turn right, follow the road to the end, turn right, this brings you on to Park Street, at the end of this road turn left on to Burton Street follow the road to the end cross over Victoria street and the building is in front of you. (Right, right, left straight on).
- Allocate member of staff to collect call/collect keys. Staff with children should take children and wait to one side of building out of view of people if possible if it is a terrorist attack for example while they wait for the keys

If you are unable to evacuate safely:

- Stay where you are safe
- Keep the children calm and together
- Wherever possible alert the manager of your location and the identity of the children and other adults with you

The manager/member of management team is to:

- Pick up nursery mobile phones and chargers, emergency contacts list, visitor's book and first aid kit
- Telephone emergency services: dial 999 and ask for the fire service

- Account for all visitors and office block staff
- Advise the fire service of anyone missing and possible locations and respond to any other question they may have

## **REMEMBER**

- **Do not stop to collect personal belongings on evacuating the building**
- **Do not attempt to go back in to fight the fire**
- **Do not attempt to go back in if any children or adults are not accounted for**

## **No smoking policy**

The nursery operates a strict no smoking policy. Cigarettes, E-cigs, lighters, matches or other paraphernalia are not allowed on any area of nursery property. Staff are not allowed to smoke in nursery uniform.

## **17B. CRITICAL INCIDENT POLICY**

At Westwards we understand that we need to plan for all eventualities to ensure the health, safety and welfare of all children we care for. With this in mind, we have a critical incident policy in place to ensure that we are able to operate effectively in the case of a critical incident.

### **Flood**

Although the nursery is not situated in an area prone to flooding, there is a chance this could happen due to adverse weather conditions, or through the water/ central heating systems. We cannot anticipate adverse weather; however, we ensure that we take care of all our water and heating systems through regular maintenance and checks to reduce the option of flooding in this way. Our central heating systems are checked and serviced annually by a registered gas engineer, and they conform to all appropriate guidelines and legislation.

If flooding occurs during the nursery day, it may be necessary to follow the fire evacuation procedure. In this instance children will be kept safe and parents notified in the same way as the fire procedure.

### **Burglary**

We follow a lock up procedure which ensures all doors and windows are closed and locked before vacating the premises. The burglar alarm is set in the evenings by the cleaners when they depart and can also be activated and deactivated by the Manager and Owner remotely by smart phone. Should the alarm be activated unexpectedly the owner and manager receive an alert on their mobiles and the owner can view the CCTV remotely. If an intruder is visible on CCTV, the police are called immediately and management travel to the nursery to assist.

The premises are checked by staff members as they arrive in the morning. Should it be discovered that the nursery has been broken into a member of the management team will follow the procedure below:

- Dial 101 (non-emergency situation) giving as many details as possible, i.e. name and location, details of what has been found; inform them that this is a nursery and that children will be arriving shortly
- Contain the area and make sure that no-one enters until the police arrive. Parents and children will be directed to another area of the nursery as they arrive – if necessary. If all areas of the nursery have been disturbed, we will follow police advice, including following the relocation procedure where necessary to ensure the safety of the children. The geography of the nursery, separate buildings that are in extensive grounds would enable groups of children to be accommodated in other areas of the nursery if necessary
- A member of the management team will help police with enquiries, e.g. by identifying missing items, areas of entry etc.
- A member of the management team will be available at all times during this time to reassure parents and children and direct enquiries
- Management will assess the situation following a theft and ensure that parents are kept up to date with developments relating to the operation of the nursery

### **Abduction or threatened abduction of a child**

We have safety procedures in place to ensure children are safe while in our care, including safety from abduction. Staff must be vigilant at all times and report any persons lingering on nursery property immediately. All doors to each nursery area are kept locked and cannot be accessed unless staff members allow individuals in. All gates are kept closed. Visitors and general security are covered in more detail in the arrivals, departures and the supervision of visitor's policy.

Children will only be released into the care of a designated adult; see arrivals, departures policy for more details. Parents are requested to inform the nursery of any potential custody battles or family concerns as soon as they arise so the nursery is able to support the child; see Separated Families policy (25).

If a member of staff witnesses and actual or potential abduction from nursery, we have the following procedures in place that are followed immediately:

- The police will be called immediately
- The staff member will notify management immediately and the manager will take control
- The parent/s will be contacted
- All other children will be kept safe and secure and calmed down where necessary
- The police will be given as many details as possible including the details of the child, description of the abductor, car registration number if used, time and direction of travel if seen and any family situations that may impact on this abduction

### **Bomb threat/terrorist attack**

If a bomb threat is received at the nursery, the person taking the call will record all details given over the phone as soon as possible and raise the alarm as soon as the phone call has ended. The fire evacuation procedure will be followed to ensure the safety of all on the premises. The management will provide as much detail to the emergency services as possible. Management will be advised by the emergency services and then possibly take the decision to contact parents to collect their children until we can be sure that the nursery environment is safe.

### **Lock down procedure**

In the event of a fast-moving incident such as firearms or weapons attack, the first step would be to assess whether there is a safe escape route as part of the 'Stay Safe' principle of Run, Hide, Tell. If there is no safe route to escape without exposing children to greater danger, then we would move into the Lockdown Procedure.

If the run route is chosen, the back should be used if the front is a danger and vice versa the front used if the back is in danger.

We will use the lock down procedure when the safety of the children and staff is at risk and we will be better placed inside the current building, with doors and windows locked and blinds/curtains drawn.

We will activate this emergency procedure in response to a number of situations, but some of the more typical might be:

- A report incident or disturbance in the local community (with potential to pose a risk to staff and children in the nursery)
- An intruder on the nursery site (with potential to pose a risk to staff and children in nursery)
- A warning being received regarding a risk locally, of air pollution (smoke plumes, gas cloud etc.)
- A major fire or explosion in the vicinity of the nursery – as long as it is safer staying in the premises than leaving

In this case the staff will be notified by the following action:

### **Code Red passed onto staff in person and through internal phone system with instructions**

The code words 'code red' will be passed onto staff, as in the evacuation procedure, and staff will instruct children what to do. All individuals (including children) will remain in the area they are in, if safe to do so. If the children are outside, staff will promptly and calmly direct the children into the building, as long as this will not endanger them. Staff will endeavour to close and lock doors whenever safe to do so.

If danger is towards the back of the building, then children will be moved to the front Sunshine room (front) and if danger is to the front of the building children will be moved to the Rainbow room.

All individuals will keep away from the windows and doors and children will be occupied in the centre of the room, so they are not placed at risk or are able to see any situation developing outside. If necessary, staff will then proceed to get the children to be quiet, calm and lie down on the floor, by whispering the 'sleeping lions' song which is practised in drill.

The manager will ensure all children, staff and visitors are accounted for and safe before returning to the office area to keep up to date with the current situation via updates.

The owner, manager or deputy will manage the situation dependent on the situation and the information available. If the nursery is in immediate danger of an intruder, the police will be called as a matter of urgency. In other cases where the situation has been alerted by the police or local area authority then the nursery will await further instructions. Once the all clear has been given externally the manager will issue the all clear internally. After this time the staff will try to return to normal practice to enable the children not to be disrupted or upset by the events. Any children showing worries or concerns will have one to one time with their key person to talk about these. Parents will be informed about the situation at the earliest safest opportunity and will be kept updated when the information changes.

After the event a post-incident evaluation will be conducted to ensure that each child and staff member was supported fully, and the procedure went as planned.

## **18. THE SAFETY OF BABIES AND TODDLERS**

We care for children under the age of two and have adapted our practice to ensure the safety and well-being of the children in this age group. We ensure their health, safety and well-being by the following means:

- Care is taken to ensure that babies and toddlers do not have access to activities containing small pieces which could be swallowed or otherwise injure the child
- Potties are washed and disinfected after every use. Changing mats are wiped with antibacterial cleanser before and after each nappy change
- Each child has their own bedding, which is washed regularly
- Cot mattresses meet safety standards
- Children under two years are not given pillows or cot bumpers to minimise the risk of suffocation
- Babies are never left propped up with bottles as it is both dangerous and inappropriate
- Babies are always put down to sleep on their backs, unless otherwise specified by parents. Written permission is required from parents if they wish their child to be placed on its front to sleep. Babies sleeping in prams always wear restraints
- Babies sleeping outside are supervised at all times. Cat/fly nets are used on prams
- Sleep checks are completed every fifteen minutes. These are documented with the time and staff initials on the sleep check form

## **19. LOST CHILD PROCEDURE**

In the unlikely event of a child going missing the following procedure will be implemented immediately.

