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## **Administration of Medication policy**

### **Aim**

We aim to ensure that medication is administered to children safely.

We aim to protect members of Hardingstone Day Nursery by providing safe guidelines to administer medication.

We aim to protect other children from infectious diseases.

### **Methods**

We agree to administer medication which is prescribed by a doctor and it is not possible to fully manage the medication at home. Ideally prescription medications should be administered at home by a parent, however we recognise that this is not always possible due to the number of doses required. A medication that could be fully managed at home will not be accepted by nursery staff.

We will only administer non-prescribed medication for a total of three consecutive days, inclusive of any days where the child has been administered the medication at home. Following the three days, a prescribed medication, or letter from the child's doctor or a pharmacist is required for continued administration. Non-prescribed medicines will only be given for reasons that do not compromise, or possibly compromise another child's health. For example, we may give paracetamol to children who are teething or following immunisations, but not for unexplained high temperatures as this may be an early symptom of a communicable illness such as chickenpox, tonsillitis, meningitis etc.

For on-going or occasional prescribed medication, such as inhalers, laxatives, eczema creams etc. which is to be kept at nursery, an on-going medication form is filled in. On-going or occasional medication must be administered with the approval of another member of staff including a first aider. Parents must inform us if their child has received medication before attending nursery.

Parents may choose to complete a general consent for the nursery to administer emergency non-prescribed medication such as paracetamol or antihistamine, and provide those medicines to be kept at nursery in case of the child becoming unwell whilst at nursery. These medicines must be clearly labelled. Staff will not give any medicines unless they are 100% sure that the child has not already received a dose at home, within the limits of the medication.

All non-prescribed medicines will only be given after consultation with a first aider and providing the correct consent form has been received.

We are unable to give any type of non-prescribed medication whilst the child is also receiving prescribed medication unless we are given written confirmation that both types of medicine are safe to be taken together. (from a health professional)

### **Medicine Records**

Prior to receiving any medication we collect the following information from the parent/carer: Name, Date of Birth and Address of child, date or circumstances that medication is to be

given, times of administration, specific details e.g. orally, drops, dosage etc. and date and time of the last administration of medication. Both the parent and a senior member of staff check and sign the information given, and record what time the medication was given to the nursery. Medicine forms will be stored in accordance with General Data Protection Regulations.

All medication must be clearly labelled with the child's name. The medication must be checked on entry against the form, ensuring name, and dosage is correct. We will not administer a higher dosage than what is stated on the medication in any circumstances.

Medications must be administered by a senior member of staff or those that have been named as competent to administer medication with a witness. The medicine must be checked by these two persons before administering to the child. The date and time of the administration is recorded on the medicine form and staff sign to identify the administrators.

This record is shared with parents on collection of their child, who sign to confirm they have been informed. If the medication is to be taken home, staff again check the medicine bottle to ensure the correct medicine is being sent home.

All medicine records are kept in adherence with our data protection, and confidentiality policy.

#### Storage of Medication

All medication is to be kept either in the fridge in the Little Ladybirds if refrigeration is necessary or in a cupboard in the room where the child is based if immediate access is required. Any medications not fitting in either of the above must be kept in the nursery office. No medications of any kind are to be kept in a child's bag, drawer or basket. No medications are to be kept in any other fridge within the nursery. Staff medication must be kept in the staff room, or in the medicine cabinet in the office. No medicines are kept in any other room within the nursery. This includes tablets, lozenges and creams, this list is not exhaustive. Inhalers or other emergency medication such as epi-pens may be kept in a high cupboard in the room which the member of staff is working in.

All medications are to be kept in their original containers and clearly named.

For the purpose of trips and visits outside of the nursery any relevant medication must also be taken on the trip.

This policy was created on 1<sup>st</sup> November 2010

Last Revised: December 2018

Date to Revise: On or before as necessary December 2019

Signed on behalf of Hardington Day Nursery

## **Admission policy**

### **Statement of intent**

It is our intention to make our nursery accessible to children and families from all sections of the local community.

### **Aim**

We aim to ensure that all sections of our community have access to the nursery through open, fair and clearly communicated procedures.

### **Methods**

In order to achieve this aim, we operate the following admissions policy.

We ensure that information about our nursery is accessible in written and spoken form. When necessary we will work with outside agencies, including the inclusion support team where possible to communicate information in the family's home language, or through sign language.

We arrange our waiting list in order of the date the application form was received by the nursery. In addition, our policy may take into account the following:

- Current children attending the nursery
- Children of staff employed at the nursery
- Siblings of children already attending the nursery.
- Date of entry.
- Sessions required.

We describe our nursery and its practices in terms of how it treats individuals, regardless of their gender, special educational needs, disabilities, background, religion, ethnicity or competence in spoken English.

We make our equal opportunities policy widely known.

We offer a variety of sessions to avoid excluding anyone. However for the sustainability of the nursery, and the continuity for children, we ask that children attend the same attendance pattern each week.

Children must attend a minimum of 2 sessions per week – 1 full day counts as 2 sessions. Where a parent requires only one full day session per week we explain that we offer this if it's in the best interests of the child. We recognise that a child will only learn and develop when they are happy and settled in their environment. We deploy a variety of techniques to help children settle quickly. However we also recognise that some children will require more regular attendance at the setting to do so fully. We monitor how the child is settling and ask that sessions are increased if it is taking a long time for the child to settle fully. To ensure the occupancy levels across the week, children attending 1 day only will be offered a Monday or a Friday only.

On requesting a place, depending on the start date required and whether the sessions are available, we will either offer the child a place, or place the child on the waiting list. We require parents to confirm that they will be taking the space by signing a contract, and paying a refundable registration fee which is equivalent to one week's fees. The parent

may choose to pay a £50 non-refundable fee instead of a deposit. When this is done, we will hold the space for that child up to a maximum of three months. This fee is non-refundable in the event that the space is not required.

This policy was adopted at a meeting of nursery Held on 06th February 2006

Last Revised: December 2018

Date to Revise: On or before as necessary: December 2019

Signed on behalf of Hardingstone Day Nursery

## **Behaviour Policy**

### **Statement of intent**

We recognise that children have to learn how to behave in developmentally appropriate ways in order to become successful learners and to become a part of our, and the wider community. We also recognise that children, staff and parents have the right to feel safe and secure within their environment. Our policy covers two aspects of managing children's behaviour including, how we encourage the behaviour we would like from children and how we discourage behaviour we do not want from the children.

### **Aim**

We aim to provide an environment where children can learn how to behave appropriately, learning to respect themselves, other people and their environment.

We aim to manage children's challenging behaviour in a positive, individual and developmentally appropriate way; working with the child's family and outside agencies where appropriate.

We apply the following rules within the setting, which we expect everyone to follow:

- We treat other people with consideration and safety
- We take care of the resources and equipment
- We take turns
- We listen to each other and work together to solve problems.

### **Methods**

We have a named person, Elle McClorey, who has overall responsibility for issues concerning behaviour. In her absence we have a designated alternative person, Dale Ward.

We require the named person to:

- Keep her/himself up-to-date with legislation and research and thinking on handling children's behaviour.
- Access relevant sources of expertise on handling children's behaviour;
- Ensure that all staff have a thorough knowledge and understanding of children's development and can promote positive behaviour through their practice.

We recognise the importance of children's personal, social and emotional development and through various activities, develop children's positive sense of themselves and others; respect for others; social skills; and a positive disposition to learn. These are delivered as part as the Early Years Foundation Stage framework.

We require all staff, volunteers and students to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's ages and stages of development. We use observation to help identify causes of the behaviour and we recognise that the whole environment has a direct influence on the behaviour of young children, including: what activities are provided; whether the space is well managed; routine; staff deployment; the behaviour of adults; and how behaviour is

managed. We also recognise the influence that home environments have and always work with the child's family in cases of challenging behaviour that is causing concern.

We recognise that codes for interacting with other people vary between cultures and require staff to be aware of and respect those used by members of the nursery. For example, it may be culturally unacceptable for a child to make eye-contact when being spoken to. We anticipate that situations may have a direct impact on a child's behaviour for example, a birth of a sibling, house move, or divorce. Through working together with parents we aim to support the child and family through these times whilst upholding our expectations of behavior.

We have high and realistic expectations of all children. We do not use techniques that would have a negative impact on the child's self-esteem and sense of self, such as humiliation or labeling. We make it clear to the child that it is their behaviour that is disapproved of, not the child. We give children ample opportunity and support to reflect upon, and change their behaviour. This may be through distraction, engaging the child in an activity, positive re-enforcement and discussion etc. Children will be warned that failure to change their behaviour will result in a consequence. Consequences will be used as a last resort and should be immediate, short, and appropriate to their stage of development. It may include things such as removal of a toy for a few minutes, or removal from an activity. Children should be given the opportunity to redeem themselves before the end of their session.

In cases where a child has been deliberately hurt as a result of another child's behaviour, the victim will be comforted and supported. The staff will ensure that the child knows that it is not their fault that they have been hurt. The staff will make it clear through facial expression, body language and tone of voice that the behaviour was not acceptable and the child will be helped to apologise to the injured child. When appropriate the child will be helped to understand the consequences of their actions, for example, the child that they hurt has a poorly arm which makes them feel sad. In repeated cases, staff will work in partnership with parents to plan for the child seeking assistance from outside agencies if required. The needs of both children will be considered equally.

Children who consistently cause a risk to others safety will be referred to the setting SENCO who together with the child's key worker, parents and any other professional involved with the child and family where applicable, will draw up a risk assessment.

## **Communication**

We familiarise new staff and volunteers with the nursery's behaviour policy ensuring that it is fully understood. A copy of the policy is available to staff in the staff area of our website, and parents in the parent area of our website.

Expectations of children's behaviour are developed and agreed with the children whenever possible and regularly discussed through group times, role play and discussion.

We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our nursery supervisor and are recorded in our Incident Book. A parent is informed on the same day and signs the Incident Book to indicate that he/she has been informed. More information regarding this is available in our Physical Handling Policy and Child Protection

Policy.

### **Child Protection**

Staff are aware that behavioural difficulties may be the symptom of child abuse. If a member of staff has a concern, the child protection policy will be followed.

Staff must not use physical force, such as dragging a child by the arm, hitting, smacking, or the threatening of these as punishment. Staff must not shout at a child.

Staff must use the whistle-blowing policy if they feel that a colleague is not dealing with a child's behavior in line with the nursery policies.

Parents will be made aware of the nursery's responsibilities to children through the nursery prospectus and the sharing of policies. Staff recognises that children with challenging behavior may be more at risk of child abuse. Parents will be supported in managing their child's behavior in appropriate ways and will be reminded of the settings responsibility to children if appropriate. The nursery will work with outside agencies to provide the help and support required such as the local sure start centre, health visitor etc.

This policy was adopted at a meeting of nursery Held on 6th February 2006

Last Revised: December 2018

Date to Revise: On or before as necessary: December 2019

Signed on behalf of Hardingstone Day Nursery

## **British Values**

### **Policy statement**

We actively promote inclusion, equality of opportunity, the valuing of diversity and British values.

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. As we are in receipt of public funding we also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

### **Procedures**

#### *British Values*

The fundamental British values of *democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs* are already implicitly embedded in the 2014 EYFS and are further clarified below, based on the *Fundamental British Values in the Early Years* guidance (Foundation Years 2015):

- *Democracy*, or making decisions together (through the prime area of Personal, Social and Emotional Development)
  - As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views

count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.

- Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
- *Rule of law*, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)
  - Practitioners ensure that children understand their own and others' behaviour and its consequence.
  - Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.
- *Individual liberty, or freedom for all* (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
  - Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
  - Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about transferring into Reception Class.
- *Mutual respect and tolerance*, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
  - Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
  - Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.
  - Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
  - Practitioners promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.
- *In our setting, it is not acceptable to:*
  - actively promote intolerance of other faiths, cultures and races

- fail to challenge gender stereotypes and routinely segregate girls and boys
- isolate children from their wider community
- fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

### *Prevent Strategy*

Under the Counter-Terrorism and Security Act 2015 we also have a duty *“to have due regard to the need to prevent people from being drawn into terrorism”*

### **Legal framework**

Counter-Terrorism and Security Act 2015

### **Further guidance**

Equality Act 2010: Public Sector Equality Duty - What Do I Need to Know? A Quick Start Guide for Public Sector Organisations (Government Equalities Office 2011)

Fundamental British Values in the Early Years (Foundation Years 2015)

Prevent Duty Guidance: for England and Wales (HMG 2015)

The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)

This policy was created on 22<sup>nd</sup> August 2017

Date last revised: December 2018

To revise on, or before as necessary: December 2019

Signed on behalf of Hardington Day Nursery

# **Child Protection Policy**

## **Safeguarding children, young people and vulnerable adults**

### **Policy statement**

Our setting will work with children, parents and the community to ensure the rights and safety of children, young people and vulnerable adults. Our Safeguarding Policy is based on the three key commitments to safeguard children in our care.

### **Procedures**

We carry out the following procedures to ensure we meet the three key commitments, which incorporates responding to child protection concerns.

#### *Key commitment 1*

We are committed to building a 'culture of safety' in which children, young people and vulnerable adults are protected from abuse and harm in all areas of our service delivery.

- Our designated persons who co-ordinate child, young person and vulnerable adult protection issues are: Michelle Shelswell and Dale Ward.
- When the setting is open but the designated persons are not on site, contact details of the above are displayed in the staff room and office at all times for staff to discuss safeguarding concerns.
- The designated officer who oversees the work of the designated persons is: Jackie Byles
- The designated persons and the designated officer ensure they have relevant links with statutory and voluntary organisations with regard to safeguarding.
- The designated persons understand LSCB safeguarding procedures, attends relevant LSCB training at least every two years and refreshes their knowledge of safeguarding at least annually.
- We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.
- All staff have an up-to-date knowledge of safeguarding issues, are alert to potential indicators and signs of abuse and neglect and understand their professional duty to ensure safeguarding and child protection concerns are reported to the local authority children's social care team. They receive updates on safeguarding at least annually.

- All staff are confident to ask questions in relation to any safeguarding concerns and know not to just take things at face value but can be respectfully sceptical.
- All staff understand the principles of early help (as defined in *Working Together to Safeguard Children*, 2015) and are able to identify those children and families who may be in need of early help and enable them to access it.
- All staff understand LSCB thresholds of significant harm and understand how to access services for families, including for those families who are below the threshold for significant harm.
- All staff understand how to escalate their concerns in the event that they feel either the local authority and/or their own organisation has not acted adequately to safeguard.
- All staff understand what the organisation expects of them in terms of their required behaviour and conduct, and follow our policies and procedures on positive behaviour, online safety (including use of mobile phones), whistleblowing and dignity at work.
- Children have a key person to build a relationship with, and are supported to articulate any worries, concerns or complaints that they may have in an age appropriate way.
- All staff understand our policy on promoting positive behaviour and follow it in relation to children showing aggression towards other children. Staff are aware that children may be abused by other children, emotionally, physically and sexually.
- Adequate and appropriate staffing resources are provided to meet the needs of children.
- We follow safer recruitment guidelines when advertising and fulfilling job opportunities.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Enhanced criminal records and barred lists checks and other suitability checks are carried out for staff and volunteers prior to their post being confirmed, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Where applications are rejected based on information disclosed, applicants have the right to know and to challenge incorrect information.
- Enhanced criminal records and barred lists checks are carried out on anyone living or working on the premises.
- Volunteers must:
  - be aged 17 or over;
  - be considered competent and responsible;
  - receive a robust induction and regular supervisory meetings;
  - be familiar with all the settings policies and procedures;
  - be fully checked for suitability if they are to have unsupervised access to the children at any time.

- Information is recorded about staff qualifications, and the identity checks and vetting processes that have been completed including:
  - the criminal records disclosure reference number;
  - the date the disclosure was obtained; and
  - details of who obtained it.
- All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).
- We notify the Disclosure and Barring Service of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.
- Procedures are in place to record the details of visitors to the setting.
- Security steps are taken to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- Steps are taken to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child.
- Any personal information is held securely and in line with data protection requirements and guidance from the ICO.
- The designated person in the setting has responsibility for ensuring that there is an adequate online safety policy in place.
- We keep a written record of all complaints and concerns including details of how they were responded to.
- We ensure that robust risk assessments are completed, that they are seen and signed by all relevant staff and that they are regularly reviewed and updated, in line with our health and safety policy.
- The designated officer will support the designated person to undertake their role adequately and offer advice, guidance, supervision and support.
- The designated person will inform the designated officer at the first opportunity of every significant safeguarding concern, however this should not delay any referrals being made to children's social care, the LADO, Ofsted or Riddor.

### *Key commitment 2*

We are committed to responding promptly and appropriately to all incidents, allegations or concerns of abuse that may occur and to work with statutory agencies in accordance with the

procedures that are set down in 'What to do if you're worried a child is being abused' (HMG, 2015) and the Care Act 2014.

### *Responding to suspicions of abuse*

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- We are aware that abuse of children can be carried out by persons known and unknown to them including peer on peer abuse both within and outside of the setting.
- We ensure that all staff have an understanding of the additional vulnerabilities that arise from special educational needs and/or disabilities, plus inequalities of race, gender, language, religion, sexual orientation or culture, and that these receive full consideration in relation to child, young person or vulnerable adult protection.
- When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:
  - significant changes in their behaviour;
  - deterioration in their general well-being;
  - their comments which may give cause for concern, or the things they say (direct or indirect disclosure);
  - changes in their appearance, their behaviour, or their play;
  - unexplained bruising, marks or signs of possible abuse or neglect; and
  - any reason to suspect neglect or abuse outside the setting.
- We are aware of the 'hidden harm' agenda concerning parents with drug and alcohol problems and consider other factors affecting parental capacity and risk, such as social exclusion, domestic violence, radicalisation, mental or physical illness and parent's learning disability.
- We are aware that children's vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement, we inform our local authority children's social care team.
- We are aware of other factors that affect children's vulnerability that may affect, or may have affected, children and young people using our provision, such as abuse of children who have special educational needs and/or disabilities; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, including through internet abuse; Female Genital Mutilation and radicalisation or extremism.
- In relation to radicalisation and extremism, we follow the Prevent Duty guidance for England and Wales published by the Home Office and LSCB procedures on responding to radicalisation.

- The designated person completes prevent training and is aware of channel training to ensure they are familiar with the local protocol and procedures for responding to concerns about radicalisation.
- We are aware of the mandatory duty that applies to teachers and health workers to report cases of Female Genital Mutilation to the police.
- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.
- Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures below for reporting child protection concerns and follow the LSCB procedures.
- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the designated person. The information is stored on the child's personal file.
- In the event that a staff member or volunteer is unhappy with the decision made of the designated person in relation to whether to make a safeguarding referral they must follow escalation procedures.
- We refer concerns to the local authority children's social care team and co-operate fully in any subsequent investigation. NB In some cases this may mean the police or another agency identified by the Local Safeguarding Children Board.
- We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.
- All staff are also aware that adults can also be vulnerable and know how to refer adults who are in need of community care services.
- We have a whistleblowing policy in place.

- Staff/volunteers know they can contact the organisation Public Concern at Work for advice relating to whistleblowing; if they feel that the organisation has not acted adequately in relation to safeguarding they can contact the NSPCC whistleblowing helpline.

#### *Recording suspicions of abuse and disclosures*

- Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff:
  - listens to the child, offers reassurance and gives assurance that she or he will take action;
  - does not question the child, although it is OK to ask questions for the purposes of clarification;
  - makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with the date and time; and the names of any other person present at the time.
- These records are signed and dated and kept in the child's personal file, which is kept securely and confidentially.
- The designated person is informed of the issue at the earliest opportunity, and within one working day.
- Where the Local Safeguarding Children Board stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding Children Board.

#### *Making a referral to the local authority children's social care team*

- Referrals will be made to the local safeguarding team of the county in which the child lives using their referral procedures. If this is outside Northamptonshire, we will contact Northamptonshire MASH (Multi-Agency Safeguarding Hub) on 0330 126 1000 for advice on whether to refer to Northamptonshire in addition.

#### *Escalation process*

- If we feel that a referral made has not been dealt with properly or that concerns are not being addressed or responded to, we will follow the LSCB escalation process.
- We will ensure that staff are aware of how to escalate concerns.

#### *Informing parents*

- Parents are normally the first point of contact. Concerns are discussed with parents to gain their view of events, unless it is felt that this may put the child at risk, or interfere with the course of a police investigation. Advice will be sought from social care if necessary.
- Parents are informed when we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the Local Safeguarding Children Board does not allow this, for example, where it is believed that the child may be placed at risk by doing so.
- This will usually be the case where the parent is the likely abuser.
- If there is a possibility that advising a parent beforehand may place a child at greater risk (or interfere with a police response) the designated person should seek advice from children's social care, about whether or not to advise parents beforehand, and should record and follow the advice given.

#### *Liaison with other agencies*

- We work within the Local Safeguarding Children Board guidelines.
- The current version of 'What to do if you're worried a child is being abused' is available for parents and staff and all staff are familiar with what they need to do if they have concerns.
- We have procedures for contacting the local authority regarding child protection issues, including maintaining a list of names and telephone numbers of social workers already involved with a child or family in our care, to ensure that it is easy, in any emergency, for the setting and children's social care to work well together.
- We notify Ofsted of any incident or accident and any changes in our arrangements which may affect the well-being of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.
- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.

#### *Allegations against staff*

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.

- We respond to any inappropriate behaviour displayed by members of staff, volunteer or any other person living or working on the premises, which includes:
  - inappropriate sexual comments;
  - excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.
- We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child.
- We ensure that all staff and volunteers know how to raise concerns about a member of staff or volunteer within the setting. We respond to any concerns raised by staff and volunteers who know how to escalate their concerns if they are not satisfied with our response
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately and within 24 hours, to the Designated Officer at Northamptonshire Local Children’s Safeguarding Board (Formerly known as LADO) to investigate and/or offer advice:
 

*Designated Officer Administrator -01604 364031 Designated Officers – Andy Smith 01604 367862 and Christine York 01604 362633*
- We also report any such alleged incident to Ofsted (unless advised by the Designated Officer (Formerly known as LADO) that this is unnecessary due to the incident not meeting the threshold), as well as what measures we have taken. We are aware that it is an offence not to do this.
- We will not carry out any independent investigations or advise the member of staff or volunteer that an allegation has been made against them unless told to do so by the Designated Officer (Formerly known as LADO)
- We co-operate entirely with any investigation carried out by children’s social care in conjunction with the police.
- Where the management team and children’s social care agree it is appropriate in the circumstances, the member of staff or volunteer will be suspended for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff, as well as children and families, throughout the process.

*Disciplinary action*

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

### *Key commitment 3*

We are committed to promoting awareness of child abuse issues throughout our training and learning programmes for adults. We are also committed to empowering children through our early childhood curriculum, promoting their right to be strong, resilient and listened to.

