



BRENTWOOD DAY NURSERY

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POLICIES AND PROCEDURES

The nursery has a set of policies and procedures, this helps to ensure we are providing the best quality care and education. They make clear to staff and parents the settings intentions in creating a safe and stimulating environment. Section 3.3 in the Statutory Framework of the Early Years Foundation Stage 2017, to be renewed at the end of 2019, requires providers to have written policies and procedures in place. All staff are provided with copies at their induction. Copies are also provided to all new parents/carers via email and updated versions sent when reviewed/amended.

** We anticipate that there will be changes to our policies and procedures and documentation following Brexit. We will review these changes and the impact that they have on the nursery when the Brexit process has been completed. **

We regularly update our policies and procedures throughout the year as we receive relevant information continually. We have an extensive review and update once a year.

ANNUAL REVIEW AND UPDATES MADE IN JANUARY 2020

SECTION 1 – SAFEGUARDING CHILDREN

SECTION 2 – SAFEGUARDING CHILDREN 'Promoting health and hygiene'

SECTION 3 – EQUALITY OF OPPORTUNITY

SECTION 4 – BEHAVIOUR

SECTION 5 – GENERAL DATA PROTECTION REGULATION

SECTION 6 – EMPLOYMENT

SECTION 7 – HEALTH AND SAFETY

SECTION 8 – CHILDCARE PRACTICE

SECTION 9 – DOCUMENTATION



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SECTION 1 **SAFEGUARDING CHILDREN/CHILD PROTECTION**

1.1 Children's rights and entitlements

Policy Statement

We have robust procedures in place. We promote children's rights to be strong, resilient and listened to by creating an environment in our setting that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.

We strive to protect children from the risk of radicalisation, promote acceptance and tolerance of other beliefs and cultures.

We promote children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence and ensure they have the self-confidence and the vocabulary to resist inappropriate approaches.

All children deserve the opportunity to achieve their full potential, we follow the framework of the 'Every Child Matters' document which is structured around five outcomes which are key to a child's wellbeing. The five outcomes are

- Stay safe – looking after the children's welfare and ensuring a safe environment
- Be healthy – safeguarding and promoting children's health and wellbeing
- Enjoy and achieve – supporting the children in their learning and development
- Making a positive contribution – working together with parents and encouraging children to play a beneficial part in their nursery and wider community
- Organisation – ensuring all government policies, procedures and practices are strictly followed

For further information please search Every Child Matters on the internet.

We will help children to establish and sustain satisfying relationships within their families, with peers and other adults.

We work with parents and carers to build their understanding of, and commitment to, the principles of safeguarding all our children.

We have 2 members of staff trained at safeguarding level 3 to ensure that the setting always has a level 3 safeguarding officer on site

1.2 Safeguarding children and child protection policy

Policy Statement

Safeguarding is everyone's responsibility in order to fulfil our responsibility our approach is 'child centred', always to act in the best interest of the child. Our nursery works with children, parents and the community to ensure the rights and safety of children, to give them the very best start in life and equip them for their next stage of learning. We create an environment in which children are safe from abuse and in which any suspicion of abuse is promptly and appropriately responded to. We seek training opportunities for all staff to ensure that they recognise the indicators of possible abuse and neglect, knowing the correct procedures for dealing with suspected cases. We regularly update our knowledge of new legislation through the Local (Essex) Safeguarding Children's Board (LSCB) and regular safeguarding briefing updates.

Our aims, in line with those stated in the Keeping Children Safe in Education (KCSIE) 2019 document are to:

- Protect children from maltreatment
- Prevent impairment of children's health or development



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- Ensure that children grow up in circumstances consistent with the provision of safe and effective care; and take into action in order to enable all children to have the best outcomes
- Create an environment, which encourages children to develop a positive self-image, regardless of race, language, religion, culture or home background.
- Help children to establish and sustain satisfying relationships within their families, peers and with other adults.
- Encourage children to develop a sense of autonomy and independence.
- Enable children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- Work with parents to build their understanding of and commitment to the welfare of all children in our care.
- Support staff to notice the softer signs of abuse and the necessary action to take
- Support staff to confidently identify where children and families may need intervention and seek the help, they need
- Share information with agencies as appropriate

We are governed by the following legislation and guidance:

- Children Act 1989 and 2004
- Childcare Act 2006 and 2016
- Children and families Act 2014
- Children missing from Education (DfE) 2016
- Convention of the rights of the child, UNICEF 1989
- Data Protection Act 1998
- Disability Discrimination Act (DDA) 2010
- DBS for childcare providers 2014
- DCSF guidance 'Safeguarding children and safer recruitment in education' (April 2011)
- Early Years Foundation Stage 2007 revised 2017
- Education Act 2002
- Equality Act 2010
- Essex safeguarding Children Board 2017
- Every Child Matters - Change for Children 2004
- EYFS Statutory framework 2017, to be renewed at the end 2020
- Freedom of Information Act 2000
- General data protection regulation 2018
- Inspecting safeguarding in Early Years, Education and skills 2019 (saved on all nursery laptops)
- Inspecting safeguarding in Early Years Education and Skills setting
- Keeping children safe in education (KCIE) 2019
- Occupational health and safety Act 1991
- OFSTED school inspection handbook (section 5)
- Race Relations Act 1976 / Race Relations Amendment Act 2000 / 2006
- Sex Discrimination Act 1975 and 1986 / Sex Discrimination (Gender Reassignment) regulations 1999
- Safeguarding Vulnerable Groups Act 2006
- Section 100 of the Children and Families Act 2014
- SEN and Disability code of practice 2015
- Special Educational Needs and Disability Act 2014
- Southend Essex and Thurrock (SET) Child Protection Handbook 2019 (saved on all nursery laptops)
- The Protection of Children Act 1999
- The Prevent Duty Document 2015



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- The Serious Crime act 2015
- The Vulnerable Children Act 2014
- What to do if you're worried a child is being abused 2015
- Working Together to Safeguard Children 2018 (revised 2019) (saved on all nursery laptops)

Liaison with other bodies

- We work with the Local (Essex) Safeguarding Children's board (LSCB) which can be contacted via their website: <http://www.escb.co.uk> . The Essex Safeguarding Children Board also publish the 'Effective Support for Children and Families in Essex' document. A copy is located in the basket on the parent's information table.
- We have an electronic copy of the Southend Essex and Thurrock (SET) Child Protection Handbook which is easily accessible for staff and parents to view on request and regularly review the Essex Safeguarding Children Website to inform ourselves and others in our setting of any updates. It is also stored on the desktop of all laptops.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements, which affect the wellbeing of the children.
- We have procedures for contacting the local authority on child protection issues. We have displayed the Initial Response Service (IRS) which is the 'front door' for children's social care. This is to ensure effective access in the event of an emergency and for quick access to support and referrals. Records of the local NSPCC contacts are also kept. The number is 0800 028 3550.
- If a report is made to the authorities, we act within the SET (Southend, Essex and Thurrock) procedures and guidance (referred to above) in deciding whether we must inform the child's parents at the same time.
- We use the Social Care Institute for Excellence (SCIE), a leading social care and safeguarding improvement agency, for guidance, latest research and safeguarding support. This helps drivin improvements in practice and provision. It provides free online training for practitioners working for children and families which can be accessed where necessary. SCIE conducts serious case reviews and publishes findings to help improve practice within the setting www.scie.org.uk

Our safeguarding methods

Staffing, volunteering and visitors

- All staff are prepared to identify children who may benefit from early help and follow the setting guidelines to ensure this is actioned accordingly.
- Where any staff member has a concern about a child's welfare, they will follow the setting's referral processes. This may require staff to support social workers and other agencies where a referral has been made
- All staff and volunteers are made aware of systems within our setting to support safeguarding. These are explained and provided during their induction these include the:
 - Safeguarding policy
 - Behaviour policy
 - Welcome note and code of conduct
 - Safeguarding response to children not attending
 - The role of the designated safeguarding officer (including the identity of the designated safeguarding officer and deputy)
- When returning to work from a period of absence e.g. maternity, induction refresher training is carried out
- All staff are made aware of their local early help process and explained their role within it.
- All staff are made aware of the process for making referrals to children's social care and for statutory assessments that may follow a referral, along with the role they might be expected to play in such assessments.