- All staff present will be informed, and an immediate thorough search of the nursery will be made followed by a search of the surrounding area, ensuring that all other children remain supervised throughout
- A staff member will notify the officer in charge, whilst other staff continue searching
- The officer in charge will carry out a second search of the area
- If the child has still not been accounted for the officer in charge will contact the police
- The officer in charge will also contact the parents of the missing child
- During this period, staff will be continually searching for the missing child, whilst other staff maintain as near to normal routine as possible for the rest of the children in the nursery
- The officer in charge will meet the police and parents
- The officer in charge will then await instructions from the police
- Any incidents must be recorded in writing
- OFSTED must be contacted and informed of any incidents
- If appropriate, on-site security will also be informed and a description of the child/children given
- In the event of the child not being found, the designated person in charge will immediately inform the police

## **20. SICK CHILDREN**

Any child suffering from a doubtful rash, sickness and/or diarrhoea or fever should be kept at home until they have been clear of symptoms for at least 48 hours. In order to minimise cross-infection we cannot accept a child into the nursery who is unwell. It is not only unfair and distressing to the child; it also puts other children and staff at risk. Parents should inform a member of staff of any injury incurred at home by their child.

Should a child become unwell at nursery a member of staff will contact the parents to inform them, and to discuss what action is needed. It may be necessary to ask the parents to collect the child as soon as they are able. If the parents are not available, then the other adult designated by the parents if a child becomes ill at nursery, will be contacted. As agreed during the

enrolment of each child, should emergency medical treatment be necessary while a child is in the care of the nursery, and the nursery is unable to contact either parent, then the nursery is authorised to give permission for such treatment to be administered.

Ofsted will be informed should a child have an accident at nursery which requires hospital treatment. In accordance with health and safety law such an accident will be reported to the Health and Safety Executive (RIDDOR)

## **21. WESTWARDS NURSERY EXCLUSION PROCEDURE FOR ILLNESS/COMMUNICABLE DISEASE**

At Westwards we promote the good health of all children attending (including oral health) through maintaining high hygiene standards to help reduce the chances of infection being spread. We follow the health protection in schools and other childcare facilities guidance which sets out when and how long children need to be excluded from settings, when treatment/medication is required and where to get further advice from.

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

We follow the guidance below to prevent a virus or infection from spreading around the nursery.

Our staff:

- Encourage all children to use tissues when coughing and sneezing to catch germs
- Ensure all tissues are disposed of in a hygienic way with a closed lid bin and all children and staff wash their hands once the tissue is disposed of
- Develop children's understanding of the above and the need for good hygiene procedures in helping them to stay healthy
- Wear the appropriate Personal Protective Equipment (PPE) when changing nappies, toileting children and dealing with any other bodily fluids. Staff are requested to dispose of these in the appropriate manner and wash hands immediately
- Clean and sterilise all potties and changing mats before and after each use
- Daily toilet check sheets are filled throughout the day and toilets cleaned daily
- Remind children to wash their hands before eating, after visiting the toilet, playing outside or being in contact with any animal and explain the reasons for this
- Clean all toys, equipment and resources on a regular basis by following a comprehensive cleaning rota and using antibacterial cleanser, or through washing in the washing machine
- Wash or clean all equipment used by babies and toddlers as and when needed, including when the children have placed it in their mouth
- Store dummies in individual hygienic dummy boxes labelled with the child's name to prevent cross-contamination with other children
- Store toothbrushes (where applicable) hygienically to prevent cross-contamination
- Immediately clean and sterilise (where necessary) any dummy or bottle that falls on the floor or is picked up by another child
- Provide labelled individual bedding for children that is not used by any other child and wash this at least once a week
- Where applicable wear specific indoor shoes or slippers whilst inside the rooms and make sure that children wear them as well
- Follow the sickness and illness policy when children are ill to prevent the spread of any infection in the nursery. Staff are also requested to stay at home if they are ill and/or are contagious
- Use a fogging machine to prevent spread of covid 19 germs
- Sanitize touch points through the day and keep resources sterilised

In addition:

- The nursery manager retains the right of refusal of all children, parents, staff and visitors who are deemed contagious and may impact on the welfare of the rest of the nursery
- Parents will be made aware of the need for these procedures in order for them to follow these guidelines whilst in the nursery
- Periodically each room in the nursery will be deep cleaned including carpets and soft furnishings to ensure the spread of infection is limited. This will be implemented earlier if the need arises
- In the event of an infection outbreak the nursery will, where appropriate, undertake a deep clean to ensure the spread of infection is contained



- We will follow Government health guidance, as well as seeking legal advice and information from our insurers, on any national outbreak of a virus/ pandemic and keep parents informed of any course of action. Each specific circumstance will differ and to ensure we take the most appropriate action; we will treat each case on an individual basis
- In addition, where contagious outbreaks occur, we will adopt Government guidance for all visitors to minimise the risk of further spreading of the infection
- The nursery will ensure stocks of tissues, hand washing equipment, cleaning materials and sterilising fluid are maintained at all times. These will be increased during the winter months, or when flu and cold germs are circulating
- Face masks where appropriate are to be worn
- Temperatures are logged upon entry and anyone over 37.8 degrees is monitored and sent home if the temperature remains high after 30 minutes

## Public Health England

## Minimum periods of exclusion from nursery

Disease/Illness	Minimum Exclusion Period	Comment
Antibiotics prescribed including eye drops etc	First day at home	If first time taken as could cause reaction.
Athlete's foot	None	Athletes foot is not a serious condition. Treatment is recommended.
Chicken Pox	Until all vesicles have crusted over, at least 5 days absent.	Nursery must be informed – vulnerable children and female staff – pregnancy
Cold sores (herpes simplex)	None	Avoid kissing and contact with the sores. Cold sores are generally mild and
Conjunctivitis	None	If outbreak occurs consult PHE
Covid-19 (Coronavirus)	<p>If you have symptoms or have tested positive for coronavirus, you'll usually need to self-isolate for at least 5 days (1 day of test and at least 5 after)</p> <p>You'll usually need to self-isolate for 5 days if:</p> <ul style="list-style-type: none"> <li>• someone you live with has symptoms or tested positive</li> <li>• someone in your support bubble has symptoms or tested positive</li> <li>• you've been told to self-isolate by NHS Test and Trace</li> </ul>	<p>A child with a new continuous cough, loss of taste/ smell or high temperature should NOT be admitted into nursery. If they are here and any symptoms develop, we will follow our 1 hour observation policy unless the child has all of the above symptoms. In which case they will be isolated and sent straight home according to policy. Temperature over 37.8 should not be in nursery.</p> <p>A child should NOT be admitted to nursery until a NEGATIVE PCR test result has been EMAILED to nursery.</p>
Diarrhoea and/or vomiting	48 hrs from last bout or until 2 clear nappies	Highly contagious
Diphtheria	Exclusion is essential. Always consult with your local HPT.	Preventable by vaccination. Family contacts must be excluded until cleared to return by your local HPT.
Gastro-enteritis, food poisoning, E. Coli, cryptosporidiosis and dysentery	48 hours from last episode of diarrhoea	Further exclusion may be required for children aged 5 and under who have difficulty adhering to hygiene practices
German Measles (rubella)	4 days from onset of rash	Preventable by vaccination with 2 doses of MMR. Nursery must be informed – female staff pregnancy.

Glandular fever	Nursery must be informed. Most cases will include exclusion until recovered from illness or all symptoms.	Very infectious. It's spread through saliva, coughing and sneezing. You're infectious for up to 7 weeks before you get symptoms.
Hand, foot and mouth	At least 24 hours at home. Not to be at nursery if child unwell.	Contact HPT if large number of children are affected
Head lice (Pediculosis)	None	Children with live lice should be treated at home as soon as possible
Impetigo	Until skin is healed, or 48 hours after starting antibiotic treatment	Antibiotic treatment speeds healing and reduces the infectious period
Infective hepatitis (A)	7 days from onset of jaundice (or 7 days after symptom onset if no jaundice)	PHE centre to advise who will advise on control measures.
Hepatitis B*, C*, HIV	None	Hepatitis B & C & HIV are blood borne viruses that are not infectious through casual contact. Contact your local HPT for more advice.
Measles	4 days from onset of rash and recovered.	Preventable by vaccination (2 doses of MMR). Measles is now on the rise in UK; Vulnerable children and female staff – pregnancy. seek GP advise.
Meningitis due to other bacteria	Until recovered from illness	PHE centre to give advice on any action needed
Meningitis viral	None	Milder illness. No reason to exclude siblings and other close contact
Meningococci al meningitis*/septicaemia	Until recovered	Meningitis ACWY & B are preventable by vaccine. Local HPT will advise on any action needed.
Mumps	Until swelling has subsided and in no case less than 5 days from onset of swelling	Preventable by vaccination with 2 does of MMR.
MRSA	None	Good hygiene, in particular handwashing & environmental cleaning, are important to minimise spread. Contact HPT for more info.
Parvovirus/slapped cheek	None (once rash has developed)	Nursery must be informed- female staff - pregnancy
Plantar Warts and verrucae	No exclusion. Should be treated and covered	Verrucae should be covered in swimming pools, gyms and changing rooms.
Ringworm	Seldom necessary to exclude providing treatment is being given	Treatment is required
Scabies	Exclusion until first treatment is given	Household and close contacts require treatment at the same time.
Scarlet Fever	Minimum of 24 hours after commencing appropriate antibiotic treatment completed.	A person is infectious for 2-3 weeks if antibiotics are not administered. In the event of 2 or more suspected cases please contact local health protection.
Shingles	Exclude only if rash is weeping and cannot be covered	Can cause chicken pox in those who are not immune; nursery must be informed – pregnancy.
Swine Flu/flu	Until symptom free	Report out breaks to your local HPT
Temperature (high)	If sent home ill child must be off for 48 hrs or reoccurring temperature.	<b>Due to COVID 19 child would not be admitted and would need to go straight home. 37.8 is considered a high temperature by NHS. Children will not be admitted to nursery if they have had paracetamol in the last 12 hours. In the event a child needs paracetamol for a temperature we will only administer while waiting for parents to collect.</b>
Threadworms	None	Treatment recommended for child and household contacts.
Thrush (in the nappy)	None (as area unexposed)	
Thrush (in the mouth)	Minimum of 24 hrs - 48 hrs from commencing antibiotics	Highly contagious