### *Training*

- Training opportunities are sought for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse (including child sexual exploitation) and neglect and that they are aware of the local authority guidelines for making referrals.
- Designated persons receive appropriate training, as recommended by the Local Safeguarding Children Board, every two years and refresh their knowledge and skills at least annually.
- We ensure that all staff know the procedures for reporting and recording any concerns they may have about the provision.
- We ensure that all staff receive updates on safeguarding via emails, newsletters, online training and/or discussion at staff meetings at least once a year.

### *Planning*

- The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being within sight and/or hearing of other staff or volunteers.

### *Curriculum*

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

### *Confidentiality*

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

### *Support to families*

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

## **Legal framework**

### *Primary legislation*

- Children Act (1989 s47)
- Protection of Children Act (1999)
- The Children Act (2004 s11)
- Safeguarding Vulnerable Groups Act (2006)
- Childcare Act (2006)

### *Secondary legislation*

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equality Act (2010)
- Data Protection Act (2018)
- Childcare (Disqualification) Regulations (2018)
- Children and Families Act (2014)

- Care Act (2014)
- Serious Crime Act (2015)
- Counter-Terrorism and Security Act (2015)

### **Further guidance**

- Working Together to Safeguard Children (HMG, 2015)
- What to do if you're Worried a Child is Being Abused (HMG, 2015)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework for Children and Young People: A Guide for Practitioners (CWDC 2010)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2008)
- Hidden Harm – Responding to the Needs of Children of Problem Drug Users (ACMD, 2003)
- Information Sharing: Guidance for Practitioners providing Safeguarding Services (DfE 2015)
- Disclosure and Barring Service: [www.gov.uk/disclosure-barring-service-check](http://www.gov.uk/disclosure-barring-service-check)
- Revised Prevent Duty Guidance for England and Wales (HMG, 2015)
- Inspecting Safeguarding in Early Years, Education and Skills Settings, (Ofsted, 2016)

This policy was adopted at a meeting of nursery  
Held on 15<sup>th</sup> November 2017

Revised: December 2018

Date to Revise: December 2019

Signed on behalf of Hardingstone Day Nursery

\*A 'young person' is defined as 16 to 19 years old – in our setting they may be a student, worker, volunteer or parent.

## **Complaints policy**

### **Statement of intent**

Our nursery believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our nursery and will give prompt and serious attention to any concerns about the running or the practices of the nursery. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns.

### **Aim**

We aim to bring all concerns about the running of our nursery to a satisfactory conclusion for all of the parties involved.

### **Methods**

To achieve this, we operate the following complaints procedure.

### **Complaints regarding the allegation of abuse by a member of staff**

The procedures in place are outlined in our Safeguarding Children policy. Please refer to the safeguarding policy, as an allegation of abuse by a member of staff will not be dealt with in line with the complaints policy.

### **Stage 1**

Any parent who is uneasy about an aspect of the nursery's provision talks over first of all, his/her concerns with the Nursery Manager, who will devise and undertake an action plan where necessary. The nursery manager will inform the parent of any actions taken as a result.

### **Stage 2**

If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to Stage 2 of the procedure by putting the concerns or complaint in writing to the Nursery Manager. The Nursery Manager informs the Registered Provider.

The registered provider and manager will investigate where necessary and share the findings of the complaint by writing. The manager will then enforce any actions that have arisen as a result of the investigation, and record the complaint in the complaints book.

Most complaints should be able to be resolved informally at Stage 1 or at Stage 2.

### **Stage 3**

The parent requests a meeting with the nursery manager and the registered provider. The meeting involves a discussion which aims to reach an agreement between the two parties. The meeting may be suspended so that legal advice can be sought by either party. Once the meeting has concluded, an agreed written record of the discussion is made. All of the parties present at the meeting sign the record and receive a copy of it.

This signed record signifies that the procedure has concluded.

### **Stage 4**

If at the Stage 3 meeting the parent and nursery cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.

If the complaint involves a possible breach of our registration requirements it would be advisable to report any concerns to Ofsted at this stage, if you have not already done so. Ofsted would then inspect whether the nursery is meeting its legal requirements.

### **Stage 5**

A final meeting between the parent, the nursery manager and the owner is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.

A record of this meeting, including the decision on the action to be taken is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

### **The Role of Ofsted**

Parents may approach Ofsted directly at any stage of this complaints procedure where there seems to be a possible breach of our registration requirements. The nursery will contact Ofsted to report any breach of registration requirements in the case that the parent has not already done so.

The address and telephone number of our Ofsted regional centre are.

#### **The National Business Unit**

**Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD**

**0300 123 1231**

### **Records**

A record of written complaints against our nursery and/or the children and/or the adults working in our nursery is kept, including the date, the circumstances of the complaint and how the complaint was managed.

The record of complaints is available to parents on request, this record is anonymised.

This policy was adopted at a meeting of nursery

Held on 6th February 2006

Last Revised: December 2018

Date to Revise: On or before as necessary: December 2019

Signed on behalf of Hardingsstone Day Nursery

## **Confidentiality policy**

### **Statement of intent**

It is our intention to respect the privacy of children, staff, parents and carers, whilst ensuring that they access high quality nursery care and education.

### **Aim**

We aim to ensure that all users of the nursery can share their information in the confidence that it will only be used to enhance the welfare of their children. We aim to adhere by The Data Protection Act 2018.

### **Methods**

To ensure that all those using and working in the nursery can do so with confidence, we respect confidentiality in the following ways.

Parents have ready access to the files and records of their own children but do not have access to information about any other child.

Staff will only discuss personal information given by parents with other members of staff, on a need to know basis. Generally senior staff and managers should be informed of all information given by parents/carers. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.

Staff will not share personal information regarding children, parents, colleagues or any other individual on social networking sites.

Any concerns/ evidence relating to a child's safety are kept in a secure, confidential file and are shared with people on a "need-to-know" basis. Please refer to the Child Protection policy for more guidance on this.

Personal information about children, families and staff is kept securely in the office whilst remaining as accessible as possible in case of emergency. Details are kept on the office computer, which is password protected and kept in a secure place.

Issues to do with the employment of staff remain confidential to the people directly involved with making the personnel decisions. However information regarding qualifications, experience and training needs are shared with others.

Students on nursery recognised qualifications and training, when they are observing in the nursery are advised of our confidentiality policy and sign to confirm they will abide by it. All documents used for evidence in a student's portfolio will require parental permission and are anonymised.

All the undertakings above are subject to the paramount commitment of the nursery, which is to the safety and well-being of the child.

This policy was adopted at a meeting of Hardingstone Day Nursery  
Held on 6<sup>th</sup> February 2006

Last Revised: December 2018

Date to Revise: On or before as necessary: December 2019

Signed on behalf of Hardington Day Nursery.

## **Equality & Diversity Policy**

### **Statement of intent**

Our nursery is committed to providing equality of opportunity and anti-discriminatory practice for all children and families.

### **Aim**

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; provide positive non-stereotyping information about different ethnic groups, gender, disabilities; improve our knowledge and understanding of issues of equality and diversity; and make inclusion a thread which runs through all of the activities of the nursery.

The legal framework for this policy is.

Race Relations Act 1976;

Race Relations Amendment Act 2000;

Sex Discrimination Act 1986/Children Act 1989; and

Special Educational Needs and Disability Act 2001.

Early Years Foundation Stage (2017)

### **Methods**

#### *Admissions*

Our nursery is open to all members of the community.

We reflect the diversity of members of our society in our publicity and promotional materials. We provide information in clear, concise language, whether in spoken or written form. We base our admissions policy on a fair system.

We do not discriminate against a child with additional needs or refuse a child entry to our nursery because of any additional needs unless, and with liaison with our inclusion support team, we cannot meet the additional needs of that child. The nursery endeavors to make every reasonable adjustment possible to avoid refusal of a place.

We ensure that all parents are made aware of our equal opportunities policy.

We develop an action plan to ensure that people with additional needs can participate successfully in the services offered by the nursery and in the curriculum offered. We work closely with our inclusion support teams to ensure we can adopt practices, borrow equipment and access training.

#### *Employment*

Posts are advertised and all applicants are judged against explicit and fair criteria. The applicant who best meets the criteria is offered the post, subject to references and an enhanced disclosure from Disclosure and 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 is fair and accessible.

### *Training*

We seek out training opportunities for staff and volunteers to enable them to develop practices which enable all children to flourish.

We review our practices to ensure that we are fully implementing our policy for equality and diversity.

### *Curriculum*

The curriculum offered in the nursery encourages children to develop positive attitudes to both themselves and people who are different from themselves, identifying and respecting that all individuals are unique.

We do this by:

making children feel valued and good about themselves;

ensuring that children have equality of access to learning, regardless of ethnicity, gender and additional needs;

reflecting the widest possible range of communities in the choice of resources; avoiding stereotypes or derogatory images in the selection of materials; celebrating a wide range of festivals;

creating an environment of mutual respect;

helping children to understand that discriminatory behavior and remarks are unacceptable.

Ensuring that children label others by their name only, avoiding any labelling based on physical appearance.

ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities

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

### *Valuing Diversity in Families*

We welcome the diversity of family life and work with all families.

We encourage children to contribute stories of their everyday life into the nursery.

We encourage parents/carers to take part in the life of the nursery and to contribute fully.

For families who have a first language other than English, we value the contribution their culture and language offer.

We offer a flexible payment system for families of differing means on request.

### *Food*

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

We help children to learn about a range of food, cultural approaches to mealtimes and eating and to respect the differences among them.

This policy was adopted at a meeting of Hardingstone Day Nursery  
Held on 6th February 2006

Last Revised: December 2018

Date to Revise: On or before as necessary: December 2019

Signed on behalf of Hardingstone Day Nursery.

## **Equipment & resources Policy**

### **Statement of intent**

We believe that high quality care and education is promoted by providing children with safe, clean, attractive, age and stage appropriate resources, toys and equipment.

### **Aim**

We aim to provide children with resources and equipment which help to consolidate and extend their knowledge, skills, interests and aptitudes.

### **Methods**

In order to achieve this aim:

We provide play equipment and resources which are safe and where applicable, conform to the BSEN safety standards or Toys (Safety) Regulation (1995);

We provide a sufficient quantity of equipment and resources for the number of children;

We provide resources which promote all areas of children's learning and development, which may be child or adult-led;

We select books, equipment and resources which promote positive images of people of all races, cultures and abilities, are non-discriminatory and avoid racial and gender stereotyping;

We provide play equipment and resources which promote continuity and progression, provide sufficient challenge and meet the needs and interests of all children;

We provide natural and recycled materials which are clean, in good condition and safe for the children to use;

We provide furniture which is suitable for children and furniture which is suitable for adults;

We store and display resources and equipment where children can independently choose and select them;

We check all resources and equipment regularly as they are set out at the beginning of each session and put away at the end of each session. We repair and clean or replace any unsafe, worn out, dirty or damaged equipment;

Risk assessments include action for minimising risks where necessary for example, staff supervision when using scissors or using treasure baskets.

We have a store of resources and equipment so that toys can be changed when required to suit the differing needs and interests of the children in the group.

We expect staff to look after equipment and resources and treat them with care and respect to ensure that items are not ruined unnecessarily, for example, leaving wooden toys outside.

We expect children to learn to treat equipment and resources with care. In the event that resources are damaged intentionally, we reserve the right to charge the parent for any damage caused.

We use the local library and toy library to introduce new books and a variety of resources.

We plan the provision of activities and appropriate resources so that a balance of familiar equipment and resources and new exciting challenges is offered.

This policy was adopted at a meeting of Hardingstone Day Nursery  
Held on 6th February 2006

Last Revised: December 2018

Date to Revise: On or before as necessary: December 2019

Signed on behalf of Hardingstone Day Nursery.