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- All staff are made aware of what to do if a child tells them he/she is being abused or neglected. Staff understand how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff will never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.
- All staff are informed and made aware of LADO (Local Authority Designated Officer) and have been provided with 'wallet' cards to keep in their personal belongings
- All staff and volunteers are made aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.
- We provide adequate and appropriate staffing ratios to meet the needs of all children. For outings this is increased, and the manager will set this to an appropriate level according to the number of children and the needs of those children.
- We will not accept applications from persons who appear on the Rehabilitation of Offenders Act register (1974 revised 2016/2017). Candidates are informed of requirement to carry out relevant checks before posts can be confirmed. Where applicants are rejected applicants have the right to appeal.
- We abide by Ofsted requirements in respect of references and Disclosure and Barring Service checks for staff and, to ensure that no disqualified or unfit person works at the nursery or has access to the children. We encourage all staff to join the DBS update service. If a potential new staff member or volunteer has worked or lived abroad, we would carry out extensive checks, similar to DBS, for the country that they have worked or lived in.
- If a member of staff does not join the DBS update service, we will renew the DBS application every 5 years, although as the staff member has chosen not to join the update service we may require the staff member to pay for the renewal
- We regularly check and vet suitability of staff during supervision meetings held every term. All staff are asked to agree to statements referring to their ability to work with children and checks are carried out on all staff registered to the update service after each staff review.
- New staff on trial days, parent helpers and visitors do not work unsupervised. Also new staff who are awaiting DBS completion.
- Any volunteers, parent helpers, visitors and contractors (external workers), at the nursery are subject to an internal risk assessment to establish if we feel they are suitable to be with the children. During this assessment we may decide to carry out a further check and process a DBS, this would be a management decision. We follow the www.safeguardingschools.co.uk/RAvolunteers risk assessment guidance
- We abide by the Protection of Children Act requirements in respect of any person who is dismissed from our employment or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the nursery.
- We have security measures in place to ensure that we can control who is allowed entrance into the nursery so that no unauthorised person has unsupervised access to the children, unless that person is on the premises in a direct professional manner, e.g. OSTED inspector
- In order to protect the safety of the children and staff and to avoid unnecessary disruption, the management has the authority to refuse entry to visitors if they feel the visit is not suitable, or if they are unsure of their identity
- We deploy staff appropriately around the setting according to our daily rota and individual's child's needs. We always have a minimum of 2 staff members in each area.
- The nursery allocated Safeguarding officer is Rachel Austin, her deputy is Chrissie Searle.



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Safeguarding lead/deputy

The early years foundation stage states that every setting must have a designated person responsible for safeguarding children in the setting. The safeguarding lead has regular training and keeps abreast of all safeguarding issues. Their responsibilities include:

- Liaising with statutory children's services and the LSCB and safeguarding partners, these are Clinical Commissions Ground, Local Authority and Chief of Police and other agencies in line with the Working Together to Safeguard children document
- Providing support, advice and guidance to staff and parents, we continually update our knowledge to ensure we are meeting relevant legislation and setting requirements
- Attending regular safeguarding/child protection training in order to cascade essential information to staff
- Understanding and awareness of relevant documents and legislation

Staff suitability

During staff supervisions we check for their current suitability to work with children and of any family (residing with) convictions which may affect their role, and if they have had any contact on social media or dating websites with those that have convictions relating to childcare.

Staff disqualification

If a member of staff receives a disqualification during their employment at the nursery, we will record this within their file with full details of the disqualification. If a member of staff receives a disqualification and they subsequently leave the nursery, then we will inform DBS immediately of their resignation. DBS will be able to make the appropriate steps regarding the disqualification within their next setting.

Training

All staff receive appropriate safeguarding and child protection training which is regularly updated (where legislation or provision changes). In addition, all staff receive safeguarding and child protection updates (via email/WhatsApp, e-bulletins and staff meetings), as required, and every 6 months we will provide them with relevant skills and knowledge and settings procedures to safeguard children effectively.

We seek out training opportunities for all adults involved in the nursery to ensure that they are able to recognise the signs and symptoms of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals. We ensure that all staff are aware of the procedures for reporting and recording their concerns in the nursery – this is regularly reviewed in staff meetings. The manager and senior supervisor are trained at level 3 in safeguarding, and two members of staff are currently trained at level 2. All other staff members complete their level 1 training within 1 week of starting employment at the nursery. ESCB require safeguarding training to be renewed every 3 years for the safeguarding lead/deputy and every year for level 1 and 2. In order to accommodate essential training, there may be times when we close the nursery so that all staff can attend, parents will be notified in advance of this.

Rooms plans

The layout of the rooms and outdoor area allows constant supervision. Children are not left alone with staff, volunteers, visitors in a one-to-one situation without being visible to others.

Child handling

We will exercise appropriate care when handling children. We will use positive handling in appropriate situations, for example:

- Giving physical guidance to children such as on balancing or climbing equipment
- Providing physical care (first aid or toileting)
- Providing emotional support, for example giving a comforting hug to help to console them



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- Hand holding, providing the child is compliant and it is not a restraint

Curriculum

- We introduce key elements of child protection into the foundation stage curriculum, to promote personal, social and emotional development of all children, so they may grow to be strong, resilient and listened to and that they develop an understanding of why and how to keep safe.
- We create within the nursery a culture of value and respect for everyone, having positive regard for all children's cultural background.
- We ensure that this is carried out in a way that is appropriate for the ages and stages of our children.

Complaints

- We provide all parents with a complaint's procedure should they need to make a complaint about staff or volunteers within the nursery. This lays out the relevant action, which may include an allegation of abuse. All complaints can be recorded in the complaints book in the basket on the parent information table.
- We will follow the guidance of the Local Authority Designated Officer (LADO) when investigating any complaint that a member of staff or volunteer has abused a child. Their number is 03330 139797.
- We will follow all the disclosure and recording procedures when investigating an allegation that a member of staff or volunteer has abused a child as if it were an allegation of abuse by another person.

Confidentiality

Our GDPR, terms and conditions, and privacy notice details all our confidentiality procedures. All staff are made aware of this in the staff induction.

Early help for vulnerable children

It is our ambition that all children achieve their full potential and they lead full and happy lives. We are extra vigilant around the SEND / vulnerable children so that they may not be treated less favourably to others and we ensure they are not discriminated against, harassed or victimised, and we will make reasonable adjustments to prevent them from being at a substantial disadvantage.