Tonsillitis	None as long as the child is well.	Most causes are due to viruses and do not need antibiotics
Tuberculosis	Until declared free from infection by the PHE centre	Requires prolonged close contact for spread. Only pulmonary TB is infectious to others.
Typhoid Fever	Until declared free from infection by the PHE centre	
Whooping Cough (Pertussis)	5 days from commencing antibiotic treatment or 21 days from onset of paroxysmal cough	Preventable by vaccination. Treatment recommended for the affected child. Cough can remain for many weeks but child not infectious after treatment.

## 22. MEDICATION

Our policy is that administration of medication will have regard for the DfE's document, 'Managing Medicines in Schools and Early Years Settings'. In particular, written consent/written instructions are required from parents before medicine is given. Medication should only be brought to the nursery when essential; that is where it would be detrimental to a child's health if the medicine was not administered during the nursery day. Any medication should be brought to the nursery in its original packing complete with the pharmacy label giving instructions for administration. Inhalers should be labelled with the child's name. The greatest care will be taken to see that medicines are administered according to instructions.

Parents must give specific times for when the medication is to be given, and the time the medication was last given at home should be recorded. A signed record of all medication administered will be made on the relevant medication form (one form per medication) and witnessed by another member of staff. It is helpful, where clinically appropriate, if medicines are prescribed in dose frequencies which enable it to be taken outside nursery hours. Medication will be stored away from the children in the appropriate place (e.g. fridge, cupboard). Medication forms are stored in the child's current room, along with their enrolment form. Non-prescription medication may be administered to children in the nursery, but only with prior written consent of the parent, and only when there is a health reason to do so.

## 22A. IMMUNISATION

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

We make all parents aware that some children in the nursery may not be vaccinated due to their age, medical reasons or parental choice. We do not discriminate against children who have not received their immunisations and will not disclose individual details to other parents. However, we will share the risks of infection if children have not had immunisations and ask parents to sign a disclaimer.

We record, or encourage parents to record, information about immunisations (including a photocopy of immunisations already given) on the enrolment form.

### STAFF VACCINATIONS POLICY

It is the responsibility of all staff to ensure they keep up to date with their vaccinations, as recommended by the NHS vaccination schedule. If a member of staff is unsure as to whether they are up to date, then we recommend that they visit their GP or practice nurse for their own good health. If staff have not had their Covid 19 vaccines they will be sent home in the case of close contact with a positive case.

### EMERGENCY INFORMATION

We keep emergency information for each child and update it every 6 months with regular reminders to parents in newsletters, at parents' evenings and a reminder notice on the Parent Information Board in each room.

## 23. PARTNERSHIP WITH PARENTS

We recognise that parents are children's first and most enduring educators. We aim to work together with parents, and believe that this partnership will have a positive impact on the child's development and learning. We therefore seek to develop an

effective partnership with parents. A successful partnership needs a two-way flow of information, knowledge and expertise to ensure that children's learning is as effective and enjoyable as possible.

- ❖ Nursery staff show respect and understanding for the role of the parent in their child's education.
- ❖ The past and future part played by parents in the education of their children is recognised and encouraged.
- ❖ Nursery staff listen to parents' accounts of their child's development and any concerns they might have. Mechanisms are in place to support staff and parents in child protection and other issues.
- ❖ Settling-in sessions are arranged to meet individual children's needs, allowing them time to become secure and to feel comfortable in the nursery environment. During this time practitioners and parents are able to discuss each child's interests and skills, and any individual needs.
- ❖ All parents are made to feel welcome, valued and necessary through a range of different opportunities for collaboration between children, parents and members of staff.
- ❖ Staff maintain regular contact with parents, building a secure and beneficial working relationship.
- ❖ All new parents are made aware of the nursery's policies and procedures. A detailed parents' prospectus is provided, and the full policy documents are available to parents at all times.
- ❖ Parents are informed of the systems for registering queries, complaints or suggestions, and all parents have access to our written complaints' procedure.
- ❖ The knowledge and expertise of parents and other family adults are used to support the learning opportunities provided by the nursery.
- ❖ The nursery uses a variety of ways to keep parents fully informed about the Early Years Foundation Stage and about young children's learning in the nursery and at home, such as the newsletters, social media, Tapestry, displays, focus meetings and through informal discussions.
- ❖ Parents are informed about nursery events and activities through regularly distributed newsletters and facebook posts.
- ❖ Nursery staff are available daily to share information with parents about their child's progress and achievements. Focus meetings and the child's learning journey, which is accessible to parents at all times on-line, are other means of sharing information.
- ❖ Relevant learning activities and play activities, such as reading and sharing books, are continued at home. Similarly, experiences at home are used to develop learning in the setting, through visits and celebrations. Staff work on the parent partnership policy.
- ❖ A contract between parents and nursery details conditions of acceptance/arrangements for payment.
- ❖ Parents are asked to complete a settling in questionnaire soon after their child comes to nursery, and an annual survey is sent out to parents to enable us gauge parent satisfaction and review our practice. The survey asks parents regarding information or workshops they would be interested in.

## **24. PARENT BEHAVIOUR POLICY**

### **AIMS OF POLICY:**

We aim to provide staff, parents and children with a safe and protective environment. Behavior that will cause harassment, alarm or distress to users of the premises is contrary to the aims of the nursery. We aim to ensure that all members of the nursery community treat each other with respect

### **EXPECTATIONS:**

- That adults set a good example to children at all times, showing them how to get along with all members of the nursery and the wider community
- That no staff, parents or children are victims of abusive behaviour or threats while on nursery premises
- Physical attacks and threatening behaviour, abusive or insulting language (verbal or written), to staff, governors, parents and carers, children and other users of the school premises will not be tolerated and will result in withdrawal of permission to be on school premises

### **GUIDELINES:**

Incidents of rudeness will be logged. The types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the nursery community (this is not an exhaustive list but provides illustrations of such behaviour):

- Shouting, either in person or over the telephone
- Abusive and insulting language, whether spoken or written

- Inappropriate posting on social networking sites
- Speaking in an aggressive or threatening tone
- Physical intimidation e.g. standing very close
- The use of aggressive hand gestures/exaggerated movements
- Physical threats
- Shaking or holding a fist towards another person
- Swearing (whether directed at an individual or not)
- Pushing
- Hitting, slapping, punching or kicking
- Spitting
- Racist or sexist comments

The nursery reserves the right to take any necessary actions to ensure that members of the nursery community are not subjected to abuse. Unacceptable behaviour may result in the Police being informed.

Nursery premises are private property and parents have been granted permission to be on nursery premises. However, in case of abuse or threats to staff, pupils or other parents, nursery may ban parents from entering the premises. We are not responsible for organising arrangements for children in the above circumstances. Parents will need to organise alternative arrangements for bringing children into nursery. Parents have the right of appeal by writing to the owner within ten days of permission to enter the nursery premises being withdrawn.

## **25. SEPARATED FAMILIES**

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

### **PARENTAL RESPONSIBILITY**

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

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

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

This is not automatically the case for unmarried parents. According to current law, a mother always has parental responsibility for her child. A father, however, has this responsibility only if he is married to the mother when the child is born or has acquired legal responsibility for his child through one of these three routes:

- ❖ By jointly registering the birth of the child with the mother (from December 2003)
- ❖ By a parental responsibility agreement with the mother
- ❖ By a parental responsibility order, made by a court

## REGISTRATION

During the registration process it is important for the nursery to know all details about both parents. Parents are given the enrolment form at every stage of their child transitioning to re-check information. This includes details about who does or does not have parental responsibility as this will avoid difficult situations that may arise at a later date.

The nursery requests that all details are logged on the child's registration form. If a parent does not have parental responsibility, or has a court order in place to prevent this, the nursery needs a copy of this documentation for the child's record.

If a child is registered by one parent of a separated family, the requests that all details relating to the child and other parent are disclosed wherever possible, e.g. court orders, injunctions. This will allow the nursery to have all the appropriate information in order to support the child fully.