## **Food & Safety Policy**

### **Statement of intent**

The nursery regards snack and meal times as an important part of the nursery's session/day. Eating represents a social time for children and adults this helps children to learn about healthy eating. Eating times provide a great opportunity to deliver and provide for many aspects of the EYFS.

### **Aim**

At snack and meal times, we provide nutritious food, which meets the children's individual dietary needs. We meet the full requirements of Ofsted's statutory requirements on Food and Drink. Snack and meal times are planned so that children can learn through practical and interactive experiences.

### **Methods**

Before a child starts to attend the nursery, we find out from parents their children's dietary needs, including any allergies.

Any dietary needs or allergies are recorded on their child detail forms and parents sign the record to signify that it is correct. These are communicated to the child's room, who record on their allergy board, and to the nursery cook who also records it on the kitchen dietary requirements board.

We ask parents to update their child detail form annually or sooner if required. Child detail forms will be stored in accordance with General Data Protection Regulations.

We implement systems to ensure that children receive only food and drink which is consistent with their dietary needs and their parents' wishes.

We plan menus in advance involving children, staff and parents. We display the menus of meals/snacks within the nursery and place a copy on the parent area of the website.

We provide nutritious food at all meals and snacks, avoiding large quantities of fat, sugar and salt and artificial additives, preservatives and colourings. We ensure that the daily menu is nutritionally balanced.

We try to include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.

Through discussion with parents, we obtain information about the dietary rules of the religious groups, to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks. Where we feel that we cannot meet the requirements, we may ask that parents provide the ingredients or meals.

We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.

We organise meal and snack times so that they are social occasions in which children and

staff participate.

We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.

We plan for the children's learning and development through snack and meal times, for example counting, or weighing foods, making their own sandwiches and talking about what they are eating.

We provide children with utensils which are appropriate for their ages and stages of development and which take account of the eating practices in their cultures.

We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the session/day. Staff offer children water throughout the day, and more regularly in hot weather.

In accordance with parents' wishes, we offer children arriving early in the morning and/or staying late an appropriate meal or snack.

We inform parents who provide food for their children about the storage facilities available in the nursery.

We have rules about children sharing and swapping their food with one another in order to protect children with food allergies.

Staff do not give children foods that are not on the menu, without parental and managerial consent. An example where children may be offered foods not on the menu would include food tasting activities where staff should find out the nutritional value of the foods that they wish to provide to the children

For children who drink milk, we provide whole and pasteurised milk for children under 2 and semi-skimmed for children over 2.

We also supply first stage formula milk powders for babies under 12 months. We ask that parents provide bottles daily and these are labeled with their child's name.

For each child under two, we provide parents with daily written information about feeding routines, intake and preferences.

This policy was adopted at a meeting of Hardingstone Day Nursery Held on 6th February 2006

Last Revised: December 2018

Date to Revise: On or before as necessary: December 2019

Signed on behalf of Hardingstone Day Nursery

## **Health & safety Policy**

### **Statement of intent**

This nursery believes that the health and safety of children is of paramount importance we make our nursery a safe and healthy place for children, parents, staff and volunteers.

### **Aim**

We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.

### **Methods**

The members of staff responsible for health and safety are **Dale Ward and Michelle Shelswell**. They are competent to carry out these responsibilities. They have undertaken health and safety training and regularly update their knowledge and understanding. We display the necessary health and safety poster in the staff room.

### **Risk assessment**

Our risk assessment process includes:

Checking for hazards and risks indoors and outside and in our activities and procedures.

Our assessment covers adults and children; deciding which areas need attention; and developing an action plan which specifies the action required, the time scales for action, the person responsible for the action and any funding required. We maintain lists of health and safety issues which are checked:

- Daily before the session begins;
- Weekly; and
- Termly -when a full risk assessment is carried out.

### **Insurance Cover**

We have public liability insurance and employers' liability insurance. The certificate is displayed in the reception notice board.

### **Awareness raising**

Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.

Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.

Health and safety issues are explained to the parents of new children so that they understand the part they play in the daily life of the nursery.

As necessary health and safety training is included in the annual training plans of staff and health and safety is discussed regularly at staff meetings.

We have a no smoking policy within the nursery.

Children are made aware of health and safety issues through discussions, planned activities and routines.

### **Staffing**

Only persons who have been checked for criminal records by an enhanced disclosure from the Disclosure and Barring Service and are vetted by the nursery have unsupervised access to children.

All children are supervised by staff at all times.

Whenever children are on the premises at least two adults are present.

### **Security**

Systems are in place for the safe arrival and departure of children. The times of the children's arrivals and departures are recorded.

The arrival and departure times of adults, staff, volunteers and visitors are recorded via paper documents and fingerprint recognition systems. Our systems prevent unauthorised access to our premises.

Our systems prevent children from leaving our premises unnoticed.

The personal possessions of staff and volunteers are securely stored during nursery sessions.

CCTV is in place in all areas of the nursery apart from toilet and nappy changing areas and staff room and office. To increase and monitor safety.

### **Windows**

Low level windows are made from materials which prevent accidental breakage or are made safe.

Windows are protected from accidental breakage or vandalism from people outside the building. All windows are secured with jack locks with a maximum opening distance of 15cm. so that children cannot climb through them and persons cannot enter through them. The keys to the Jack Locks are kept near the window, and staff are trained to open them in case of emergency.

### **Doors**

All doors in our nursery are fitted with fingerguards to prevent children's fingers from being trapped in doors. All doors used by parents and staff have a glass window so that the door can be opened safely.

### **Floors**

All surfaces are checked daily to ensure they are clean and not uneven or damaged.

### **Kitchen**

Children do not have access to the kitchen when meals are being cooked. All surfaces are clean and non-porous.

There are separate facilities for hand-washing and for washing up.

Cleaning materials and other dangerous materials are stored out of children's reach, in a locked store cupboard.

When children take part in cooking activities, they;

- are supervised at all times;
- are kept away from hot surfaces and hot water;
- do not have unsupervised access to electrical equipment.

### **Electrical/gas equipment**

All electrical/gas equipment conforms to safety requirements and is checked regularly.

Our boiler/electrical switch gear/meter cupboard is not accessible to the children.

Heaters, electric sockets, wires and leads are properly guarded and the children are taught not to touch them.

There are sufficient sockets to prevent overloading.

The temperature of hot water is controlled to prevent scalds. The children's sinks have pre-mixed hot and cold water.

Lighting and ventilation is adequate in all areas including storage areas.

### **Storage**

All resources and materials which children select are stored safely.

All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

### **Outdoor area**

Our outdoor area is securely fenced.

Our outdoor area is checked for safety at the start of every day, and the results recorded and shared with a manager.

The outdoor plants are selected so that they do not pose a serious risk to children's health.

Where water can form a pool on equipment, it is emptied before children play outside.

There is a separate risk assessment for the garden detailing how the area can be used whilst reducing the risk of injury.

### **Hygiene**

We regularly seek information from the Environmental Health Department and the Health Authority to ensure that we keep up-to-date with the latest recommendations.

Our daily routines encourage the children to learn about personal hygiene.

We have a daily cleaning routine for the nursery which includes play room(s), kitchen, rest area, toilets and nappy changing areas.

We have a schedule for cleaning resources and equipment, dressing up clothes and furnishings.

The toilet area has a high standard of hygiene including hand washing, drying facilities and the disposal of nappies.

We implement good hygiene practices in all rooms and display the procedures in all rooms and areas on the risk assessment.

### **Activities**

Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children with which they are to be used.

The layout of play equipment allows adults and children to move safely and freely between activities.

All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.

All materials including paint and glue are non-toxic.

Sand is clean and suitable for children's play.

Physical play is constantly supervised.

Children are taught to handle and store tools safely.

Children who are sleeping are checked regularly.

Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.

### **Food and drink**

Staff who prepare and handle food receive appropriate training and understand and comply with food safety and hygiene regulations. All food and drink is stored appropriately.

Hot drinks are not allowed in the nursery.

Snack and meal times are appropriately supervised and children do not walk about with food and drinks.

We operate systems to ensure that children do not have access to food/drinks to which they are allergic to. Please refer to food and safety policy.

## **Outings and visits**

We have agreed procedures for the safe conduct of outings and our safety on outings policy.

Procedures to be followed on outings are contained within a risk assessment. This is carried out before an outing takes place. Parents always sign consent forms before any outing. Consent forms will be stored in accordance with General Data Protection Regulations.

Our adult to child ratio reflects the findings of the risk assessment, and is usually higher than the minimum ratio required in the EYFS.

For those children remaining at nursery, the adult to child ratio conforms to the requirements of the EYFS.

## **Animals**

Animals visiting the nursery are free from disease, safe to be with children and do not pose a health risk. We collect information concerning allergies for each child and ensure that consideration is given to any allergies.

Our nursery pets are free from disease, safe to be with children and do not pose a health risk. Hygiene procedures are followed following contact with animals.

## **Fire safety**

All our internal doors are 2 hour fire retardant, never obstructed and easily opened from inside.

All rooms are fitted with interlinked Smoke detectors/alarms. Fire fighting appliances conform to BSEN standards, and are located in the Adult toilets in the reception and first floor area. Signs are in place to advise users of where they are.

They are checked as specified by the manufacturer.

Our emergency evacuation procedures are approved by the Fire Safety Officer and are -

- clearly displayed in the premises;
- explained to new members of staff, volunteers and parents; and
- practised regularly at least once every month.

Records are kept of fire drills and the servicing of fire safety equipment.

## **First aid and medication**

At least 85% of staff hold a current first aid training certificate (relevant to infants and young children), and are deployed on each floor of the nursery or on an outing at any one time. The first aid qualification includes first aid training for infants and young children. Notices are displayed in each room indicating who the first aiders are.

Our first aid kit:

- complies with the Health and Safety (First Aid) Regulations 1981;
- is regularly checked by a designated member of staff and re-stocked as necessary;

- is easily accessible to adults; and
- is kept out of the reach of children.

At the time of admission to the nursery parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.

Please refer to the administration of medication policy for details regarding the storage and administration of prescription and non-prescription medication.

#### **Our Accident Book:**

- is kept safely and accessibly and in line with General Data Protection Regulations.;
- all staff and volunteers know where it is kept and how to complete it; and
- is reviewed at least half termly to identify any potential or actual hazards.

Ofsted and the local Children and Young People Services are notified of any serious accidents or injuries to, or death to, any child whilst in our care.

We meet our legal requirements for the safety of our employees by complying with RIDDOR (the Reporting of Injury, Disease and Dangerous Occurrences Regulations). We report to the local office of the Health and Safety Executive:

- any accident to a user of the nursery requiring treatment by a General Practitioner or hospital;
- any dangerous occurrences (i.e. an event which does not cause an accident but could have done).

#### **Sickness**

Our policy for the exclusion of ill or infectious children is discussed with parents. This includes procedures for contacting parents or other authorised adults if a child becomes ill at nursery. The nursery provides a written information sheet on a number of common childhood illnesses, which include details of our exclusion periods.

#### **Safety of adults**

Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.

When adults need to reach up to store equipment they are provided with safe equipment to do so.

All warning signs are clear and in appropriate languages.

The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues which need to be addressed.

#### **Records**

In accordance with the EYFS, we keep records of:

adults authorised to collect children from nursery;

the names, addresses and telephone numbers of emergency contacts in case of children's illness or accident;

the allergies, dietary requirements and illnesses of individual children;

the times of attendance of children, staff, volunteers and visitors;

accidents; and incidents.

All personal data is collected and stored in accordance with General Data Protection Regulations.

In addition, the following policies and documentation in relation to health and safety are in place.