Any child may benefit from early help, all staff are made aware of the potential need for early help for a child who:

- is disabled and/or has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is showing signs of being involved in anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing nursery
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- has returned home to their family from care; and
- is a privately fostered child

Non-attending children

If a child is absent and we have not been informed by the parent as to why they are not attending the nursery, we will be in contact with the parent/carer after the 3rd allocated session that the child has missed



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to ascertain the reason for this. If we have had no response or reasonable explanation by the end of the 5th allocated session social care will be contacted.

Child identification / unlawful children

In order to verify a child's identification, we ask to view their birth certificate before a child starts at the nursery setting. Children will not be admitted until this has been provided. This is carried out to ensure that we are not registering a child who has been abducted or is part of a child trafficking ring or child sexual exploitation (CSE). Should we suspect a child is here unlawfully we would contact The Police immediately or the Children and Families Hub.

Child Protection for foreign national children

As part of our duty to protect all children in our setting, we will obtain identification before nursery admission (passport and/or birth certificate). Failure to provide this information will result in the child not being admitted to our setting. Where suspicions arise over a child's identity, we will contact the Home Office (0207 0354848) to report the child. If a child suddenly leaves without a parent/carer providing any explanation/or we are unsatisfied with the reasons given, we will contact the local police and take their advice on the next steps. This will be followed up 1 week after to ascertain the whereabouts and safety of the child.

Whistleblowing

If a member of staff (including paid staff, volunteers and students) suspects that there are some safeguarding concerns regarding a member of staff (including paid staff, volunteers and students) or a parent, this includes anything that is unlawful, failing to comply with the settings policies and procedures, poor practice/improper conduct, then they must raise these concerns internally with one of the safeguarding officers and these must be dealt with quickly and appropriately. Staff and volunteers will be protected from victimisation and all proceedings will be recorded. If the member of staff who raised the concerns, feel that it has not been dealt with appropriately within the nursery setting then they must contact the local authority designated officer (LADO) on 03330 139797.

E-safety / Internet usage / online gaming and sexting

The internet is a great tool where children can learn about the world around them, however policies must be in place in order to protect children from inappropriate online exposure. All iPad's, tablets, computers are installed with 'parental control' to help protect them from explicit websites. The nursery spends time with the children doing 'online safety activities' such as 'Smartie the penguin', this is to raise the children's own awareness to inappropriate usage. Other risks which could relate to technology and social media:

- online bullying.
- the risks of being groomed online for exploitation or radicalisation.
- and risks of accessing and generating inappropriate content, for example 'sexting'

Should the nursery suspect that a child's or staff online activity/online gaming at home is having a direct impact on their behaviour and attitude at the nursery we would contact the parent or the staff member, to express our concerns and help them come up with a plan for protecting their child or themselves from inappropriate online activities at home. Information is displayed around the nursery regarding e-safety.

Search engines

We use a child safety search engine called www.swiggle.org.uk when resourcing information as an activity with children. Children are not left unattended when taking part in ICT activities of this nature.



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Mobile phones (including staff mobiles), iPhone watches, photos and social media and disciplinary

Mobile phones are not allowed to be used in the nursery. All staff mobile phones are locked in the safe (safe code is known only by the managers and supervisors) and they are only allowed to be used at lunchtimes (unless in an emergency and authorised by the manager) except for the manager, deputy manager and the admin assistant Claire Holdgate, their mobiles will be easily accessible in case of an emergency. In the absence of the manager or deputy manager, the senior supervisor will ensure her phone is easily accessible for emergencies. All visitors, parent viewers, external companies must either leave their phones in a secure place in the car or have them switched off in the setting, with the exception of any extracurricular activities where the phone is used for music etc, in this instance, a senior member of staff will always be present. Staff and all external companies have signed disclaimers adhering to this the use of mobile phones, iPads, tablets, iPhone watches or other devices for photography or videoing of children other than for observational purposes is strictly prohibited. Should an external company need to use their laptop, iPad or tablet, the camera lens must be covered up. Observational evidence will be kept on the nursery iPads (in a secure location) until shared with parents of the individual only, before being deleted from the device. Where prior consent has been gained, we may at times share images of children on our protected Facebook page. It is an offence for anyone other than the allocated person (Nursery Website/Facebook Coordinator and Management team) to disclose any information relating to Brentwood Day Nursery on Social networking sites e.g Facebook, My Space, Twitter. Our privacy notice in terms and conditions give more information.

Failure to comply by staff and students will result in the following measures:

- The first incident will receive a verbal warning.
- On a second incident a further verbal warning will be given.
- For a third offence staff will be given a written warning.
- On the fourth occasion, no other warning will be given, the staff member will be dismissed.

Depending on the nature of the misuse, *we may have to proceed straight to the fourth step*, and it may be necessary to contact local authorities, ICO, and the police may be contacted.

iPad and laptops use off nursery premises and disciplinary

On occasions, in order for administrative work to be carried out at home, it may be necessary for the iPad and/or laptops to be used. We have only given permission to the owner, manager, deputy manager and administration assistant to do this. If this is inappropriately used, we would follow these steps.

- The first incident will receive a verbal warning.
- On a second incident a further verbal warning will be given.
- For a third offence staff will be given a written warning.
- On the fourth occasion, no other warning will be given, the staff member will be dismissed.

Depending on the nature of the misuse, *we may have to proceed straight to the fourth step* and it may be necessary to contact local authorities, ICO, and the police may be contacted.

Pandemics and virus outbreaks resulting in forced closure

Should a nationwide pandemic or virus outbreak result in government enforced closure, our procedures are as follows:

- Safeguarding officers along with Health and Safety officers to take responsibility for ensuring procedures are kept updated and disseminated to all staff and parents and for ensuring these are sufficiently followed
- Safeguarding officers along with Health and Safety officers to have awareness of the governments interim safeguarding guidance as it is released and updating information for others
- Safeguarding officers must ensure that during this temporary pandemic time that staff know any new arrangements for 'Reporting concerns', 'Contacting LADO', 'MASH team' or other 'Front door' services
- Safeguarding officers are also responsible during this time for:
 - Understanding changes for contacting social workers



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- Knowing which children have social workers and how these can be contacted
- Ensuring emergency contact numbers and alternatives are kept up to date
- Ensuring each vulnerable child including children with care plans have easily transferable records of their needs and requirements and their designated support workers
- The manager/s must ensure:
 - A daily record is kept of children, staff and any other person onsite
 - Ensure safer recruitment procedures are clear and adhered to e.g where volunteers or new staff are recruited
 - Ensure that staff are aware of the mental impact this pandemic may have on themselves, children, parents and volunteers and the available support
 - Ensure that all staff sign the settings disclaimer for strict confidentiality when carrying out online teaching and record keeping

The nursery will ensure that it will follow the government guidelines and advice whilst a forced closure is in place, it may be necessary for the nursery to remain open for 'keyworker' and 'vulnerable' children, as was the case for the Coronavirus pandemic in 2020.