The nursery will:

- ❖ Ensure the child's welfare is paramount in all operations relating to their time within the nursery.
- ❖ Comply with any details of a Court Order where they are applicable to the nursery's situation, provided the nursery has seen a copy/has a copy attached to the child's file.
- ❖ Provide information on the child's progress within the nursery to both parents.
- ❖ Invite both parents to nursery events, including parental consultations and social evenings.
- ❖ Ensure incidents/accidents in the nursery relating to the child are reported to both parents as soon as possible.
- ❖ Ensure all matters known by the staff pertaining to the family and the parent's separation remain confidential.
- ❖ Ensure no member of staff takes sides in the separation and treats both parents equally and with due respect.

The nursery cannot restrict access to any parent with parental responsibility unless a formal Court Order is in place. We respectfully ask that parents do not put us in this position.

We ask parents to:

- ❖ Provide us with all information relating to parental responsibilities, Court Orders and injunctions.
- ❖ Update information that changes any of the above as soon as practicably possible.
- ❖ Work with us to ensure continuity of care and support of your child.
- ❖ Not involve nursery staff in family disputes, unless this directly impacts on the care we provide for the child.
- ❖ Talk to the manager/key person away from the child when this relates to family separation in order to avoid the child becoming upset. This can be arranged as a more formal meeting or as an informal chat.
- ❖ Not to ask nursery to take sides in any dispute. We will only take the side of your child and this will require us to be neutral at all times.

## 26. STAFFING

All staff are recruited with regard to our Equality and Diversity Policy and will receive individual training in the operation and policies and procedures of the Nursery.

Staff training levels are in accordance with those required by the DfES Statutory Framework for the Early Years Foundation Stage. Regular staff meetings provide opportunities for staff to undertake curriculum planning and to discuss the progress of children. Regular training, in-service and external, is available to all staff, and staff are required to attend.

### 26a. POLICY FOR STAFFING FOR CHILDREN WITH SEN OR DISABILITIES

Our policy is that all children have a key person. In the event of children with particular needs, it is appropriate to designate a second and, in some cases of particularly high needs, a third key person, so that there is always someone present who has a good working knowledge of the child and their specific needs.

The first key person has the main responsibility for completing the child's paperwork and overseeing that their needs are met, but second and third key people will contribute observations and ensure they have a good knowledge of all necessary information related to the child's SEN and/or disabilities. Should any situation arise when there is only one of the key people present (for example, one is on holiday and one is taken ill) the key person who is present will ensure another staff member is fully briefed if they need to leave the room. In addition, if the SENCO is not one of the key people, it may be appropriate for them to cover in the room in this situation.

## 27. SPECIAL EDUCATION NEEDS AND DISABILITY (see also Inclusion and Equality Policy)

This policy has been created with regard to:

- The SEND Code Of Practice 2015
- Children and Families Act 2014 (Part 3)
- Equality Act 2010
- Working Together to Safeguard Children (2018)
- EYFS.

### **Special Educational Needs and Disability (SEND) code of practice.**

The nursery has regard to the statutory guidance set out in the Special Educational Needs and Disability code of practice (DfE 2015) to identify, assess and make provision for children's special educational needs.

At Westwards we refer to the document 'Early Years: Guide to the 0-25 SEND Code of Practice.

At Westwards we use the SEND Code of Practice (2015) definition of Special Educational Needs and Disability:

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.*

*A child of compulsory school age or a young person has a learning difficulty or disability if they:*

- *have a significantly greater difficulty in learning than the majority of others of the same age*
- *have 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 in mainstream schools or mainstream post-16 institutions.*

We recognise our responsibility to meet the learning needs of all the children attending the nursery. All children will be made to feel safe, valued and supported, and all are entitled to a broad and balanced curriculum.

In this policy we use the term "special needs" to describe those children who, at some stage, require extra support for their learning. This will include those with emotional and behavioural needs as well as those with a physical disability, hearing or visual impairment, learning difficulties and/or multiple disabilities. Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age.

What are we going to do for a child if they have needs additional to or different from their peers? Children with special needs will have their needs identified, assessed and monitored, so that alternative and differentiated teaching strategies can be developed to minimise their difficulties and, where necessary, reasonable adjustments will be made, and the curriculum adapted to ensure maximum access to learning for all. The nursery will undertake a Progress Check of all children at age two in accordance with the Code of Practice. The early years provider will also undertake an assessment at the end of the Early Years Foundation Stage (in the final term of the year in which a child turns five) to prepare an EYFS Profile of the child.

Partnership with parents is central to our policy. We are sensitive to the need for discretion, e.g. privacy, time to talk with parents. Parents/carers are encouraged to share their specific knowledge and expertise with regard to their child's care and well-being. We aim to involve them and take into account their own and their child's wishes. We discuss/liaise with parents regarding any arrangements which may be made for their child to promote equal opportunity and inclusion.

We feel that it is paramount to find out as much as possible about a particular child's condition and what affects his or her educational needs, so a good communication system exists within the nursery with regular reviews and monitoring of children's progress and liaison with outside agencies, i.e. speech and language therapists, the specialist teaching service etc. We ensure that all background information on children with special needs is collected, recorded and updated; reading any reports that have been prepared and attending any review meetings with the local authority. Each child's progress is then recorded on the early learning profile. These records will be passed onto the next setting.

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

Anna Tebbett is our Special Educational Needs Co-ordinators (SENCO). She works closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the special needs policy of the nursery, always making sure plans and records are shared with parents. The role of the SENCO In our setting includes:

- ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting

- liaising with professionals or agencies beyond the setting
- taking the lead in implementing the graduated approach and supporting colleagues through each stage of the process.

### **Graduated Approach /Targeted Plan**

We follow the SEND Code of Practice (2015) recommendation that, in addition to the formal checks above, nurseries should 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 the SENCO and appropriate records will be kept according to the Code of Practice.

### **Assess**

In identifying a child as needing SEN 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 (Targeted Plan)**

Where it is decided to provide SEN support, and having formally notified the parents, the key person and the SENCO, in consultation with the parent, 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. A targeted development plan will be put into place after being agreed with all parties. 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 should be 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.

Assess - The key person works with the setting SENCO and the child's parents and brings together all the information, then analyses the child's needs.

Plan - The key person and the SENCO will agree, in consultation with the parent, the outcomes they are seeking for the child, the interventions and support to be put in place, the expected impact on progress, development and behaviour and finally a date for review.

Do - The child's key person implements the agreed interventions or programmes

Review - On the agreed date, the key person and SENCO working with the child's parents, and taking into account the child's views, will review the effectiveness of the support and the impact of the support on the child's progress. They will then evaluate the impact and quality of support on the child.

It is our intention to make the nursery accessible to children and families from all sections of the community, regardless of family background, culture, race, disability or special educational need. All applications for admission are considered sympathetically, and the needs of each child are assessed on an individual basis. We will consider whether necessary facilities are in place to enable us to provide effectively for each child, and where possible, physical adaptations, i.e. ramps will be installed. We will access resources and facilities such as toy libraries local support services, the services of the area SENCO etc. We are realistic when admitting children with special educational needs, as we want to ensure that their needs are met alongside the needs of other children. In line with the Code of Practice our assessment procedure begins with a broad-based assessment. Any child needing additional specific support will have their area of need identified and assessed. We will then provide appropriate graduated, structured learning experiences.



## **Education and Health Plan (EHC)**

If it is then felt that the child needs further support from assessment, an Education and Health Plan (EHC) is devised 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 SEN
- evidence of the action already being taken by us as the early years provider to meet the child's SEN
- 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 bodies to ensure that the child receives the support they need to gain the best outcomes.

Any concerns and targets are discussed with parents and the special needs co-ordinator (Early Years Action).

If a child continues to make little or no progress in specific areas and continues to be at a developmental level below that expected, we consult the child's parents, seek advice from, and with parental consent, make referrals to outside agencies (Early Years Action Plus). We will provide reports for Statutory Assessment (statement) if requested.

The needs of all children on the nursery's record of special educational needs are reviewed once a term, or more often if needed. Parents are kept as fully informed as possible through parents' evenings, informal meetings, written reports etc.

The Parent Partnership Service is a confidential and impartial service that supports children with SEN and their families. The PPS is designed to ensure that parents and carers of children with special educational needs have access to information, advice and guidance on SEN matters, to allow them to make informed decisions about their child's education. The contact details for the PPS are:

The Parent Partnership Service,  
Abingdon House,  
85 Station Road,  
Wigston,  
Leics  
LE18 2DP  
Telephone 0116 305 5614

If parents have any complaints, they are welcome to discuss them with a senior member of staff, the SENCO can be involved and observations of the child may be used as evidence to provide a basis for discussion. We will ensure any procedures for moving/handling a child are discussed with the parent.

Alternatively, a letter may be sent, or any complaints recorded on a Complaint Form (available from the nursery). Parents may also contact Ofsted Early Years on 0300 123 1231 if any complaint is not resolved to their satisfaction. The address is:

Ofsted Early Years,  
Piccadilly Gate,  
Store Street,  
Manchester, M1 2WD

## **28. Early Help Assessment - formerly Common Assessment Framework (CAF)**

'Early Help' is an umbrella term that describes the work of many universal services/single agencies engaged with children and families; e.g. NHS, Education, Housing, Libraries, Leisure and Voluntary sector services. All of these agencies recognise that prevention and earlier intervention is more cost effective and successful than later or more formal interventions. For the vast majority of families this is the only help they will need.