Risk assessment.

Record of visitors.

Fire safety procedures.

Procedures for outings.

Administration of medicine.

Prior parental consent for emergency treatment.

Accident record.

Sick children.

No smoking.

Food safety.

Injuries sustained at home record.

This policy was adopted at a meeting of Hardingstone Day Nursery  
Held on 6th February 2006

Last Revised: December 2018

Date to Revise: On or before as necessary: December 2019

Signed on behalf of Hardingstone Day Nursery

## **Intimate Care Policy**

### **Aim**

Intimate care routines are essential throughout the day to ensure children's basic needs are met. This may include nappy changing, supporting children with toileting, changing clothes where required, first aid treatment and specialist medical support.

In order to maintain the child's privacy, the majority of these actions will take place on a one-to-one basis and wherever possible will be supported by the child's keyworker, with the exception of the first aid treatment that will be conducted by a qualified first aider.

We wish to ensure the safety and welfare of the children involved in intimate care routines and safeguard against any potential harm as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently.

### **Methods**

Through the following actions we will endeavour to support all parties:

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

Ensure all staff undertaking intimate care routines have suitable enhanced DBS checks and are fully vetted by the nursery.

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

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

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

Working closely with parents on all aspects of the child's care and education as laid out in the parent and carers as partners policy. This is essential for intimate care routines which require specialist training or support. If a child requires specific support the nursery will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs

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

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

The management team regularly conducts working practice observations on all aspects of nursery operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes intimate care routines

Staff will be trained in behaviour management techniques as applicable

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

routines and has placed appropriate safeguards in place to ensure the safety of all involved.

If any parent or member of staff has concerns or questions about intimate care procedures or individual routines please see the manager at the earliest opportunity.

This policy was adopted at a meeting of Hardingstone Day Nursery  
Held on 20<sup>th</sup> January 2016

Last Revised: December 2018

Date to Revise: On or before as necessary: December 2019

Signed on behalf of Hardingstone Day Nursery

## **Lost Child Policy**

### **Statement of intent**

The nursery puts into practice policies and procedures to ensure that a child does not become lost these include: Carrying out a risk assessment each morning and regularly throughout the day to ensure that any exits are secured. Checking the number of children present against registers and speaking to staff about the importance of safety.

### **Aim**

In the unlikely event that a child becomes lost we will follow the procedures to ensure that the child is found quickly. We inform staff and volunteers of our safety policies to minimise the risk of a child becoming lost and also inform them of the procedures in the event of a child becoming lost.

### **Procedures**

As soon as a child is feared to be lost staff must inform management staff. A manager will designate a member of staff to check the front driveway and road outside of the nursery and keep stationed there until further notice. After 5 minutes, if the child has not been found management will contact the police and the child's parents.

All nursery staff will be informed of the child who has become lost and a member of staff in each room will conduct a search of their room. Children within the nursery will be kept contained and supervised whilst the search is being carried out. Management and any other available members of staff will conduct a search of the garden, driveway and surrounding areas.

A member of staff will be designated to check the CCTV system to track the child from where they were last seen to identify where the child has exited.

Police will be given a full description of the child including name, age, appearance and clothing and CCTV findings when they arrive.

Parents of the child will be asked to join in the search. Once the child is found, parents will be invited to discuss what has happened with management.

An investigation will take place to find out exactly how the child became lost.

Findings of this inspection will be discussed with the parents of the child. A full written report including details of how the child became lost, procedures followed and steps which must be taken to ensure that the incident is not repeated and a copy of our complaints procedure will be given and discussed within 2 days.

A copy of the full written report of the incident is recorded and a copy is sent to OfSTED who may conduct their own inspection of the incident.

This policy was adopted at a meeting of Hardingstone Day Nursery  
Held on 6th February 2006

Last Revised: December 2018

Date to Revise: On or before as necessary: December 2019

Signed on behalf of Hardingstone Day Nursery

## **Non collection of children Policy**

### **Statement of intent**

In the event that a child is not collected by an authorised adult at the end of a nursery session/day, the nursery puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child.

### **Aim**

In the event that a child is not collected by an authorised adult, we will ensure that the child receives a high standard of care in order to cause as little distress as possible. We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

### **Procedures**

Parents of children starting at the nursery are asked to provide specific information which is recorded on our Child Detail form, including:  
home address, telephone number and a unique password which can identify a person unknown to the nursery in case of an emergency collection.

Place of work, address, e-mail address and work telephone number of all persons with legal responsibility of their child.

Names, addresses, telephone numbers and registration of fingerprint recognition system of adults who are authorised by the parents to collect their child from nursery, either regularly or as an emergency contact for example, a childminder or grandparent.

Information about any person who has legal access to the child.

All personal information will be collected and stored in accordance with General Data Protection Regulations.

On occasions when parents are aware that they will not be at home or in their usual place of work, we ask for an alternative number or contact.

On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they inform us of the name, address and telephone number of the person who will be collecting their child by e-mail. We agree with parents how the identification of the person who is to collect their child will be verified, usually by photo ID.

Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up procedures. We provide parents with our contact telephone number. We also inform parents that in the event that their children are not collected from nursery by an authorised adult and the staff can no longer supervise the child in our premises we apply our child protection procedures as set out in our child protection policy.

If a child is not collected at the end of the session/day we follow the following procedures:

- the e-mails are checked for any information about changes to the normal collection routines;
- if no information is available, parents/carers are contacted at home or at work;
- if this is unsuccessful, the adults who are authorised by the parents to collect their child from nursery and whose telephone numbers are recorded on the Registration Form are contacted.
- all reasonable attempts are made to contact the parents/carers.
- the child stays at nursery in the care of two fully-vetted workers until the child is safely collected. The care of the child is paramount, and the child will receive appropriate care whilst waiting to be collected.
- the child does not leave the premises with anyone other than those named on the Registration Form and in the Collection Book;
- if no-one collects the child and the premises are closing, or staff are no longer available to care for the child, we apply the procedures set out in our Child Protection Policy. We contact our local children and young people service (formally social services) (0300 126 1006) and inform Ofsted (0300 123 1231) and the nursery owner (01604 761871)

A full written report of the incident is recorded; and depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.

This policy was adopted at a meeting of Hardingsstone Day Nursery  
Held on 6th February 2006

Last Revised: December 2018

Date to Revise: On or before as necessary: December 2019

Signed on behalf of Hardingsstone Day Nursery

## **Online safety (inc. mobile phones and cameras)**

### **Policy statement**

We take steps to ensure that there are effective procedures in place to protect children, young people and vulnerable adults from the unacceptable use of Information Communication Technology (ICT) equipment or exposure to inappropriate materials in the setting.

### **Procedures**

- Our designated persons responsible for co-ordinating action taken to protect children are: Michelle Shelswell and Dale Ward.

#### *Information Communication Technology (ICT) equipment*

- Only ICT equipment belonging to the setting is used by staff and children.
- The designated person is responsible for ensuring all ICT equipment is safe and fit for purpose.
- All computers have virus protection installed.
- The designated person ensures that safety settings are set to ensure that inappropriate material cannot be accessed.

#### *Internet access*

- Children do not normally have access to the internet and never have unsupervised access.
- If staff access the internet with children for the purposes of promoting their learning, websites must be researched first to ensure the content is appropriate and meets the learning intentions.
- The designated person has overall responsibility for ensuring that children and young people are safeguarded and risk assessments in relation to online safety are completed.
- Children are taught the following stay safe principles in an age appropriate way prior to using the internet;
  - only go on line with a grown up
  - be kind on line
  - keep information about me safely
  - only press buttons on the internet to things I understand
  - tell a grown up if something makes me unhappy on the internet
- Designated persons will also seek to build children's resilience in relation to issues they may face in the online world, and will address issues such as staying safe, having appropriate

friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age appropriate ways.

- All computers for use by children are located in an area clearly visible to staff.
- Children are not allowed to access social networking sites.
- Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at [www.iwf.org.uk](http://www.iwf.org.uk).
- Suspicions that an adult is attempting to make inappropriate contact with a child on-line is reported to the National Crime Agency's Child Exploitation and Online Protection Centre at [www.ceop.police.uk](http://www.ceop.police.uk).
- The designated person ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.
- If staff become aware that a child is the victim of cyber-bullying, they discuss this with their parents and refer them to sources of help, such as the NSPCC on 0808 800 5000 or [www.nspcc.org.uk](http://www.nspcc.org.uk), or Childline on 0800 1111 or [www.childline.org.uk](http://www.childline.org.uk).

#### *Email*

- Children are not permitted to use email in the setting. Parents and staff are not normally permitted to use setting equipment to access personal emails.
- Staff do not access personal or work email whilst supervising children.
- Staff send personal information by encrypted email and share information securely at all times.

#### *Mobile phones – children*

- Children do not bring mobile phones or other ICT devices with them to the setting. If a child is found to have a mobile phone or ICT device with them, this is removed and stored in the office until the parent collects them at the end of the session.

#### *Mobile phones – staff and visitors*

- Personal mobile phones are not used by staff on the premises during working hours. They will be stored in the staff room.
- In an emergency, personal mobile phones may be used in an area where there are no children present, with permission from the manager.
- Staff and volunteers ensure that the setting telephone number is known to family and other people who may need to contact them in an emergency.
- Parents and visitors are requested not to use their mobile phones whilst on the premises. Visitors will be advised of a quiet space where they can use their mobile phone, where no children are present.

- These rules also apply to the use of work-issued mobiles, and when visiting or supporting staff in other settings.

#### *Cameras and videos*

- Staff and volunteers must not bring their personal cameras or video recording equipment into the setting.
- Photographs and recordings of children are only taken for valid reasons i.e. to record their learning and development, or for displays within the setting, with written permission received by parents (see the Registration form). Such use is monitored by the manager.
- Where parents request permission to photograph or record their own children at special events, general permission is gained from all parents for their children to be included. Parents are advised that they do not have a right to photograph anyone else's child or to upload photos of anyone else's children.
- If photographs of children are used for publicity purposes, parental consent must be given and safeguarding risks minimised, for example, ensuring children cannot be identified by name or other personal details.

#### *Social media*

- Staff are advised to manage their personal security settings to ensure that their information is only available to people they choose to share information with.
- Staff should not accept service users, children and parents as friends due to it being a breach of expected professional conduct.
- Staff should not name the organisation in any social media post or profiles.
- Staff observe confidentiality and refrain from discussing any issues relating to work
- Staff should not share information they would not want children, parents or colleagues to view.
- Staff should report any concerns or breaches to the designated person in their setting.
- Staff avoid personal communication, including on social networking sites, with the children and parents with whom they act in a professional capacity. If a practitioner and family are friendly prior to the child coming into the setting, this information is shared with the manager prior to a child attending and a risk assessment and agreement in relation to boundaries is agreed.

#### *Electronic learning journals for recording children's progress*

- Managers seek permission from the senior management team prior to using any online learning journal. A risk assessment is completed with details on how the learning journal is managed to ensure children are safeguarded.
- Staff adhere to the guidance provided with the system at all times.

### *Use and/or distribution of inappropriate images*

- Staff are aware that it is an offence to distribute indecent images. In the event of a concern that a colleague or other person is behaving inappropriately, the Safeguarding Children and Child Protection policy, in relation to allegations against staff and/or responding to suspicions of abuse, is followed
- Staff are aware that grooming children and young people on line is an offence in its own right and concerns about a colleague's or others' behaviour are reported (as above).