Whilst we will endeavour to meet the government guidelines, there may be circumstances whereby we will be unable to provide a setting to these children, as follows:

- If our staff are unwell and unable to attend work and we are unable to meet the safeguarding child ratio requirements
- It becomes financially unviable to sustain the staff wages and other overheads in order to keep the nursery open
- For any of these instances we will strive to provide alternative care at another setting

Staff will be provided for and staff wages will be paid for in accordance to the government guidelines for as long as is financially viable. If the nursery is no longer able to provide the finances to pay staff and overheads during the forced lockdown, it will seek further help and advice from the relevant government bodies. Staff will be kept advised of any decisions and changes which may affect them personally.

DfE Coronavirus helpline (lines open Monday-Friday 8am-6pm and weekends 10am-4pm) 0800 0468687

Emergency evacuations

▪ **Staff training**

In the extremely unlikely event that the nursery setting should be a target for a terrorism act/incident, staff have been trained to act accordingly:

- The fire alarm will be activated to warn all staff and children
- The current advice is to 'run, hide, tell'. Staff will alert all staff and children by given the simple instruction to 'RUN'. Following this advice, each member of staff would take, as quickly as possible, a group of children and run to one of the designated meeting points.
- Try to keep the children as quiet as possible as to not alert the intruder or terrorist
- The meeting points are as follows: Tile house surgery, Nuffield hospital, Merrymead's. For all meeting points, staff to go into main entrance and alert their staff and contact the emergency services
- The nursery manager on duty (Rachel Austin or Chrissie Searle) will make all reasonable attempts to ensure that no child is left behind and will do a head count once contact has been made with all the groups.
- Staff to remain in the safe setting until hearing instructions from the police

▪ **Lockdown**

Should an incident occur in the nursery, for example, a parent who is arguing or complaining and their behaviour becomes threatening, where we would fear for the safety of staff and children, staff will follow these procedures:



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- The owner or manager would try to escort the offender off the premises
- The owner or manager will ensure that all windows and doors are locked
- The owner or manager will call the police
- All other staff will escort the children down the corridor into room 3 and will remain there until the setting is safe

1.3 Responding to suspicions of abuse on a child and types of abuse

Types of abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

The following are Indicators of abuse and neglect:

- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safeguarding action may be needed to protect children from:

- physical,
- emotional,



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- sexual and neglect,
- bullying,
- racism,
- disability abuse,
- gender based violence,
- radicalisation or extreme behaviour,
- child sexual exploitation and trafficking,
- FGM,
- breast Ironing,
- fabricated illnesses,
- the impact of new technologies on sexual behaviour

When children are suffering from a form of abuse, this may be demonstrated through changes of behaviour, or in their play. Where such change in behaviour occur, or where the children's play gives cause for concern, the nursery will investigate.

We will allow investigation to be carried out with sensitivity. Staff in the nursery will take care not to influence the outcome either through the way they speak to the children or ask questions of children.

When a child shows signs and symptoms of 'failure to thrive' or neglect, we will make appropriate referrals.

Further details on other forms of abuse

- **FGM** (female genital mutilation) is illegal in England and Wales under the FGM Act 2003 (amended by the Serious Crime Act 2015). These are forms of child abuse and violence against women. FGM is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision or cutting. All staff are trained in identifying the signs of FGM (either a planned or post FGM) or and if a member of staff suspects that someone is at risk they will need to alert the safeguarding officers who would contact Children's and families hub (details in 'initial response section') and act on their advice or contact the NSPCC helpline on 0800 028 3550.
- **Breast Ironing (flattening)** is illegal in England and Wales. It involves the flattening of a young girl's chest with hot stones to delay breast formation. All staff are trained in identifying the signs of breast ironing and if a member of staff suspects that someone is at risk they will need to alert the safeguarding officers who would contact Children's and families hub (details in 'initial response section') and act on their advice or contact the NSPCC helpline on 0800 028 3550.
- **Prevent Duty** - Brentwood Day Nursery has regard to the Prevent Duty 2015. This duty works alongside our Safeguarding policy as required by 'Working Together to Safeguard Children' (DfE 2018). Our policy & practice meets the requirements & recommendations of the Essex Safeguarding Children Board (LSCB)

As of July 2015, the [Counter-Terrorism and Security Act \(HMG, 2015\)](#) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have "*due regard to the need to prevent people from being drawn into terrorism*". This duty is known as the Prevent Duty. The Prevent Duty aims to stop people becoming terrorists or supporting terrorism and to keep children safe from the associated dangers. Home Office guidance on what this means for schools and other providers: www.gov.uk/government/publications/prevent-duty-guidance



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Staff training on recognising the signs on the Prevent Duty

We will support our staff to feel confident to recognise the signs of children being at risk through accessing advice via the LSCB. NDNA advice suggests that staff are alert to:

- Changes in family behaviour
- Changes in children's behaviour, e.g. aggression towards others
- Comments made by a child which may cause concern e.g. commenting on what their Mummy or Daddy has said, talking about fighting for the cause etc.
- Comments made by family members e.g. about certain faiths, beliefs, cultures
- Any other signs that family members may be showing extremism
- All staff have accessed online training around Channel General Awareness (Prevent)
- Staff have a shared understanding of what British Values are and how we promote & support these at the setting.
- We regularly update knowledge of Prevent Duty using guidance from WRAP. This is shared with staff members at regular intervals during staff meetings and morning review meetings. Staff have an opportunity to discuss and share points raised from the training.

Risk Assessment on Prevent Duty

- Assessing the risk for children in a nursery setting involves understanding the local context and environment – particular risks could include children missing sessions, child sexual exploitation. Staff need to listen to children, parents and the local community.
- Our staff are informed and provided with the policy during their induction. This is reiterated during regular staff meetings. We follow the Key Person policy to build a relationship with the families in our setting and to ensure communication is freely encouraged. If staff have a concern for the welfare of a child, they can contact the Safeguarding officers (Rachel Austin or Chrissie Searle). Alternatively contact the local police force or dial 101 (the non-emergency number). They will talk in confidence about concerns and help provide access to support and advice. The Department for Education has dedicated a telephone helpline (020 7340 7264 – open Monday to Friday 9pm until 6pm) to enable staff and managers to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.
- Internet safety will always be maintained, to ensure that terrorism related articles and pages are not being accessed. This will be carried out during the staff induction process and regularly during staff meetings.

Promoting the British Values

Within our nursery environment we will demonstrate strong British Values such as.

- Democracy
- Rule of Law
- Individual Liberty and mutual respect
- Tolerance of those with differing faiths and beliefs

Within these guidelines we will be helping children to become considerate, empathetic people. They will form part of a fair and equal society. We will demonstrate these values through the implementation of the Early Years Foundation Stage. Through this policy and the procedures, we will incorporate equality, behaviour, safeguarding and British values into our daily routines, which the prevent duty is consistent with. We will ensure all staff, parents and students understand our ethos and work together to demonstrate and act as positive role models to the children. We will focus on children's Personal, Social and Emotional Development, ensuring they learn right from wrong, mix and share with other children, value the views of others, have



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awareness of the similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