At Westwards we use the Early Help Services as a key part of delivering integrated services around the needs of children. Providing early help is more effective in promoting the welfare of children than reacting later, Early Help means providing support as soon as the problem emerges, at any point in a child's life from the foundation years through to the teenage years. In our role as Early Years practitioners, we identify children and families who would benefit from early help, for example, a child who:

- is disabled and has specific additional needs;
- has Special Educational Needs;
- is a young carer;
- is showing signs of criminal or anti-social behaviour.
- Is in a family where there is substance abuse, adult mental health or domestic violence.
- Is showing the early signs of abuse and/or neglect.

We complete an assessment of a child's needs and strengths and involve parents and agencies as appropriate. We will then work together to decide what support is needed. The Lead Professional responsible for each case will be assigned and the families will be fully informed at all stages. Parental involvement is essential to ensuring the welfare of the child. We must have permission from the parents to refer.

## **29. CURRICULUM DEVELOPMENT**

We set out to assist all children attending the nursery to attain their maximum potential within their perceived capabilities. An individual record of each child's development is maintained, showing their abilities, progress and areas needing further staff or parental assistance. We acknowledge that children learn in different ways and at different rates and plan for this accordingly.

The staff are very aware of the importance of the positive play environment for the child, so they may develop good social skills and an appreciation of all aspects of this country's multi-cultural society. Planning of the learning experience by staff is further designed to ensure, as far as practical, equality of opportunity between all children, and celebrates diversity.

We promote the relevant frameworks and curriculum set by the Department for Children, Schools and Families to support and enhance the children's learning and development holistically through play-based activities. We view all aspects of learning and development equally important and ensure a flexible approach is maintained which responds quickly to children's learning and developmental needs.

We develop tailor made activities according to each child's individual needs, based on observations which inform future planning and draw on children's needs and interests. This is promoted through a balance of adult led and child-initiated opportunities both indoors and outdoors.

We acknowledge parents as primary educators and encourage parental involvement as outlined in our 'parents as partners' policy. We build home links in order to enhance and extend children's learning both within the nursery environment and in the child's home.

## **30. OUTDOOR CLASSROOM AND FOREST SCHOOL**

At Westwards Nursery School we see the outdoor classroom as an integral part of our Early Years provision and endeavour to make it available to the children for the greater part of the day. We view the indoor and outdoor classrooms as being linked areas, where children involved in an activity may move between them – thus developing and enhancing their learning in a planned environment which covers all areas of the curriculum.

### **AIMS:**

- To promote each child's physical development, gross motor skills, their physical well-being and general health
- To provide a wider range of bigger, noisier, messier activities and experiences, than those available indoors
- To offer children an environment that is safe, inviting and stimulating where they can come to terms with space and speed
- To provide opportunities for children to experience the natural world, both cultivated and wild and to take responsibility for the environment and living things
- To maximise the learning of children who thrive out of doors, by taking the curriculum to them
- To plan and present a broad and balanced curriculum often in a different context to that indoors
- To ensure equal opportunities for all children for all children outdoors

### **RATIONALE:**

The outdoor area was completely re-designed and installed in September 2021 with bespoke fixtures. We support children to:

- view the outdoor area as an exciting, stimulating, motivating, purposeful, safe and fun environment

- b) increasingly become more independent, confident, resourceful and full of self-esteem
- c) work together, co-operating, sharing, negotiating
- d) be responsible for their own safety and that of others
- e) develop a sense of awe and wonder and respect for the natural world
- f) be curious and exploratory
- g) achieve greater co-ordination, both with fine and gross motor skills
- h) view their work outside as complimenting, extending and enriching that inside
- i) see the value of their experiences, enjoyment and interest
- j) view challenges positively and develop problem solving skills

#### **PROVISION AND RESOURCES:**

The outdoor classroom will:

- a) cover all areas of the curriculum, to further children's learning
- b) offer a wide range of equipment and experiences – natural and man-made
- c) stimulate/extend experiences by planning links with the wider community – visits/walks to local places of interest
- d) be available to all children for the greater part of the session
- e) extend the topic within the school into the outdoor area
- f) be planned as part of the overall curriculum

Equipment, resources and areas we offer:

- ❖ Water Wall with pump and water butt
- ❖ Adventure climbing frame with slide, netted wall and tunnel
- ❖ Bespoke mud kitchen with pots and pans
- ❖ Boat, can be used as sand pit, we have plenty of buckets and spades
- ❖ Astro turf area, bats, balls, hoops, bikes etc.
- ❖ Hard surface areas for wheeled toys – trucks, trolleys, prams etc.
- ❖ Graphics area with clipboards and pencils, paint easel
- ❖ Tables for small toys
- ❖ Sensory path for balance and exploration
- ❖ Tuff spots and various small world play
- ❖ Covered 'baby' areas with variety of resources
- ❖ Seating areas
- ❖ Resource boxes to extend play – e.g. café, garden centre, post office, farm
- ❖ Dressing up clothes
- ❖ General prop box
- ❖ Large sheets and covers
- ❖ Parachutes and den building

Natural Provision:

- ❖ Garden area for digging/planting – seeds, seedlings, spades, trowels, forks, buckets, and watering cans
- ❖ Trough/planters – tomatoes, peppers, potatoes, plants, herbs, bulbs, bedding plants
- ❖ Nature trail – observing insect and other wildlife
- ❖ Forest School – stream, woodland, plants, nature, animals, birds

#### **THE ADULT ROLE:**

The staff at our nursery:

- a) bring appropriate outdoor clothing and footwear each day to allow them to facilitate outdoor learning
- b) are committed to the value and status of the outdoors and can understand and appreciate that the nursery aims are the same outdoors as indoors
- c) are eager to share their enthusiasm with others
- d) are willing to communicate the value of the outdoor classroom to parents and other visitors.
- e) enjoy involving themselves in all aspects of outdoor play, including acting as role models for children and adults, e.g. students, parents.
- f) have an understanding of the learning taking place and can use this knowledge to extend the children's play further by:
  - ❖ Observing and evaluating, generally and individually
  - ❖ Developing and challenging, actively and verbally
  - ❖ Talking with and listening to them
  - ❖ Participating, enabling and having fun

- ❖ Recording and sharing information with colleagues and parents
  - ❖ Promoting safety at all times by encouraging appropriate behaviour
- g) implement our health and safety policy at all times ensuring that outside areas are left clean and tidy and safe for the next day

### **31. OUTINGS AND TRANSPORT**

Children are taken on trips, and to and from school in nursery vehicles which include:

- A 9-seater minibus.

Written parental permission for children to take part in outings is obtained on enrolment forms. All vehicles have safety belts or harnesses. Each child has their own seat and belt. Booster/child seats are used when appropriate. Children are never left alone in vehicles. A list of children being transported is kept in the vehicle, and at the setting. On nursery trips a driver and an escort are always used, and a nursery mobile phone (not a smart phone or a phone with capability to record images) is taken. When transporting school aged children, the driver carries a mobile phone. The nursery staff are easily identifiable from their uniform. All staff are cleared by Ofsted to work with under 12's. Records are kept of MOT's, service histories, insurance details and driving licences.

### **32. LOST CHILD PROCEDURE: OUTINGS**

Regular head counts are carried out on children throughout the outing. In the unlikely event of a child going missing whilst on an outing the following procedure will be implemented immediately.

- All staff present will be informed, and an immediate thorough search of the area will be made, ensuring that all other children remain supervised throughout
- If appropriate, on-site security will also be informed and a description of the child/children given
- In the event of the child not being found, the designated person in charge will immediately inform the police
- The designated person in charge will then inform the nursery who will contact the child's parents giving details of what has happened
- Staff from the nursery will be sent to assist the safe return of the other children
- At least one member of staff will remain at the scene whilst others return to the nursery with the children. This member of staff will continue searching for the child/children
- The remaining member of staff will meet the police and parents when they arrive at a designated point

### **33. SUSTAINABLE DEVELOPMENT STATEMENT**

We are an eco-nursery and as such we 'reduce, re-use and recycle'. We are committed to:

- Conserving the world's natural resources
- Fostering children's awareness of the environment
- Supporting our local community

We meet these objectives in the following ways:

- We buy from local shops and suppliers whenever possible. We take the children to a local 'pick your own' farm and involve them in growing and harvesting food so that they are aware where their food comes from
- We involve the children in growing our own fruit and vegetables
- The children help to care for our pets; Goldfish, African Snails
- We employ a Forest school practitioner who uses natural materials to make amazing art works with the children
- We re-cycle paper, plastic, cans and glass and reuse items wherever possible. It is our policy to email information, policies, brochures, fee statements etc, to parents where possible thus cutting down on the amount of paper used and the subsequent impact on the environment. Alternatively, hard copies are available to view in the office
- We take the children on walks to local parks and build on their interest in the local fauna and flora
- We employ many local people, putting money into the local economy, raising skill levels by training staff to a high level
- We provide excellent pre-school education which helps children to succeed at school
- We encourage good behaviour and respect for other people, promote independent learning and co-operation
- We provide childcare which enables parents to work thereby helping to sustain the local economy and enabling families to enjoy a higher standard of living
- Our staff, parents and children are involved in fund raising for local, national and international charities
- We support other fundraising events in the town by publicising and attending them such as the shoe box appeal

## 34. LIAISON WITH OTHER PROFESSIONALS AND GROUPS

The nursery has contacts with many professionals and groups in the community including:

- Development and improvement advisors
- Health visitors
- School nurses
- Pre-school special needs teachers
- Staff at local schools
- Other nurseries and playgroups (we have specific formats to share and request information and to record this)
- Environmental health officers
- Training agencies
- Colleges and universities including the University of Derby and Nottingham, and Loughborough college. The EYFS support group
- Early Years Professional Network
- Local Police and Fire departments
- We belong to the NDNA, Nursery World, Early Years Alliance

## 35. STAFFING RATIOS

This policy and our procedures are based first and foremost on the safety of children in our care, as well as ensuring they meet the requirements of the Statutory Framework for the EYFS. We adhere to the mandatory staff ratios, set out in the Statutory Framework for the EYFS, at all times. Although ratio requirements apply to the total number of staff available on site to work directly with the children (according to the Statutory Framework for the EYFS), we ensure staff are used as effectively as possible by considering the number of staff in each section (age group) of the nursery.

We ensure staff deployment is safe and appropriate by;

- Reviewing the staff and children's numbers each week to ensure it matches or exceeds the minimum requirements, based on the number of children in each area of the nursery during each part of the day. This is done a week in advance every week, and is then checked on a daily basis to ensure last minute changes, extra children or staff absences do not compromise the ratios
- Should a member of staff be taken ill during the day, or need to leave the site for any other reason, a senior staff member will check whether ratios are still met, and immediately arrange cover if not

The Statutory Framework for the EYFS states that;

- **'Only staff aged 17 and over can be included in ratios'.** (We occasionally have a small number of staff or students under 17 and do not include them in ratios)
- **'The ratio requirements apply to the total number of staff available to work directly with children'.** (We aim to have enough supernumerary staff to cover any staff holidays and absences with staff who are already familiar with the nursery routines and the children, rather than using agency staff)
- **Children 'must usually be within sight and hearing of staff and always within sight or hearing'.** (taken from Statutory framework for EYFS) We arrange the nursery rooms to make it easy for staff to see the children. Staff taking breaks are within hearing, if not within both hearing and sight, as outlined below

## CONSISTENCY OF CARE

We aim to have enough supernumerary staff to cover any staff holidays and absences with staff who are already familiar with the nursery routines and the children, rather than using agency staff. Many of our staff work 4 days a week or less, therefore can work an extra day occasionally if required. Management staff are also able to work in the rooms to provide cover if necessary.

## LUNCHTIME RATIOS

At lunchtime, we have cover staff and supernumerary management to make it easier for staff to take a lunch break. Staff tend to have lunch in the house (Gray St.), at the bottom of the garden. We have an internal telephone system that links all the rooms, including the kitchen, so all staff can call the office if any cover is required. We have a bell system that rings down in the Gray street staff room should staff be required to come back from their lunch immediately.

Should a member of staff need to leave the building during their lunch break, the senior staff member in the room checks whether the ratio requirements are still met. If they are not, a phone call is made to the office so that one of our supernumerary staff can go to cover their absence. We have 2 supernumerary staff and 2 management staff on hand to help at lunch times.

## **RATIOS DURING BRIEF BREAKS**

Staff may leave the room they are based in during the day to;

- Use the toilet. There are three staff toilets one on second floor close to pre school and one on the third floor which is also within hearing distance of preschool. Staff on the ground floor use the toilet in the house and in this case either call the office for cover as there is always a spare cover staff available
- On occasion take a quick break for a rest and a drink if they are within hearing, which is possible when staff and children are in the garden. Staff can stand in the kitchen, look out of the window and hear if they are called. This is still counted in ratio according to the Statutory Framework for the EYFS
- To visit the office or other area to collect resources etc. (The senior member of staff in the room at the time will check that numbers of staff and children are suitable for this to be safe)

## **RATIOS DURING LONGER BREAKS FROM THE ROOM**

Staff may sometimes, if ratios are still met, leave the room they are based in during the day for a lunch break, or to take paperwork time. The procedure for this, and how we ensure ratios are met and safety is maintained, is outlined below on a room-by-room basis. As each age group in the nursery occupies an area laid out in a different way, our procedures in every eventuality are outlined below, for clarity. Our approach has been risk assessed and is reviewed on a regular basis.

## **PROCEDURES ON A ROOM BY ROOM BASIS**

The senior member of staff (Team leader or most qualified) is responsible for ensuring safety in their room at all times, within the above guidelines. For example, if one member of staff is collecting something from the office, the senior member of staff may ask another member of staff not to leave the room for a break until the first member of staff returns. They may request that a member of staff stops their paperwork temporarily in order to allow another member of staff to take a break.

Paperwork time out of the room is shared fairly amongst staff. This may mean a member of staff being deployed to another room in order for a member of staff to have time to allow for this. Rosie Thurlby is supernumerary everyday and can also be deployed to allow for paperwork. Staff also complete paperwork and other duties with the children are sleeping, checking the children regularly and logging the sleep chart.

## **Lone Working Policy**

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

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

We always ensure that our staff: child ratios are maintained.

On the rare occasions, that lone working within a room does take place we ensure that a specific risk assessment is completed prior to lone working taking place, this includes:

- how staff can manage with a variety of tasks such as talking to parents and supervising children safely
- That each member of staff required to work alone has the required qualification/training and/or skills for the role; e.g. holds a level 3 qualification, paediatric first aid, safeguarding and child protection training and basic food hygiene
- That staff members working alone are competent in their role
- That the staff member can call on others in an emergency, including procedures if there was a fire evacuation
- There are procedures in place to check in on the staff member and cover for breaks
- The member of staff and children are safeguarded at all times (relating to safeguarding/child protection policies)
- Ratios are maintained at all times.

## **36. APPROPRIATE CLOTHING POLICY**

### **CLOTHING**

We ask parents to send children to nursery in appropriate clothing for the time of year. We recommend layers of thin clothes as these are more effective at keeping children warm and can be removed when weather conditions change. A set of spare clothes should be kept at nursery. We recommend long trousers and sleeves, both for sun safety and for safe outdoor play. Gloves, hats and thick coats are needed in winter as we go out in all weathers. Hats and sun-cream are necessary in summer. We strongly recommend that parents name all items of clothing. We also strongly recommend that parents send children to nursery in old or second-hand clothing and avoid designer labels. We cannot take responsibility should any items of clothing go missing, although we endeavour to make sure they do not. We send out reminders on a regular basis through email and social media.

### **FOREST SCHOOL CLOTHING**

For children attending Forest School in the winter, we recommend a vest, t-shirt, long sleeved top and thicker jumper or fleece. Tights, thick trousers and 2 pairs of socks are also recommended, as well as hats. We provide waterproof All in Ones and gloves, although parents can bring in their own if they prefer to.

### **SHOES**

We request that parents send children in shoes that are safe for running or climbing, for example, no crocs or loose-fitting sandals/slip on shoes. We require that older children attend nursery in shoes they can fasten, or almost fasten themselves, in order to promote independence (e.g. buckles or Velcro rather than laces). We have lots of wellingtons at nursery.

### **MESSY PLAY**

We believe that messy and active play experiences are very important for the learning and development of the children in our care. They are offered regularly as part of our provision. We therefore ask parents to ensure that their children attend nursery in suitable clothing for these activities. We do not change children's clothes for the purpose of messy play (although they may be changed after the activity if necessary!) Please ensure clothes are labelled and spares are packed in the child's bag.

## **37. PAYMENT POLICY AND GOVERNMENT FUNDING STATEMENT**

### **MONTHLY PAYMENTS**

We ask that, as stated in the brochure, fees are paid monthly in advance once the invoice has been received at the end of the month. The payment must reach our account by the 10<sup>th</sup> of each month. This includes voucher payments or any other type of payments received for fees, with the exception of funding received from the Local Authority, which is not within the parents' control. A late fee of £50 will be applied to payments received after this date, unless an agreement has been made in advance. If you are unable to make payments, please contact the office and we will endeavour to support you where we can with a payment plan.

Credits are not given for non-attendance. One month's notice is required for changes to hours, or of any child leaving the nursery. We average the fees across the year so that the fees are the same each month, helping you to plan financially. Nursery fees are charged over the year and divided into 12 months. Your child is booked in for the number of days per week required (2-5 days) and can attend all year round on these particular days, unless you have arranged a term time contract or unless the nursery is closed. Fees are charged whether the child is in attendance or not.