### **Further guidance**

- NSPCC and CEOP *Keeping Children Safe Online* training: [www.nspcc.org.uk/what-you-can-do/get-expert-training/keeping-children-safe-online-course/](http://www.nspcc.org.uk/what-you-can-do/get-expert-training/keeping-children-safe-online-course/)

This policy was adopted at a meeting of Hardingstone Day Nursery  
Held on 15<sup>th</sup> November 2017

Revised on: December 2018

Date to Revise: On or before as necessary: December 2019

Signed on behalf of the Hardingstone Day Nursery

## **Parental Involvement Policy**

### **Statement of intent**

We believe that children benefit most from nursery education and care when parents and nursery work together in partnership.

### **Our aim**

To support parents as their children's first and most important educators.

To involve parents in the life of the nursery and their children's education.

To build relationships of genuine respect and trust between parents and staff.

### **Method**

In order to fulfill these aims: we are committed to ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families;

Through access to written information and through regular informal communication, we inform all parents about how the nursery is run and its policies.

We check to ensure parents understand the information which is given to them.

We encourage and support parents to play an active part in the nursery's policies. We reflect on comments when revising policies.

We assign a child and family a keyworker who will act as the families first point of contact. The keyworker will be responsible for the child's care and education whilst in their care, including transferring the family to a new keyworker in the case of change or transition.

We inform all parents on a regular basis about their children's progress.

We involve parents in the shared record keeping about their children either formally or informally and ensure parents have access to their children's written and secure online records.

We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the group.

We consult with parents about the times of meetings to avoid excluding anyone.

We provide information about opportunities for being involved in the nursery in ways which are accessible to parents with basic skills needs, or those for whom English is an additional language.

We hold meetings in venues which are accessible and appropriate for all.

We welcome the contributions of parents, in whatever form these may take.

We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood.

All parents have access to our written complaints procedure; and

We provide opportunities for parents to learn about the nursery curriculum and about young children's learning, in the nursery and at home.

This policy was adopted at a meeting of Hardingstone Day Nursery  
Held on 6th February 2006

Last Revised: December 2018

Date to Revise: On or before as necessary: December 2019

Signed on behalf of the Hardingstone Day Nursery

## **Physical Contact and Physical Handling Policy**

This policy should be read in conjunction with our Child Protection and Behaviour Management Policies.

### **Physical Contact Policy**

Staff at Hardingstone Day Nursery can form close bonds through the nature of their work with children. Children need contact with familiar, consistent carers to ensure they can grow confidently, feeling self-assured.

At times children need to be cuddled, encouraged, held and offered physical reassurance. Intimate care routines throughout the day are essential to children's basic needs. This area can provide challenges to settings as in recent years discussion around physical contact and the implications of child protection have arisen. Some early years practitioners now believe that they must limit physical contact even with very young children.

At Hardingstone Day Nursery we believe friendly physical contact is central to warm, personal relationships and to the good quality care of young children. Good quality practice in early years encompasses a full understanding of child protection. However, early years practitioners are also responsible for promoting the development of young children, based on secure attachment and emotional security. The behaviour of all practitioners needs to support children as they grow as individuals and learn to value themselves.

### **Acceptable Comforting**

If a child requires comforting (following an accident, or on parents departure from nursery) and if, in the short term cuddles will help, these will be given.

Occasionally, when separating a child from a parent /carer it is necessary to physically remove/ transfer the child to a member of staff, with parent's consent.

Sitting a child on an adult's knee is often a way of giving comfort or calming a child, this will be done on the child's request or with their consent.

Occasionally there is no alternative to picking a child up, but for Health & Safety reasons this is a 'last resort'. Other activities, often instigated by the children themselves, we will explain is not appropriate. This includes any form of kissing on cheek, forehead or lips when a parent is not present.

### **Physical Contact in Play**

Piggy backs, tickling, catching a child as part of an agreed game, or holding a child around upper body, e.g. assisting them on bikes, stilts, helping them to jump, bounce, hop etc. are acceptable physical contacts that staff may from time to time engage in during play.

Although such games and activities may be initiated by the child, there will be occasions when it may be adult-led. It is vital any contact must be on the child's terms and with their willing participation. The adult will always be sensitive to the child's feelings and body language as they may not always communicate verbally. At Hardingstone Day Nursery all staff are trained and give due consideration to the EYFS, Safeguarding, First Aid and Physical Handling when assisting children in their play.

## **Physical Handling in Relation to Behaviour Management**

In line with our Behaviour Policy all staff within Hardingstone Day Nursery aims to help children take responsibility for their own behaviour. This can be done through a combination of approaches which include:

- positive role modelling
- planning a range of interesting and challenging activities
- setting and enforcing appropriate boundaries and expectations
- providing positive feedback

However, there are very occasional times when a child's behaviour presents particular challenges that may require physical handling. This guidance sets out expectations for the use of physical handling.

### **Definitions**

#### Physical handling

The positive use of touch is a normal part of human interaction. Touch might be appropriate in a range of situations:

- giving guidance to children (such as how to hold a paintbrush or when climbing)
- providing emotional support (such as placing an arm around a distressed child)
- physical care (such as first aid or toileting)

Staff must exercise appropriate care when using touch (please also refer to our safeguarding policy and intimate care policy). There are some children for whom touch would be inappropriate such as those with a history of physical or sexual abuse, or those from certain religious groups. The setting's policy is not intended to imply that staff should no longer touch children.

#### Restrictive Physical Intervention

This is when a staff member uses physical force intentionally to restrict a child's movement against his or her will. This will be through the adults body rather than mechanical or environmental methods. This guidance refers to the use of restrictive bodily physical intervention and is based on national guidance. Principles for the use of physical intervention are:

##### *-Positive behaviour management*

Hardingstone Day Nursery will use positive behaviour management in line with our Behaviour Management Policy and only use restrictive physical intervention in extreme circumstances. It will not be the preferred way of managing children's behaviour. Our aim is to do all we can in order to avoid using restrictive physical intervention. However, there are clearly rare situations of such extreme danger that create an immediate need for the use of restrictive physical intervention. Restrictive physical intervention in these circumstances can be used with other strategies such as saying 'stop'.

##### *-Duty of care*

All staff have a duty of care towards the children in the setting. When children are in danger of hurting themselves, others or of causing significant damage to property, which may in turn, cause a hazard to themselves or others, staff have a responsibility to

intervene. In most cases this involves an attempt to divert the child to another activity, or a simple instruction to 'Stop!'. However, if it is judged necessary, staff may use restrictive physical intervention.

*-Reasonable minimal force*

When physical intervention is used, it is used within the principle of reasonable minimal force. Staff should use as little restrictive force as necessary in order to maintain safety. Staff should use this for as short a period as possible.

*-Who can use restrictive physical intervention?*

It is recommended that a member of staff who knows the child well is involved in a restrictive physical intervention. This person is most likely to be able to use other methods to support the child and keep them safe without using physical intervention. Preferably this will be the child's keyworker, otherwise it will always be one of the permanent staff. Temporary staff, volunteers or students will not be allowed to use physical intervention **except:** In an emergency, anyone can use restrictive physical intervention as long as it is consistent with the setting's policy.

*-When can restrictive physical intervention be used?*

Restrictive physical intervention can be justified when

-someone is injuring themselves or others

-someone is seriously damaging property, which may in turn cause a risk to others or themselves.

-there is a suspicion that although injury or damage has not yet happened, it is at immediate risk of occurring.

Staff might have to use restrictive physical intervention if a child is trying to leave the site and it is judged that the child would be at risk. This duty of care extends beyond the site boundaries when staff have control or charge of children off site, for example on trips. There may be times when restrictive physical intervention is justified but the situation may be made worse if restrictive physical intervention is used. If staff judge that restrictive physical intervention would make the situation worse, staff would not use it, but would do something else, such as give an instruction to 'stop', seek help, or make the area safe, consistent with their duty of care.

The aim in using restrictive physical intervention is to restore safety, both for the child and those around him or her. Restrictive physical intervention must never be used out of anger, as a punishment or as an alternative to measures which are less intrusive and which staff judge would be effective.

*-What types of restrictive physical intervention can be used?*

Any use of physical intervention in a setting should be consistent with the principle of reasonable minimal force. Where it is judged that restrictive physical intervention is necessary, staff should follow the procedures below.

## **Procedure**

Staff will:

- Use all reasonable efforts to avoid the use of physical intervention to manage children's behaviour. This includes issuing verbal instructions and a warning of an intention to intervene physically.
- Try to summon additional support before intervening. Such support may simply be present as an observer, or may be ready to give additional physical support as necessary.
- Aim for side-by-side contact with the child. Avoid positioning themselves in front (to reduce the risk of being kicked) or behind (to reduce the risk of allegations of sexual misconduct).
- Aim for no gap between the adults and child's body, where they are side by side. This minimises the risk of impact and damage.
- Aim to keep the adults back as straight as possible.
- Beware in particular of head positioning, to avoid head butts from the child.
- Hold children by 'long' bones, i.e. avoid grasping at joints where pain and damage are most likely.
- Ensure that there is no restriction to the child's ability to breathe. In particular, this means avoiding holding a child around the chest cavity or stomach.
- Avoid lifting children.
- Keep talking to the child (for example, "when you stop kicking me, I will release hold"), unless it is judged that continuing communications is likely to make the situation worse.
- Don't expect the child to apologise or show remorse, as many young children do not understand the difference, between accidental and deliberate hurt.
- Use as little restrictive force as is necessary in order to maintain safety and for as short a period of time as possible.
- In very extreme circumstances two members of staff may be necessary to ensure safety.

## **Training**

Hardingstone Day Nursery has behaviour management co-ordinators and will identify and arrange access to appropriate staff training e.g. Positive behaviour management, The Solihull approach.

## **Planning and Risk Assessment**

After an emergency the situation is reviewed and plans for an appropriate future response are made. This will be based on a risk assessment which considers:

- the risks presented by the child's behaviour
- the potential targets of such risks
- preventative and responsive strategies to manage these risks.

It may be deemed necessary as a result of the risk assessment to write an individual behaviour plan that is developed to support a child. If a behaviour plan includes restrictive physical intervention it will just be one part of a whole approach to supporting a child's behaviour. The behaviour plan should outline:

- an understanding of what the child is trying to achieve or communicate through their behaviour.
- how the environment can be adapted to better meet the child's needs.
- how the child can be encouraged to use new, more appropriate behaviours
- how the child can be rewarded when he or she makes progress

-how staff respond when the child's behaviour is challenging (responsive strategies). There are a range of approaches such as humour, distraction, relocation, and offering choices which are direct alternatives to using restrictive physical intervention.

Staff who work with the child, and any involved visiting support staff, will draw up a plan with the child's parents/carers. The plan will be reviewed regularly.

### **Recording and Reporting**

It is important that any use of restrictive physical intervention is recorded on an incident record. The record will show:

- who was involved (child and staff, including observers)
- the reason physical intervention was considered appropriate
- how the child was held
- when it happened (date and time) and for how long
- where it happened
- any subsequent injury or distress and what was done in relation to this.

This should be done as soon as possible and within 24 hours of the incident. According to the nature of the incident, it may be recorded in other records such as the accident book or child's individual record.

The incident record should be signed by the parent/carer on collection of the child.

Parents should be given a copy of the incident record form. Incident forms will be stored in accordance with General Data Protection Regulations.

### **Supporting and Reviewing**

It is distressing to be involved in a restrictive physical intervention, whether as the person doing the holding, the child being held or someone observing or hearing about what has happened.

After a restrictive physical intervention, support is given to the child so that they can understand why they were held. A record is kept about how the child felt about this where this is possible. Where appropriate, staff may have the same sort of conversations with other children who observed what happened. In all cases, staff should wait until the child has calmed down enough to be able to talk productively and understand this conversation. If necessary, an independent member of staff will check for injury and provide appropriate first aid.