- **County lines** are situations where children may be trafficked within England for the purpose of criminal exploitation by urban gangs that supply drugs to suburban areas, market or coastal towns and/ or other urban areas. All staff are made aware of this during the induction and within staff meetings. If any staff or parents/carers have any concerns, or feel at risk, they should speak to the nursery safeguarding officer who will follow the safeguarding procedures.
- **Forced marriage** is illegal in England and Wales. Forced marriage is when you face physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if you're made to feel like you're bringing shame on your family). We strive to create an open and supportive environment where victims feel able to disclose the abuse they are suffering, victims may not disclose forced marriage at first, and we would strive to spot the signs that a victim may be at risk. Victims may suffer from depression, self-harming behaviour such as anorexia, cutting, substance misuse or attempted suicide. Victims who have already been forced into marriage may have injuries consistent with rape or domestic violence and may ask about termination of a pregnancy.
- **Parental imprisonment** - We are mindful of different family situations within the home and if made aware of any parent who is currently not at home due to imprisonment we would strive to provide extra support for that child to ensure that they do not feel isolated. We work hard to identify their needs and support them accordingly. We have close links with the 'Healthy family support worker' at the Essex child & family wellbeing service, and can contact her for support and advice, if necessary
- **Domestic abuse** - We are extra vigilant in identifying signs of domestic abuse within the home setting. Children can experience domestic violence in a variety of ways, they may hear it or see it, and may get caught in the middle of it in an attempt to stop it happening. Children are completely dependent on the adults around them to protect them and keep them safe, and if this does not happen, it can have a significant impact on them. We would immediately investigate any child that we felt was experiencing domestic abuse by calling the Children's and families hub (details in 'initial response section')

Responding to suspicions of abuse

- **Child disclosures**
Where a child makes a disclosure to a member of staff, that member of staff will:
 - Offer reassurance to the child
 - Will listen to the child, and
 - Will give reassurance that she or he will take action.
- **Recording suspicions of abuse and disclosures**
Staff make a record of:
 - The child's name.
 - The child's address.
 - The age of the child.
 - The date and time of the observation or the disclosure.
 - An objective record of the observation or disclosure.
 - The exact words spoken by the child.
 - The name of the person to whom the concern was reported, with date and time.
 - The names of any other person present at the time.



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These records are signed and dated and will be kept in a separate confidential file. All members of staff have received training on the correct procedures for recording and reporting any incidents. We regularly review these procedures during staff meetings to ensure all staff are fully confident in this area.

Initial Response Unit

This provides the first professional response to any concerns raised about a child's well-being, by a member of the public or a professional. This team will make the all-important first assessment when a call comes into Essex Social Care Direct. They will decide if a referral meets the criteria for social care intervention using The Effective Support Windscreen which illustrates how Universal, Early Help (Additional and Intensive) and Specialist services in Essex are provided and how support is made available at each level of need for children and young people and their families. If not, then information may be passed on to other agencies that can offer further support and advice.

The following link to the Child Safeguarding Online Notification form is used for local authorities to notify incidents to the panel of a serious child safeguarding incidents <https://www.gov.uk/>

Essex child and family wellbeing service:	9:00am – 5:00pm Monday to Thursday 9:00am – 4:30pm Fridays and bank holidays Tel: 0345 6037627 and ask for 'children and families hub' and tell them that you need the department for either ... <ul style="list-style-type: none">• The Consultation line for advice or• Priority line for immediate response Or if it is an immediate emergency call the police Out of these hours Tel: 0345 6061212 If you would like to email them, please follow this link: https://www.essexeffectivesupport.org.uk/request-support/
Nearest families hub centre:	Larchwood Child and Wellbeing hub Larchwood Primary Larchwood Gardens Pilgrims Hatch Brentwood CM15 9NG 01277 374912 / 0300 247 0013
Essex Safeguarding children's board:	Room C228 County Hall Chelmsford CM1 1QH 0333 0138936 Email: escb@essex.gov.uk

Staff have further information regarding the level of safeguarding need by following the Family Operations Hub partner access map



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Local Authority Designated Officer (LADO):

All reports concerning safeguarding concerns can be made to the above-mentioned officer.
Telephone: 03330 139797 (they work within the Essex County Council).

Informing parents and carers

Parents/carers will normally be the first point of contact. If a suspicion of abuse is recorded, parents/carers will be informed at the same time as the report is made, except where the guidance of the Local Area Child Protection Committee does not allow this. This will usually be the case where the parent/carer is the likely abuser. In these cases, the investigating officers will inform the parents/carers.

All suspicious and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Area Child Protection Committee.

Support to families

- The nursery takes every step in its power to build up trusting and supportive relationships among families, staff and volunteers in the group.
- The nursery will continue to welcome the child and the family (unless the safety of other children may be affected) whilst investigations are being made in relation to abuse in the home situation.
- Confidential records will be kept on a child and will be shared with the child's parents/carers or those who have parental responsibility for the child only if appropriate under the guidance of the Area Child Protection Committee.
- With the proviso that the care and safety of the child is paramount, we will do all in our power to support and work with the child's family.

Escalation process

Where situations arise of practitioners or parents/carers disagreeing with the decision made by a worker within the setting on a safeguarding case is not a safe decision. Disagreements could arise in a number of areas, but are most likely to arise around:

- Threshold for intervention
- Roles and responsibilities
- The need for action
- Communication

The safety of children at risk is the paramount consideration in any professional disagreement and any unresolved areas should be addressed with due consideration to the risks that might exist for the child. All workers should feel able to challenge decision-making and to see this as their right and responsibility in order to promote the best multi-agency safeguarding practice.

Effective working together depends on an open approach and honest relationships between agencies. Problem resolution is an integral part of professional co-operation and joint working to safeguard children at risk. Resolution should be sought within the shortest timescale possible to ensure the child at risk is protected. Disagreements should be resolved at the earliest possible time.

The escalation process is as follows:

- Stage 1 – Practitioner to practitioner – Any worker who feels that a decision is not safe or is inappropriate should initially consult a safeguarding officer or manager to clarify their thinking in order to identify the problem; to be specific as to what the disagreement is about and what they aim to achieve.



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- Stage 2 – Supervisor to supervisor – If the problem is not resolved at stage one the concerned worker should contact their safeguarding officer or manager within the setting.
- Stage 3 – Senior manager to senior manager – If the problem is not resolved at stage two the supervisor/manager reports it to the safeguarding officers. The safeguarding officers must attempt to resolve the professional differences through discussion.
- Stage 4 – Safeguarding Board – If it is not possible to resolve the professional differences within the setting, the managers may seek to contact LADO.
- Stage 5 – Police – If the managers are unhappy with the decision made by LADO, they would seek to take it further with the police.

1.4 Allegations of Child Abuse made against a member of staff Policy

Policy Statement

Our nursery expects the highest standards of behaviour from all staff members both within the nursery and outside. We strive to ensure that all children are kept safe and well cared for during their time at the nursery.

Aims

Our aim is to:

- Create a safe environment at the nursery.
- Respect and protect all adults and children's rights.
- Ensure that all staff are suitable to work in the nursery.
- Protect staff against malicious allegations.

Our methods

The nursery will check and monitor its staff by:

- Taking references from reputable sources.
- Vetting and clearance by Disclosure and Barring Services.
- Monitoring of staff and other adults by supervisors during sessions.

Suspicious or allegations of child abuse made against a member of staff will be reported to the settings Line Manager, if the manager (or if the offender is a manager) has not dealt with it adequately, it must then be reported to the Local Authority re officer (LADO) 0333 0139797. This is explained to every person working at the setting during their induction and regularly reviewed in the staff meetings.