### **FAILURE TO PAY FEES**

Please note that unless you have an agreement in place with the office, failure to pay fees by the 10<sup>th</sup> of the month in which they become due will result in a late payment charge, and your child will not be allowed to attend nursery until the fees are paid in full. You will still be billed for your child's hours – as above, credits are not given for non-attendance.

### **REFUNDING FEES**

We will refund fees in the event of an error with our systems leading to parents making an overpayment. Childcare vouchers will be re-paid to the voucher providers, we cannot pay them directly to parents.

In the event of a parent failing to cancel or amend a standing order, we charge an administration fee of £25 to issue a refund in a re-occurring situation. As parents will understand, setting up numerous refunds takes up a lot of time. For parents to avoid paying the administration fee, we are happy to set any overpayment against future sessions at the nursery. An exception is made if the child is leaving nursery, and has no younger siblings at the nursery, as it will not then be possible to set the overpayment against future bills. In this case, we will issue a refund without making an administration charge.

### **ELIGIBILITY FOR 15 AND 30 HOUR FUNDING (2/3 and 4 year olds)**

Children become eligible for funding from the term after their 3<sup>rd</sup> birthday (except those who are eligible for 2 year old funding- see below). This can be claimed until the term after they turn 5. The current funding for 15 hours or 30 hours per week covers basic childcare for 38 weeks per year- i.e. term time only. All children this age are entitled to 15 hours funding. Some children are entitled to the extra 15 hours, to total 30 hours.

To check eligibility, parents/carers have to create a Government Gateway account and provide their details. This has to be done every 3 months. Parents receive a code (DERN code starting) which must be given to the nursery to validate. It is the sole responsibility of parents/carers to ensure they check this within the required time frames.

### **NURSERY ROOMS IN WHICH FUNDING MAY BE CLAIMED**

Children in any room of the nursery may claim funding if they are eligible. This is unlikely in the Sunshine (baby) room, as children are generally not old enough to be eligible, although it is possible that a child with additional needs might be most suited by remaining in this room beyond the age of 2. Children in the Rainbow (toddler) room may claim 2 year old funding if eligible. Children in the Wise Owls (pre-school) room may claim, if eligible, the 15 hour funding or the 30 hour funding. Funding agreement forms are sent to parents who use funding to explain costs.

### **ALL YEAR ROUND (STRETCHED OFFER) AND TERM TIME ONLY**

In the Preschool room we offer both term time and all year round (stretched offer). For simplicity, we average bills across the year to make it easier for parents to budget. Term time places are charged for 10 months of the year (not July and August), as per the details elsewhere in this policy. All year-round places are charged for 12 months of the year, as per the details elsewhere in this policy.

### **15 AND 30 HOURS GOVERNMENT FUNDING STATEMENT**

Government funding is the same for all nurseries in Leicestershire (although other counties receive much higher rates), regardless of quality and grading. This includes settings with up to 50% of staff unqualified. At Westwards we pride ourselves on highly qualified staff with over 50% who are highly qualified in childcare, above a Level 3. As funding covers only basic childcare, Westwards makes an optional charge for additional services. These services include meals, snacks, consumables, and daily extra-curricular activities, including Forest School. We only employ Forest School leaders with a Level 3 in FS to provide the sessions.

Children accessing the 15 and the 30 hours funding are required to attend for a minimum 7.5 hour day length if they attend Westwards (i.e. 8.30am to 4pm, for example). This is the case for all rooms in which children access funding. These 7.5 hours can be accessed with a start time between 7.30 and 9am and a finish time between 3 and 6pm.

We 'cap' the price per month paid by parents at the level of the full-time monthly rate for all children attending the nursery. We also 'cap' the price paid by any parent, no matter what hours their child attends. This means that, should the total of the funding, plus our additional charges, ever exceed our usual fee, the fee will be capped at that shown by our funding table. Therefore, a child's total bill, including the funding, will never exceed the amount paid for the place of a child who does not receive funding.

### **ATTENDANCE FOR FUNDED HOURS**

Children accessing the funded hours must attend on time and not be unnecessarily absent (except for illness/medical appointments). If children arrive late or are absent, parents/carers will be asked to sign an attendance log to confirm the reason why. Potentially, absence from funded hours may lead to LCC reclaiming funding from the nursery. Should this occur, the child's parents are then liable for refunding Westwards Nursery. This is unfortunately a result of the Leicestershire County Council policy; it is not our decision whether funding is reclaimed.

Children accessing the funded hours must be collected on time, not early, or again, LCC may reclaim funding. Late collections will be subject to the usual late collection charge of £5 per 5 minutes (or part thereof) for the first 15 minutes and £5 per 15 minutes after that.



## **AGREEMENT FOR 15 AND 30 HOURS FUNDING**

Parents will be required to sign an agreement to confirm they have read, understood and agree to this policy (and all nursery policies) in order to access funded hours at Westwards Nursery.

Please note, LCC require parents to sign a 'parental statement of undertaking' (PSOU) and give us a copy of their child's birth certificate. In some circumstances (we have been told by LCC that if this includes regularly missing sessions, or taking long holidays totaling more than half of the term), LCC may claim funding back should this happen, all parents accessing the funding are required to pay the nursery the sum that LCC claimed back. From January 2018, parents will be required to sign an agreement to this effect.

## **YOUR BILL AND THE FUNDED HOURS**

Our current billing system Instant Nursery Manager was installed in 2019 and shows the number of funded hours per month on the bills. The total amount shown on your bill will, however, reflect any additional hours you use, over and above the funding, and any of the optional extras you use. Due to the range of sessions and flexibility we offer our invoices have so many variances our current system is not able to show an itemised breakdown per child, of the additional services and associated costs. The breakdown of extra charges which may be applied to your invoice will include additional and optional hours, services, food and drinks, consumables, forest school, trips out and activities. This information can be requested from the office and is provided when funding becomes available and spaces are taken up. The number of funded hours which are offered free vary every term due to the length or term/holidays. The total amount shown on your bill will however reflect any additional hours you use over and above the funding and of the optional extras you use (capped at the amount on our fee table as outlined above).

## **FUNDING FOR 2 YEAR OLDS**

Some children may be eligible for funding aged 2. The criteria are similar to the requirements for accessing free school meals. Please phone Leicestershire County Council (LCC) 0116 3056208 to see if you are eligible.

## **RESERVING A PLACE**

A payment is required to reserve a place. This is a non-refundable payment of £50, paid when you return your enrolment form and copy of your child's birth certificate. This is not applicable to families applying for a completely funded place, who do not wish to access the additional hours, services, meals, activities, FS and consumables. For clarity, a registration fee and/or deposit is NOT required as a condition of taking up a free place, only for places which are subject to additional charges for extra hours, meals, services, FS and consumables. Should a family initially apply for a free place, then change requirements and add extra services/hours/consumables then the £50 admin fee becomes chargeable. Should a child take up a place without funding and then change to funded hours, the admin fee is not refundable.

Parents/carers are contacted to arrange settling in sessions and further information is handed out in the welcome pack.

Statement regarding our implementation of the document "provision and delivery of the free early education entitlement 1<sup>st</sup> April 2021 – 31<sup>st</sup> March 2023" (referred to as The Provider Agreement).

The section number referred to below relates to a section in The Provider Agreement, which we must abide by as a setting. Should parents/carers have any questions regarding to the Provider Agreement, our payment policy, or any other related matters, we are happy to give further information via email, phone or in person.

In line with Section 4.1.2 of The Provider Agreement we deliver the free entitlement consistently to all parents/carers, regardless of whether they opt for optional services, meals and consumables. We are clear about the days and times we offer free places and about our services and charges detailed in the Payment Policy. Children accessing the free entitlements receive the same quality and access to provision, some may choose to pay for additional services (additional hours, optional meals and optional extra-curriculum activities and consumables).

In line with Section 6.4 of The Provider Agreement we access the Government funding to cover the cost to deliver 15 and 30 hours a week of free, high quality, flexible childcare. The funding is not intended to cover the cost of meals, consumables, addition hours, Forest School, trips and additional services.

All parents accessing funded places are given our Payment Policy, which outlines different sessional cost information and charges for meals/consumables, additional hours and services so that they can make an informed choice about the best option for their child, prior to taking up a funded place. Our invoices show the FEEE funded hours received, and our Payment Policy clearly itemises any additional costs that parents are charged for as stated in line with section 6.9 of The Provider Agreement

### **38. INDIVIDUAL HEALTHCARE PLAN POLICY**

Our policy is that any child in the nursery with specific needs has an individual healthcare plan. This may be for medical reasons, because of an allergy, or for religious/cultural/ethical reasons, e.g. a vegetarian diet. We are a nut free setting, we may have a number of children at any one time with nut allergies. Our staff are trained to understand the risk of eating nut products before and during their shift. A designated member of staff, Emily Hunter, oversees the individual healthcare plans for the whole nursery.