Support will also be given to the adults who were involved, either directly or as observers. The adults will be given the opportunity to talk through what has happened with the most appropriate person from the staff team.

The key aim of after-incident support is to repair any potential strain to the relationship between the child and the adult that restrained him or her, and to consider the review of the child's individual behaviour plan to reduce the risk of the use of future restrictive physical intervention.

### **Monitoring**

Hardingstone Day Nursery will seek support from the area SENCO where appropriate. We

Will monitor all incidents of restrictive physical intervention to help identify any possible trends and any training needs. The policy is reviewed annually.

## **Complaints**

The use of restrictive physical intervention can lead to allegations of inappropriate or excessive use. Where anyone (child, carer, parent, staff member or visitor) has a concern, this will be dealt with through the settings complaints or child protection procedure. The setting will need to inform Northamptonshire Safeguarding Children's Board if an allegation is made, following the procedures set out in the settings Safeguarding (Child Protection) Policy.

This policy was adopted at a meeting of Hardingstone Day Nursery  
Held on Wednesday 20<sup>th</sup> January 2016

Last Reviewed: December 2018

Date to Revise: On or before as necessary: December 2019

Signed on behalf of the Hardingstone Day Nursery.

## Safety on outings Policy

### Statement of intent

Consideration is given to arranging any outing will be governed by submission of a written detailed plan and risk assessment being carried out by a Senior Nursery Nurse to consider the suitability of the venue. Adequate transport with child safety belts, what the purpose of the trip is, how the children will benefit from the outing and the availability of enough staff to maintain staff/child ratio's plus additional staff as per the risk assessment.

Permission forms with all the outing information will be given to parents of any child who may take part in the outing.

Only children with completed permission slips signed by parent / guardian (to be retained in the contract file) will be able to take part in the outing.

The person in charge of the outing, will research fully, to ensure that any medication that may be required (i.e. inhalers etc.) by any child is securely taken on the outing along with the travel first aid kit and that the person in charge has immediate access to the above.

The child details for each child will be taken on the outing showing Name, Date of Birth, Address, Contact telephone numbers, Doctors Name, Address and telephone number.

At least 1 member of staff will have a nursery mobile phone with them at all times during the outing. No personal mobile phones are allowed to be taken on outings during opening hours. For outings outside of nursery hours and off nursery premises, for example parent meet ups. Staff are allowed to carry their own mobile phones and use these to take photos with parental permission. Parents remain responsible for their child at all times during outings outside of normal opening times.

**ANY CONCERNS REGARDING THE SAFETY OR WELL BEING OF ANY CHILD / ADULT ON THE OUTING MUST BE REPORTED IMMEDIATELY TO THE NURSERY AND THE OUTING ABORTED IF APPROPRIATE AND SAFE TO DO SO. IF A CHILD BECOMES LOST, THE POLICE MUST BE INFORMED IMMEDIATELY, AND A SEARCH INSTIGATED. FOLLOWED BY THE PARENT AND THEN THE NURSERY OFFICER IN CHARGE, WHO WILL INFORM OFSTED.**

This policy was adopted at a meeting of Hardingstone Day Nursery  
Held on 6th February 2006

Last Revised: December 2018

Date to Revise: On or before as necessary: December 2019

Signed on behalf of the Hardingstone Day Nursery.

## **Settling into nursery Policy**

### **Statement of intent**

We want children to feel safe, stimulated and happy in our nursery and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well being and their role as active partners with the nursery.

### **Aim**

We aim to make the nursery a welcome place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

### **Methods**

Before a child starts to attend our nursery, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about our nursery, activities, information days and evenings and individual meetings with parents.

During the period before a child is enrolled, we provide opportunities for the child and his/her parents to visit the nursery.

Before a child starts to attend, we work with his/her parents to decide on the best way to help the child to settle into the nursery.

We offer flexible pre-visits to suit the needs of each individual family. The minimum requirement is 30 minutes where the parent stays and 30 minutes where the parent leaves the child prior to starting a full session. This ensures we collect enough information to care for that child.

We allocate a key worker to each child and his/her family, the key worker welcomes and looks after the child and his/her parents at the child's first session. The key worker collects information from the child, or their parents about their likes and dislikes and their development to inform planning.

We use pre-visits to explain and complete with his/her parents the child's registration records.

Within the settling in process, before a child starts, we discuss and work with the child's parents to begin their child's record of achievement through the online system of Tapestry. Parents have access to the secure online learning journey for their child.

In the case of a child not settling well, the keyworker may wish to carry out a home visit to help the bond between staff member and child.

This policy was adopted at a meeting of Hardingstone Day Nursery  
Held on 6th February 2006

Last Revised: December 2018

Date to Revise: On or before as necessary: December 2019

Signed on behalf of Hardingstone Day Nursery.

## **Special Educational Needs and Disability Policy**

At Hardington Day Nursery we are committed to the inclusion of all children. All children have the right to be cared for and educated to achieve the best possible outcomes, to share opportunities and experiences and develop and learn alongside their peers. We provide a positive and welcoming environment where children are supported according to their individual needs.

We recognise that some children may have additional needs that may require particular help, intervention and support. These needs may be short-lived for a particular time in the child's life or may require longer-term or lifelong support. At all times we will work alongside each child's parents and any relevant professionals to share information, identify needs and help the child and their family access the support they need.

In accordance with our admissions policy, we are committed to providing a childcare place, wherever possible, for children who may have special educational needs (SEN) and/or disabilities according to their individual circumstances, and the nursery's ability to make any reasonable adjustments in order to provide the necessary standard of care. All children will be given a full settling in period when joining the nursery according to their individual needs.

Where we believe a child may have learning difficulties and/or a disability that has not previously been acknowledged, we will work closely with the child's parents and any relevant professionals to establish the child's needs and to secure any action that may be required. We recognise that children with disabilities may not have SEN but may need the nursery to make reasonable adjustments to enable them to make full use of the nursery's facilities.

Where we have emerging concerns about a child and/or where a child has identified additional needs or a disability, we will find out as much as possible about the needs of the child and any support the child or family may need to ensure the child makes the best progress in their learning and development. We do this by:

- liaising with the child's parents
- observing each child's development and monitoring such observations regularly
- liaising with any other relevant professionals engaged with the child and their family
- seeking any specialist help or support
- researching relevant publications/sources of help
- reading any reports that have been prepared
- attending any assessment or review meetings with the local authority/professionals.

### **Legal framework and definitions**

The relevant legislation underpinning this policy includes:

- [Special Educational Needs and disability Code of Practice: 0 to 25 years](#)
- [The Children and Families Act 2014, Part 3](#)
- [The Equality Act 2010](#)
- [Special Educational Needs and Disability Regulations 2014](#)
- [Statutory Framework for the Early Years Foundation Stage \(from September 2014\)](#)
- [Working Together to Safeguard Children 2013](#)

We use the definitions set out in the law to describe SEN and disabilities.

- A child has SEN if they have a **learning difficulty or disability** which calls for **special educational provision** to be made for them.
- A **learning difficulty or disability** means that a child of compulsory school age has a significantly greater difficulty in learning than the majority of other children of the same age; and/or has a disability which prevents or hinders them from making use of the sort of facilities generally provided for others of the same age.
- For children aged two or more, **special educational provision** is educational provision that is additional to or different from that made generally for other children of the same age. For a child under two years of age, special educational provision means educational provision of any kind.
- A child under compulsory school age has SEN if he or she is likely to have a learning difficulty or disability when they reach compulsory school age or would do so if special educational provision was not made for them.
- A **disability** is defined in the [Equality Act 2010](#) as 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they are also be covered by the SEN definition.

## Aims

The nursery has regard to the statutory guidance set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014). We have clear arrangements in place to support children with SEN and disabilities. We aim to:

- Recognise each child's individual needs through gathering information from parents and others involved with the child on admission and through our procedures for observation and assessment
- Ensure all staff understand their responsibilities to children with SEN and disabilities and have regard to the guidance given in the Special Educational Needs and Disability Code of Practice 2014
- Plan, provide or help parents to obtain any additional help or support for any needs not being met by the universal service provided by the nursery
- Include all children and their families in our provision, making reasonable adjustments where needed
- Provide well-informed and suitably trained practitioners to help support parents and children with special educational needs and/or disabilities

- Identify any emerging concerns that might suggest a child has special educational needs and/or disabilities at the earliest opportunity and plan for those needs through a range of strategies
- Share any information received and assessments made by the nursery with parents and support parents in seeking any help they or the child may need
- Seek any additional help needed including requesting an Education, Health and Care (EHC) Needs Assessment where the nursery's own actions are not helping the child to make progress, or where we feel an EHC plan would enable the child to make more progress.
- Work in partnership with parents and other agencies in order to meet the individual children's needs, including health services and the local authority, and seek advice, support and training where required
- Monitor and review our practice and provision and, if necessary, make adjustments and seek specialist equipment and services if needed
- Ensure that all children are treated as individuals/equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities
- Ensure that gifted and talented children who learn more quickly are also supported
- Encourage children to value and respect others
- Challenge inappropriate attitudes and practices
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning.

## **Methods**

We will:

- Develop and maintain a core team of staff who are experienced in the care of children with additional needs. Staff will be provided with specific training to help them make any special educational provision needed and meet the requirements of the Special Educational Needs and Disability Code of Practice 2014
- Identify a member of staff to be our Special Educational Needs Co-ordinator (SENCO) and share their name with parents (see below for an explanation of their role)
- Provide a statement showing how we provide for children with learning difficulties and/or disabilities and share this with staff, parents and other professionals
- Ensure that the provision for children with learning difficulties and/or disabilities is the responsibility of all members of staff in the nursery
- Ensure that our inclusive admissions practice includes equality of access and opportunity
- Ensure that our physical environment is, as far as possible, suitable for children and adults with disabilities
- Work closely with parents to create and maintain a positive partnership which supports their child(ren)
- Provide differentiated activities to meet all individual needs and abilities to give a broad and balanced early learning environment for all children including those with learning difficulties and/or disabilities

- Ensure that parents are consulted with and kept informed at all stages of the assessment, planning, provision and review of their child's care and education, including seeking any specialist advice
- Ensure that children's views are sought and listened to
- Use a graduated approach (see explanation below) to identifying, assessing and responding to children who have emerging difficulties, suggesting they may have special educational needs or a disability that requires a different approach
- When planning interventions and support, agree the outcomes and the expected impact on progress and a date for review
- Hold review meetings with parents at the agreed times and agree any changes or adjustments to support
- Seek any further advice or support needed including multi-agency approaches, Early Support and requesting an Education, Health and Care (EHC) Needs Assessment where the nursery's own actions are not helping the child make progress
- Liaise with other professionals involved with children with learning difficulties and/or disabilities and their families, including transfer arrangements to other settings and schools. We work closely with the next school or care setting and meet with them to discuss the child's needs to ensure information exchange and continuity of care
- Provide parents with information on sources of independent advice and support
- Keep records of the assessment, planning, provision and review for children with learning difficulties and/or disabilities
- Provide resources, in so far as we can (human and financial), to implement our SEN/disability policy
- Ensure the privacy of children with learning difficulties and/or disabilities when intimate care is being provided
- Provide in-service training for practitioners and volunteers
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. assessment information, targeted plans and outcomes, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually
- Provide a complaints procedure and make available to all parents in a format that meets their needs e.g. braille, audio, large print, additional languages
- Monitor and review our policy annually.

### **The role of the Special Education Needs Co-ordinator (SENCO)**

The role of the SENCO is to provide a lead for staff in relation to SEN and disabilities and to make sure procedures are followed, appropriate records kept and parents are involved. The child's key worker will normally remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. The particular responsibilities of our SENCO are:

- 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.