Allegations of child abuse against a member of staff will be treated in strict confidence. People who are authorised to know of the allegations in the nursery will be the senior supervisors: Rachel Austin and Chrissie Searle and the Proprietress: Janet Torris.

The nursery will encourage its staff to cooperate with the investigation in any way they can and to act impartially. The nursery will suspend the staff member during the period of investigation, the reasons for the suspension will remain confidential and normal confidentiality rules apply to all staff should they become aware of the circumstances.

When the investigation is completed, the nursery will implement the nursery disciplinary proceedings to determine the future of the member of staff at the nursery.

We are guided by the Essex Safeguarding website in relation to Safeguarding children and are kept regularly informed by the up- to- date information supplied.

1.5 Looked after / adopted children policy

Policy Statement

Early Years settings are committed to providing quality provision based on equality of opportunity for all children and their families. All staff are committed to doing all they can to enable 'looked after' and adopted children in their care to achieve their full potential.



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Definitions of 'Looked after Children' (LAC): Children and young people become 'Looked after' if they have either been taken into care by the local authority or have been accommodated by the local authority. Most LAC will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s). Adopted children are those that have gone through legal proceedings to become the legal responsibility of a guardian.

We recognise that children who are being 'Looked after' or adopted may have experienced traumatic situations, physical, emotional or sexual abuse or neglect. However, we also recognise that not all 'looked after' and adopted children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the Local Authority. Whatever the reason, a child separation from their home or family signifies a distraction in their lives but has impact on their emotional wellbeing.

In our setting we place emphasis on promoting children's right to be strong, resilient and listened to. Our policy and practice guidelines for /looked after children are based on these two important concepts, attachments and resilience. The basis of this is to promote secure attachments in children's lives as the basis for resilience. These aspects of well-being underpin the child's responsiveness to learning and are the basis in developing positive dispositions for learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation. A new environment and new expectations made upon them.

Procedures

- The designated person for 'looked after' or adopted children is the designated Safeguarding officers.
- Every child is allocated a 'Key person' before they start, and this is no different for a 'looked after child' or adopted child. The designated person ensures the Key person has the information, support and training necessary to meet a 'looked after' or adopted child's needs. We inform all staff of their duties and their support for 'looked after children' at the start of their keyperson training.
- The designated person and the Key person liaise with agencies, professionals and practitioners involved with the child and his/her family and ensure appropriate information is gained and shared.
- The setting recognises the role of the Local Authority social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parents or foster carers role in relation to the setting without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a meeting with the parents and the manager to assess if additional support will be required. This may include professionals involved with that child, this will determine the objectives of the placement and if necessary, draw up a care plan that incorporates the child's learning needs. This will then be reviewed regularly with the parents.
- The care plan needs to consider such issues for the child as:
 - The child's emotional needs and how they need to be met:
 - How any emotional issues and problems that effect behaviour are to be managed.
 - The child sense of self, culture, language/s and identity-how this is to be supported,
 - The child's needs for sociability and friendship
 - The child's interests and abilities and possible learning journey pathway; and
 - How any special needs will be supported.



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1.6 Child collection policy

Policy statement and procedures

During the child's registration and induction parents/carers give full personal details, and we identify them face to face, all staff are also introduced to them to familiarise them before the child starts. Only those specified on the registration form are permitted to collect the child from the nursery (including authorised emergency contact persons).

Procedures

Parents of children starting at the nursery are asked to provide specific information, which is recorded on our Registration Form, including:

- Home address and telephone number - if the parents do not have a telephone, an alternative number must be given.
- Parents place of work, address and telephone number (if applicable).
- Parents mobile telephone numbers (if applicable).
- Names, addresses, telephone numbers of at least two adults who are authorised by the parents to collect their child from nursery, for example a child minder or grandparent.
- Information about any person who does not have legal access to the child.

On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they record the name, and on arrival staff member will request a password that has been provided to the nursery by the parents during the registration process. We agree with parents how the identification of the person who is to collect their child will be verified; this will be by either a password or full description

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.

There are occasions where an alternative person, whose details are not mentioned on the registration form, may be asked to collect the child. In this instance we need a password and full description, including their name, before we allow the child to be taken off the premises. The password must match that which is recorded in their individual files.

If an unspecified or unarranged adult arrives to collect a child, we will not allow them into the building until we have verified their identity with the child's parents. We have a right to refuse the collection of the child by this person if we are unsure of their identity.

In instances where parents are separated both custodial and non-custodial parents have rights to visit the nursery and collect the child unless a court order exists restricting their contact with the child.

In the instance that a parent (whether in a relationship or separated from the other parent) has given permission for a parent of another child currently attending the nursery to collect the child we would allow this, (providing we can verify their identity, we would not require a password in this instance), unless a court order exists restricting their contact with the child.

If a parents/carers new partner (non-biological) has been authorised to collect a child, on behalf of that parent, we will allow this (providing the identity procedures as above have been followed), unless a court order exists restricting their contact with the child.

We are not in a position to refuse entry or collection from a new step-partner/step-parent if it has been authorised by the partner of the new step-partner/step-parent (unless a court order exists restricting their contact with the child).



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We have the right to refuse collection of children from anyone who we believe to be under the influence of drugs or alcohol. In this instance we would contact the next of kin or the emergency contact person on the registration form. The children will remain in our care until an alternative collection person arrives and we will ask the person who we believe to be under the influence of drugs and alcohol to leave the premises. If we are unable to arrange alternative collection, we will contact social care and we would inform the parents.

1.7 Uncollected Child Policy

Policy Statement

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 child will be properly cared for.

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

- The Child's Diary Book is 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.
- The child stays at nursery with at least one qualified member of staff until the child is safely collected.
- The child does not leave the premises with anyone other than those named on the Registration Form or have been notified of by parents or carers
- If the child has not been collected after one hour and attempts have failed in contacting the registered carers, the following procedures will be applied:
- The child stays at the nursery with a qualified member of staff and contact will be made with the Proprietress who will then contact Social Care.
- Social Care will aim to find the parent or relative if they are unable to do so, the child will become looked after by the local authority.
- A full written report of the incident is recorded in the child's file.
- Ofsted may be informed.

1.8 Missing Child Policy

Policy statement

Children's safety is always maintained at the highest priority both on and off the premises. To ensure that children are not lost while in the care of the nursery we:

- Carefully always supervise children
- Always maintain appropriate staff/child ratios
- Carrying out daily exit and entrance procedures to ensure the security of the children is always maintained
- Closely monitor children in and out of the building
- Closely monitor children on outings and trips
- Ensure that visitors to the Nursery are always supervised.

In the unlikely event of a child going missing, our missing child procedure is followed.

Procedures

Child going missing on the premises

- We will check the register to confirm the child came to nursery. A quick search of all rooms, cupboards and all areas in the nursery and outdoor play area will take place.