In certain circumstances, we may require a letter from a doctor before we are able to provide a specific diet. This does not apply to dietary restrictions for religious/cultural/ethical reasons. This is because limiting a child's diet without cause could potentially harm their development. For example, if parents wish to have a gluten free diet for a child with no intolerance or allergy to gluten, this could be harmful, so we would need to see a letter from a medical professional. If a child may not have more than one dietary component, e.g. no soya and no milk, again we would need to see a letter from a medical professional.

Our procedure is that a copy of the individual healthcare plan is kept with the child's information and moves rooms with them. A copy is also kept in a master file in the office. If the plan is related to diet, a copy is also kept in the kitchen.

Staff working with the child must sign a written statement saying they have read the relevant information or, if applicable, attended the training regarding that child's needs (see below).

The plans are read by staff in the child's new room whenever the child moves room. Staff sign and date to confirm they have read them. In the event of a new member of staff working in a room, the senior member of staff in that room at the time must ensure the new member of staff is aware of any particular needs of children currently in the room, and ask them to read the information and sign and date it.

In the event of a child who is known to suffer from a serious problem e.g. a nut allergy, the possible need for an epi-pen to be given, epilepsy, heart problems, it may be appropriate for staff to receive training on this at a full staff meeting to refresh their knowledge from pediatric first aid training. This may be in-house training, or a parent or medical professional may be invited in to speak or demonstrate.

### **39. ACCIDENTS/INCIDENTS/PRE-EXISTING INJURIES, NEAR MISSES AND WITNESS STATEMENT POLICY AND PROCEDURES**

Our policy is that;

- All accidents and incidents (involving children) which occur at nursery are recorded on pink forms, which are stored in a locked cabinet in the office once complete
- All accidents and incidents (involving any adults on site- visitors, staff or others) are recorded on a specific format. These are stored in the health and safety file in the office
- All pre-existing injuries are recorded on specific blue forms. This is for injuries which occur when a child is not at nursery. We may be told about them by carers, or may notice them during a child's time at nursery. In some situations, these may be apparent on arrival at nursery, but in other circumstances they may become apparent during the day, if we have not been informed on arrival of the child at nursery. These forms are also stored in a locked cabinet in the office once complete
- We do not give medication if we do not hold a completed medication form for that child and that specific medication. All medication forms are completed on pink forms, which remain in the child's room with the child's information

#### **PROCEDURE FOR ACCIDENT AND INCIDENT FORMS**

Our procedure is that one accident/incident form is completed for each event. The accident and incident forms are completed in line with the information on the sheets, and with regard to the detailed information below. These sheets must be completed as soon as possible after the event. Specifically, the following are required:

- The child's name in full and their current nursery room are put on the form
- The number in the room logbook is put on the form, and the form logged in the logbook
- The date and time is recorded
- The specific location of the accident/incident is recorded, e.g. by the sandpit in the outdoor area, or next to steps of climbing frame
- The number of staff and children present in the area at the time is recorded, e.g. how many children in the Rainbow room area of the nursery
- The events leading to the accident/incident are recorded as specifically as possible

- The treatment given, if any, is recorded, or 'none' is written in the box
- It is noted whether further checks are need (yes or no), and if yes, what, and when
- The name of the person who gave treatment is recorded
- A description of the injury resulting from the accident/incident is recorded with as much detail as possible
- Should any further information be needed, which cannot be fitted on the form, it can be written on the other side and a note made to P.T.O. for more information
- 2 staff must sign the form, signature 1 must be the person who dealt with the accident/incident
- Staff must double check that each box on the form is complete when signing the form
- The location of the injury/injuries must be clearly marked on the diagram using a red pen to make a cross/crosses
- Multiple injuries from 1 accident should be identified as 1a, 1b, 1c etc.
- The carer must sign the form and add the date when they signed. If they require a copy then staff should provide a photocopy. In the instance of head injuries the carer must be given a copy of the accident form for reference
- If, for any reason, the form is not signed by the carer on collection, they must be contacted by telephone before the end of the day and informed of the accident/incident. A note must be made on the form to say this has been done, and by who, and the carer must then sign the form at the earliest opportunity
- Staff must check the form is logged in the accident/incident/pre-existing injury logbook, which includes the child's name, the date and the form number (1 to 30) and the name of the staff member who took the form to the office
- The form must then be placed in the yellow tray in the office for checking by senior management (see below) and filing

The accident and incident forms are checked by a member of the senior management team as they come into the office. The purpose of this is so that any areas where more information is needed are identified at this point so that the information can be added. The completed forms are signed at the top by a member of the management team, and then filed in the locked filing cabinet, in the same drawer as the children's details.

The senior management team analyse the accident and incident forms (pink) on a termly basis. This is to:

- Identify any patterns which may need further consideration, for example whether there is an area of the nursery with a higher frequency of accidents
- Ensure that all forms are present, by comparing the room logbook to the forms stored in the office

#### **PROCEDURE FOR PRE-EXISTING INJURY FORMS**

Pre-existing injury forms are completed in line with the information on the sheets. One sheet is used per child. This sheet is signed by a carer, either when we are informed of the injury when the child is dropped off, or when the child is collected. They are then sent to the office for storage.

Our procedure is that one pre-existing injury forms is completed for each occasion. The pre-existing injury forms are completed in line with the information on the sheets, and with regard to the detailed information below. These sheets must be completed when a carer informs the nursery of a pre-existing injury, or as soon as a pre-existing injury is noticed by a member of staff. Specifically, the following are required:

- The child's name in full and their current nursery room are put on the form
- The number in the room logbook is put on the form, and the form logged in the logbook
- Whether the carer informed us of the injury is noted (yes/no), along with the date and time this happened
- If the carer did not inform us if the injury, the date and time it was noticed is recorded, along with the name of the staff member who noticed it
- The carer's description of events leading to the accident/incident are recorded as specifically as possible
- A description of the injury is recorded, as specifically as possible, e.g. a 10p sized round bruise/50p size graze
- Should any further information be needed, which cannot be fitted on the form, it can be written on the other side and a note made to P.T.O. for more information
- 2 staff must sign the form, signature 1 must be the person who spoke to the carer, or noticed the injury
- Staff must double check that each box on the form is complete when signing the form
- The location of the injury/injuries must be clearly marked on the diagram using a red pen to make a cross/crosses
- Multiple injuries from 1 accident should be identified as 1a, 1b, 1c etc.
- The carer must sign the form and add the date when they signed
- If, for any reason, the form is not signed by the carer on collection, they must be contacted by telephone before the end of the day, informed of that they will need to sign the form when they next attend. A note must be made on the form to say this has been done, and by who, and the carer must then sign the form at the earliest opportunity
- Staff must check the form is logged in the accident/incident/pre-existing injury logbook, which includes the child's name, the date, the form number (1 to 30) and the name of the staff member who took the form to the office
- The form must then be placed in the yellow tray in the office for checking by senior management (see below) and filing

The senior management team inspect the pre-existing injury forms (blue) on a termly basis. This is to:

- Identify any patterns of pre-existing injuries which may indicate a safeguarding concern- the forms are different colours to help identify such patterns more easily
- Ensure that all forms are present, by comparing the room logbook to the forms stored in the office

### **SERIOUS INCIDENT AND NEAR MISS LOGS**

Our policy on serious incident logs (as opposed to accident and incident forms) is that they are completed in the event of a serious incident. A serious incident is one which is reportable to RIDDOR, or OFSTED, or, in the case that the incident is not reportable to either of these bodies but resulted in an ambulance being called or a child going for medical treatment. These must be completed by a member of the senior management team, after they have obtained witness statements (see below) from all staff present at the time. The form must then be stored in the serious accident/incident/near miss file in the locked cabinet in the office.

Our policy on near misses is that they must be used to inform future practice to minimize the chance of a similar future incident. Near misses are any occasion on which a serious incident could have occurred but was narrowly avoided. Following a near miss, it will be recorded, and action taken will be identified. This action may include, for example, creating or changing a risk assessment, or altering the layout of an area. Near misses must be recorded on the same form as a serious incident but marked as a near miss. The near miss form must be completed by a member of the senior management team, after discussion with any members of staff who were present. They must then be stored in the serious accident/incident/near miss file in the locked cabinet in the office.

### **WITNESS STATEMENTS**

Our policy on witness statements is that they are completed in the event of a serious accident/incident, which is reportable to RIDDOR, or OFSTED, or, in the case that the incident is not reportable to either of these bodies but resulted in an ambulance being called. They also may need to be completed if a concern about a situation/event is raised by a member of staff or a parent, or in the event of a near miss. This decision is to be taken by a member of the senior management team.

The procedure for witness statements is that they will be requested from the necessary people by a member of the senior management team. These statements will be written on the witness statement format, which will be filled in as soon as possible after the incident by any members of staff who were present. The manager or another member of the senior management team will read each statement. Should there be any discrepancies, this will be discussed with the member of staff to ascertain the reasons for this discrepancy, which will also be recorded.

These witness statements will be stored in the serious accident/incident/near miss/staff concerns log file in the locked cabinet in the office.

Last updated 14th Feb 2022