Our nursery SENCO is Vicky Bunker

### **Graduated approach**

In line with requirements of the Special Educational Needs and Disability Code of Practice, we take a graduated approach to working with children with emerging concerns and their families. This approach includes:

- An analysis of the child's needs including whether we should seek more specialist help from health, social services or other agencies
- An agreement about the interventions and support needed and the expected impact on progress and a date for review
- Implementation of the interventions or programmes agreed, including assessing the child's response to the action taken
- A review of the effectiveness of the support and its impact on the child's progress by the key person, SENCO, the child's parent(s) and the views of the child, including any agreed changes to outcomes and support
- Revisiting this cycle of action in increasing detail and frequency including seeking further specialist help to secure good progress until the SENCO, key person, the child's parent(s) and any other professionals involved agree intervention is no longer needed or decide to request an education, health and care needs assessment (see below).

### **Education, Health and Care (EHC) Needs Assessment and Plan**

If the help given through the nursery's graduated approach is not sufficient to enable the child to make satisfactory progress, we may request, in consultation with the parents and any external agencies already involved, an assessment of the child's needs by the local authority. This is called an Education, Health and Care (EHC) assessment. The assessment will decide whether a child needs an EHC assessment plan. This plan sets out in detail the education, health and social care support that is to be provided to a child who has SEN or a disability. The local authority will consult with parents and let them know the outcome of the assessment.

### **Early Help Assessment (EHA)**

If we believe a child and their family would benefit from support from more than one agency, for example where a child may have difficulties linked to poor housing or difficult domestic circumstances, we may request or carry out an inter-agency assessment to get early help for the family. This early help assessment aims to ensure that early help services are co-ordinated and not delivered in a disjointed way.

## **Early Support**

Where children have disabilities, we may seek additional help and resources through the Early Support Programme which co-ordinates health, education and social care support for the parents and carers of disabled children from birth to adulthood. There is more information on the Council for Disabled Children website:

<http://councilfordisabledchildren.org.uk/earlysupport>

This policy was adopted at a meeting of nursery  
Held on 26<sup>th</sup> September 2014

Last Revised: December 2018

Date to Revise: On or before as necessary: December 2019

Signed on behalf of Hardingstone Day Nursery.

## **Staffing & employment Policy**

### **Statement of intent**

We provide a high staffing ratio to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and are checked for criminal records through the Disclosure and Barring Service and appropriate checks are made by the nursery to determine suitability.

### **Aims**

To ensure that children and their parents are offered high quality nursery care and education.

### **Methods**

To meet this aim we use the following minimum ratios of adult to child:

- children under two years of age: 1 adult: 3 children
- children aged two years of age: 1 adult: 4 children
- children aged three to five years of age: 1 adult: 8 children

A minimum of two staff/adults are on duty at any one time.

We use a key person system to ensure that each child and each family has a particular member of staff for discussion and consultation. The key worker provides a safe and secure relationship for each child, enabling them to feel valued.

We hold regular staff supervision meetings to review curriculum planning and to discuss children's progress, their achievements and any difficulties which may arise from time to time.

We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.

All staff have job descriptions which set out their roles and responsibilities.

We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by us imposing conditions or requirements which are not justifiable.

Our nursery leader and deputy hold level three or above in Childcare and education and a minimum of 80% of our staff hold a level three qualification also.

We provide regular in-service training to all staff whether paid staff or volunteers.

Our nursery budget allocates resources to training, all members of staff have a training plan following appraisal.

We provide staff induction training in the first week of employment. This induction includes discussing all the nursery policies and procedures, new staff are not left unsupervised until

deemed competent to do so, and all required documents are in place.

We support the work of our staff by holding regular supervision meetings and appraisals.

We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

We follow safer recruitment in education guidance on obtaining references from previous employers and criminal record checks through the Disclosure and Barring Service for staff and volunteers who will have access to children.

All staff are given information on our whistleblowing policy during induction and in their employment handbooks.

This policy was adopted at a meeting of Hardingstone Day Nursery  
Held on 6th February 2006

Last Revised: December 2018

Date to Revise: On or before as necessary: December 2019

Signed on behalf of Hardingstone Day Nursery.

## **Student placement Policy**

### **Statement of intent**

The nursery recognises that qualifications and training make an important contribution to the quality of the care and education provided by nursery settings. As part of our commitment to quality, we offer placements to students undertaking early years' qualifications and training, we also offer work experience opportunities for those considering childcare as part of career advice when at school.

### **Aim**

We aim to provide for students on placement with us, experiences which contribute to the successful completion of their studies and which provide examples of quality practice in early year's care and education.

### **Methods**

We require students to meet the 'suitable person' requirements of Ofsted.

We supervise students at all times and do not allow them to have unsupervised access to children.

Students who are placed in our nursery on a short-term basis are not counted in our staffing ratios. Students who are placed for longer periods for example, an apprentice, may be counted in our staffing ratios provided we consider them to be competent, and if the legal requirements allow us to do so.

We take out employers' liability insurance and public liability insurance which covers both trainees and voluntary helpers.

We require students to adhere to our policies.

We co-operate with students' tutors in order to help students to fulfill the requirements of their course of study.

We provide students, at the first session of their placement, with a short induction on how our nursery is managed, how our sessions are organised and our policies and procedures.

We communicate a positive message to students about the value of qualifications and training.

We make the needs of the children paramount by not admitting students in numbers which hinder the essential work of the nursery.

We ensure that students placed with us are engaged in bona fide early years' training which provides the necessary background understanding of children's development and activities.

We ensure that staff understand the role and restrictions of a trainee nursery nurse.

This policy was adopted at a meeting of Hardingstone Day Nursery  
Held on 6th February 2006.

Last Revised: December 2018

Date to Revise: On or before as necessary: December 2019

Signed on behalf of Hardingstone Day Nursery

## **Whistle blowing Policy for Staff (detailed in employment handbook)**

It is important to Hardingstone Day Nursery that any fraud, misconduct or wrongdoing by employees or people engaged in the organisation's business, is reported and properly dealt with. The nursery therefore encourages all individuals to raise any concerns that they may have about the conduct of others in the nursery or the way in which the nursery is run.

The nursery recognises that effective and honest communication is essential if malpractice is to be effectively dealt with and the organisation's success ensured.

Whistle blowing relates to all those who work with or within the nursery who may from time to time think that they need to raise with someone in confidence certain issues relating to the organisation.

Whistle blowing is separate from the grievance procedure. If you have a complaint about your own personal circumstances you should use the normal grievance procedure. If you have a concern about malpractice within the organisation then you must use the procedure outlined below at the earliest opportunity.

- Report any concerns to your manager. If this is not possible, then report your concerns to the nursery owner.
- All employees and those involved with the nursery should be aware of the importance of preventing and eliminating wrongdoing within the organisation. You should be watchful for illegal, inappropriate or unethical conduct and report anything of that nature that you become aware of.
- Any matter you raise under this procedure will be investigated thoroughly, promptly and confidentially. The outcome of the investigation will be reported back to you.
- You will not be victimised for raising a matter under this procedure. This means that your continued employment and opportunities for future promotion or training will not be prejudiced because you have raised a legitimate concern.
- Victimisation of an individual for raising a disclosure will be a disciplinary offence.
- If misconduct is discovered as a result of any investigation under this procedure the nursery disciplinary procedure will be used, in addition to any appropriate external measures.
- If you make a maliciously, vexatious or a false allegation then this will be considered to be a disciplinary offence and disciplinary action will be taken against you.
- An instruction to cover up wrongdoing is itself a disciplinary offence. If you are told not to raise or pursue any concern, even by a person in authority such as a manager, you should not agree to remain silent. In this event you should report the matter to the owner.

This policy was adopted at a meeting of Hardingstone Day Nursery

Last Revised: December 2018

Date to Revise: On or before as necessary: December 2019

Signed on behalf of Hardingstone Day Nursery

## **Managing Transitions Policy**

### **Statement of intent**

The nursery recognises that children's transitions can affect their learning and development, and need to be planned for and well managed to promote consistency and collaboration between: different rooms in the nursery when a child moves to the next room; other providers that a child may attend in addition to the nursery, including child-minders; and any setting that a child may move to, including schools.

### **Aim**

We aim to ensure that transitions for children are as smooth as possible, and that the child's next or joint key worker is fully informed about the child's current stage of development, likes, dislikes, and any particular learning style that the child may have. When a child attends another setting, we aim to initiate partnerships with that setting to provide collaborative working for the benefit of the child.

### **Methods**

We ensure that all our staff are well trained in the area of personal, social and emotional development so that they understand the importance of smooth transitions.

### **Transitions within nursery**

We refer to our settling in policy when a child moves to the next group within the nursery, offering both parent and child an initial visit to the next room. The child's new key worker is formally introduced at this time if possible, and a tour of the new room, and any relevant information is shared. The management of the transition period is then agreed with the child's parents, the child where appropriate, and the child's key workers. Many methods are drawn upon such as short visits into the next group, time with the new key worker in their current room, time with their current key worker in their new room etc. Parents are given a letter to detail dates that visits will begin, and a date that we aim children to be dropped off directly into the new room. This date is indicative.

The child's records are shared between the practitioners and the current key worker shares information that is not written, for example, recent interests. The parent is given an 'All About Me' form to complete and return so that the room has all the relevant up-to-date information. Children will have drawers and pegs in both rooms until the child is fully settled into the next room to promote a sense of belonging.

Parents are fully informed of the child's progress regarding settling in to the next room by daily contact with the child's key worker and telephone calls if this is not possible for any reason. Parents are made aware that any regression in the child's development, for example, toileting is common, and practitioners work with parents in managing these changes in behaviour whilst providing support, understanding and security for the child.

### **Transitions Between or to Different Settings**

We actively promote the sharing of information between us and other settings that a child may attend. We feel that the sharing of relevant information is paramount in promoting the child's learning and development and securing continuity of care. By learning about a child's experiences in another setting, this can help practitioners develop a better

understanding of the child, and plan more effectively for them.

When a child begins another setting, we ask for parental permission to share information about their child with the setting. Providing permission has been given, the nursery follows the following procedure:

Following confirmation that a child will be starting a new setting, and ceasing at our setting, we send out a letter to the new setting, inviting them to meet us, and the child in the nursery environment. During this visit, we share the child's records, including information which will help the new key worker plan for the child in their new environment. For settings who cannot visit us we advise parents to share their child's folder with the new setting, including the child's e-folder. For children over three years old, we complete the county transition document and deliver this to the new setting, for children under three years old, we provide the setting with a copy of the child's most recent report and any other relevant documentation. For children with Special Educational Needs, who are on our Early Years Action or Action Plus Register, we share all relevant information regarding targets and methods.

For children who continue to attend the nursery, we continue to communicate with the new setting through letter, e-mail and telephone. We invite the child's other key worker to visit the setting at least once a year, and we ensure that resources are available to cover staff who may be invited to visit the child in their other setting in return.

For children who are leaving the setting to attend another, we ensure that the new setting has the contact information of both the child's key worker, and the room manager and are invited to contact us if needed.

For children starting the nursery from another setting we will ask parents for any records that they have been given from them if they do not continue to attend the other setting. For children who join our setting in addition to another we will send out an invitation to visit the nursery and follow procedures as set out above.

This policy was adopted at a meeting of Hardingstone Day Nursery  
Held on Tuesday 3<sup>rd</sup> April 2012

Last Revised: December 2018

Date to Revise: On or before as necessary: December 2019

Signed on behalf of Hardingstone Day Nursery