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- The session supervisor will send a member of staff to carry out a thorough search for the child. The search will start immediately, with the member of staff searching the outside areas and checking the road also around the parked cars and other visual obstructions.
- While the initial search is made, a staff member will make enquiries of all adults at the nursery to establish the last sighting and time, clothes that the child was wearing, and the mental state of the child (happy, upset etc).
- If the child is not found within 5 minutes, the manager on duty will telephone the police and report the situation and follow their advice.
- The parent will then be notified and requested that a family member attend the nursery setting as soon as possible.
- The manager/deputy manager will ask the parent/carer or family member to come to the nursery, by using the normal route that the child would take and preferably by walking. The manager/deputy manager will then send a different member of staff to make a search of the area and continue the search until instructed otherwise.
- When the parent/carer arrives at the nursery, and the child is still lost, we will ask the parent/carer to return home and wait, in case the child has managed to make their way home.
- Telephone lines should remain as free as possible so that messages are not delayed.
- The nursery activities for the remaining children will continue as normal as possible and will ensure that children do not become anxious or worried, and all staff not involved in the search will give the children full and proper attention.

Child going missing while on a nursery outing/field walk

- As soon as it noticed that a child is missing, carry out a headcount to ensure that no other child has gone astray.
- One staff member to immediately undertake a thorough search of the immediate vicinity
- Phone 999, giving your name, location, name and description of the child/staff, name of the nursery, and any other relevant information
- Nominated person to phone the nursery manager, and inform manager of shop/area etc that is being visited (if applicable)
- Manager or deputy manager to go to the venue / area being visited
- Staff to return other children safely to the nursery
- Manager or deputy manager wait for police/ ambulance.
- Follow procedures from number 5 as above

The incident will be logged and signed by Manager and parent. The following information will be recorded:

- the date and time of the report
- what children were involved in the incident
- the time it is estimated that the child went missing
- when the child/ren was last seen
- name of the staff member responsible for the missing child, if a member of staff is directly responsible
- written statements from all staff who were involved
- what has taken place in the nursery since the child went missing
- Ofsted and the insurance company will be notified

When the situation has been resolved, members of staff must review the reasons for it happening and carry out relevant measures to ensure that there is not a reoccurrence



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1.9 Complaints Procedure

Policy Statement

Our nursery believes that children, parents and carers are entitled to expect courtesy and prompt careful attention to their needs and wishes. We welcome suggestions on how to improve our nursery through the method of feedback forms, children's home/setting diary books and informal liaisons with all staff members. We also have a Complaints book readily available located on the parent information table. We will give prompt and serious attention to any concerns about the running of the nursery and act accordingly to settle concerns. 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, these are listed below.

Aim

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

Methods

To achieve this, we operate the following complaints procedure:

How to complain:

Stage 1

- If any parent/carer is uneasy about any aspects of the nursery's provision, preliminary liaisons take place to discuss his/her worries and anxieties with the nursery owner Janet Torris, manager Rachel Austin

Stage 2

- If this does not have a satisfactory outcome, or if the problem reoccurs, the parent/carer moves to stage 2 of the procedure by putting the concerns or complaint in writing to the nursery line manager. The complaints book is located on the parent's information table.
- Most complaints should be able to be resolved informally at Stage 1 or at Stage 2.
- All written complaints from parents are kept in the child's personal records, stored in a separate file with access only from designated persons.
- Discussions may be held after the complaint has been resolved between the parent and the Manager to establish the outcome.

Stage 3

- If the parent is not satisfied with the outcome, he/she may request a meeting with the nursery Manager. Both the parent and the leader should have a friend or partner present if required. An agreed written record of the discussion will be made. All parties present at the meeting sign the record and receive a copy of it.
- The signed record signifies that the procedure has concluded.

Stage 4

- If at the stage 3 meeting the parent/carer and the nursery cannot reach agreement, an external mediator is invited to help to settle the complaint. The person should be acceptable to both parties, listens 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.
- Staff or volunteers within the Pre-school Learning Alliance or National Day Nurseries Association are appropriate persons to be invited as mediators.
- The mediator keeps all discussion confidential. She/he can hold separate meetings with the nursery personal and the parent/carer, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice she/he gives.

Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent/carer and the nursery leader is held. The purpose of this meeting is to reach a decision on the action to



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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 the 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. The signed record signifies that the procedure is concluded.
- Parents/persons making the complaint will be responded to in writing within 28 days.

The role of the Ofsted Early Years Directorate and the Area Child Protection Committee.

Parents may approach Ofsted directly at any stage of this complaint's procedure. In addition, where there seems to be a breach of our registration requirements, it is essential to involve Ofsted as the registering and inspection body. The setting has a duty to ensure the Statutory Framework for the Early Years Foundation Stage 2017, to be renewed at the end of 2019, is adhered to.

The address and telephone number of Ofsted is:

Complaints

OFSTED, Aviation House 125 Kingsway, London WC2B 6SE

Tel: 0300 1231231 (Monday to Friday: 8.00am-18.00pm)

Email: enquiries@ofsted.gov.uk

These details are displayed on our nursery's notice board. If a child appears to be at risk, our nursery follows the procedures of the Area Child Protection Committee in our local authority. In these cases, both the parent/carer and the nursery are informed, and the nursery Manager works with Ofsted or the Local Area Child Protection Committee to ensure a proper investigation of the complaint is carried out with appropriate action.

Records of complaints

All records of complaints against our nursery and/or the children and/or the adults working in our nursery will be kept in a secure cabinet. This includes the date, circumstances of the complaint and how the complaint was managed.

This policy has been reviewed and updated by Rachel Austin and Claire Holdgate on 31st January 2020. It has also had the input from all staff members and approved by them.



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SECTION 2

SAFEGUARDING CHILDREN - Promoting Health and Hygiene

2.1 Administering medicines

Policy Statement

While it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining health and well-being or when they are recovering from illness. In many cases, it is possible for children's GP's to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given to the child in the setting. These procedures are written in line with current guidance in 'Managing Medicines in Schools and Early Years Settings'; the manager is responsible for ensuring all staff understand and follow these procedures. The Manager or Supervisors are responsible for overseeing the correct administration of medication to children. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures.

Procedures

- Children taking prescribed and non-prescribed medication must be well enough to attend the setting
- Prescription medicines must only be administered if it has been prescribed by a doctor or dentist and is for the named child and in date
- All medicines must be in the original packaging with the child's name on, and cannot be dispensed into other bottles
- Children's non-emergency medications are stored in their original containers in the store cupboard and are clearly labelled and inaccessible to the children. Emergency medication such as asthma (asthma pumps are administered using spacers) pumps and EpiPen's will be taken out of the store cupboard if that child is attending that day and placed on a tall cabinet with the main room (out of reach of children). Medicine's that need to be kept in a fridge will be stored in the kitchen refrigerator.
- For all children requiring EpiPen's, we require two for each child
- Parents must give prior written consent for the administration of ALL medication (prescribed and non-prescribed). The staff receiving the medication from the parent should ask the parent to sign the medication form stating the following information. No medication may be given without these details being provided:
 - Full name of child and date of birth
 - Name of medication and strength
 - Who prescribed it (if prescription medicine)
 - Dosage to be given in the setting
 - How the medication should be stored and expiry date
 - Signature, printed name of parent and date

The administration is recorded accurately each time it is given and is signed by staff.

The medication record form is stored in the child's individual file and kept in the locked filing cabinet.

- In the event where a child is unwell and medication administration has not been approved by a parent, we will always endeavour to alert parents prior to administration, however, if condition worsens and parent, carer contact cannot be made, the manager (or senior supervisor on duty) will make the ultimate decision in administering a non-prescribed medicine such as Paracetamol, Nurofen or Piriton. This may be to prevent febrile convulsion or possible anaphylaxis until the



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parent or named person arrives to collect the child. Parents are informed on collection of their child exact details of the medication administered. Details are also recorded in the child's diary book.

- Staff are asked to make us aware of any medication that they require and how to administer it. We have full details on the staff board of the medications that are required by staff

2.2 Managing children who are sick, infectious or have medical conditions

Policy Statement

We provide care for all children and promote health through identifying allergies and preventing contact with the allergenic substances, chemicals and through preventing cross infection of viruses and bacterial infections. To ensure that children are safe and fully included (rather than excluded) we provide training to all staff and additional planning.

Procedures for children with allergies or medical conditions

When parents join their children at the setting, they are asked if their child suffers from any known allergies or medical conditions. This is recorded on the registration form and details:

- The allergen and the trigger for these.
- The nature of the allergic reactions, e.g. anaphylactic shock reaction, including rash, reddening of the skin, swelling, breathing problems etc.
- What to do in case of allergic reactions, any medication used and how it is to be used (e.g. Epipen).
- Type of medical condition and how this is managed (care plans may be required).

Details are kept in the child's personal file. Details of the child's allergies are displayed on the kitchen serving hatch, medical care plans are displayed on staff notice board on the store cupboard door. All staff and students are made aware of children's allergies and medical conditions during their induction, these are reiterated at regular intervals. By ensuring that this information is widely available to all staff we are able to consistently provide for those that need it.

Parents are expected to keep us fully up to date with any changes to children's medical conditions.

At all times the administration of medication must be compliant with the welfare requirements of the Early Years Foundation Stage and follow procedures based on advice given in the statutory Framework for the Early Years Foundation Stage (2017) to be renewed at the end of 2019.

Procedures for children who are sick or infectious

- If children appear unwell during the day- have a temperature, sickness, diarrhoea or pains the manager calls the parents who either collects the child or sends a known person on their behalf.
- If a child has a temperature, they are kept cool by removing top clothing and sponging heads with cool water (fans may be used).
- Temperatures are taken with a fever scan or ear thermometer.
- In extreme cases of emergency an ambulance will be called, and the parents informed.
- After diarrhoea/sickness the child should be kept at home for 48 hours or until a full stool is passed. In the event of an outbreak we will follow and complete the checklist supplied by Public Health England
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/625991/Appendix_3.pdf
- We follow the Government guidelines for exclusion periods. Other common illnesses amongst children:
 - Chicken pox – until the last blister has scabbed over
 - Scarlet fever – 24 hours after starting the first antibiotic



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Please refer to this:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/789369/Exclusion_table.pdf or contact the nursery for exclusion periods for all other illnesses not listed here. The exclusion list can also be found in the starter pack.

- Parents/Carers must inform us if children are ill and will be absent from nursery before the start of their session. All details of absences of more than three days will be recorded in children's records.
- All significant illnesses such as chicken pox is recorded on their individual files. Recurrent illnesses such as sickness, frequent high temperature will also be recorded

Procedures for those who have short- or long-term medical conditions

- If the child comes to us with a pre-existing or develops a condition whilst at the setting, such as allergy, asthma, chromosomal or genetic condition, we would ensure that we have full details and a care plan would be created with parent and/or medical professionals advice. All staff would be made aware of this and relevant training will be carried out. We would also draw further guidance from the Government 'Supporting pupils with medical conditions at school'
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- This will be regularly reviewed and updated

Reporting notifiable diseases and pandemic, virus outbreaks

Ofsted is notified of any infectious diseases, which a qualified medical person considers necessary (Rachel Austin or Janet Torris). Please see 1.1 in the safeguarding section for pandemic and virus outbreaks.

2.2a Staff medications, allergens and conditions

- Staff are asked to make us aware of any medications, allergens and medical conditions that they have or require and how to administer or carry out the relevant procedures. We have full details on the staff board of the medications that are required by staff, and any allergens they may have
- Care plans for those with conditions are also displayed on the staff notice board and all staff are made aware of these conditions during their staff induction and at staff meetings. The care plan is devised with the staff member and a medical practitioner where necessary

2.3 Nappy Changing

No child is excluded from participating in our setting who may for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

We make necessary adjustments to our bathroom provision and hygiene practice in order to accommodate children who are not, yet toilet trained.

We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

Nappy changing procedures

- Parents are asked to provide nappies, wet wipes and any creams their child might need.
- Children will be changed at specific times throughout the day to keep them comfortable and avoid nappy rash. They will also be changed as necessary if they are dirty or considered overly wet. At times, where children may be sore and have no creams in their bags, Vaseline will be applied to prevent the area worsening (records will be checked prior for allergies).
- The daily staff rota outlines when each person is responsible for this duty.
- Changing areas are warm and there are safe areas to lay young children when nappy changing is taking place.



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- Gloves and aprons are put on before changing starts and the area checked for cleanliness. This area is appropriately cleaned following each nappy change.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- Nappies and pull-ups are disposed of hygienically. This is emptied after each session.
- Children are never left unattended when nappy changing is being carried out

Toileting

- Young children are encouraged to take an interest in using the toilet, if they just want to experience the feeling.
- Children will be encouraged to wash their hands and have soap and hand towels to hand.
- Older children access the toilet when they have the need to and are encouraged to be independent.
- Any soiled clothes are bagged for the parents to take home.
- All toileting accidents are reported to the appropriate person (one who will be present at collection time) and recorded in the children's daily record books.

2.4 Drugs, alcohol and smoking policy

Policy Statement

We comply with health and safety regulations and the Welfare Requirements of the EYFS (2017) in making our setting a no-smoking, drug and alcohol-free environment-both indoor and outdoor.

Procedures

- All staff, parents and volunteers are made aware of our drug, alcohol and smoking policy
- No-smoking signs are displayed
- We actively encourage no smoking
- Staff who smoke or vape do not smoke during working hours unless on a break and off the premises
- Staff who do smoke or vape during their break or before or after their session must remove their work top and wear their own top to reduce the effect of the odour for children and colleagues. The work top should be replaced before they return and thoroughly wash their hands before re-entering the room.
- Smoking is only permitted away from the building, and out of the sight of the children.
- We will monitor staff of any drinking and drug use, either intermittent or continuous which interferes with an individual health, work or capabilities, which affects the work performance and/or safety of others.
- If we feel that they are unfit due to alcohol and drug consumption we will follow the necessary disciplinary procedures. If the staff member needs time away from work for this matter, pay will be at the managers discretion.
- All staff are asked during the interview process if they smoke, drink or take drugs regularly, a record is kept, and we will respond accordingly

2.5 Food and Drink

Policy Statement

The nursery regards snack and mealtimes as an important part of the day. Eating represents a social time for children and adults to interact and helps children to learn about healthy eating, food type and origins. At snack and mealtimes, we aim to provide nutritious food, which meets the child's individual dietary needs. We aim to meet the General Welfare requirements of the Statutory Framework for the Early Years Foundation Stage (revised 2017, to be renewed at the end of 2019): Safeguarding and Promoting Children's Welfare.



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Procedures

- Before a child starts to attend the nursery, we find out from the parents/carers their children's dietary needs, including any allergies, intolerances and dietary requirements
- We record information about each child's dietary needs in his/her registration records and parents sign the record to signify that it is correct.
- We regularly consult with the parents/carers to ensure that our records of their children's dietary needs including any allergies and intolerances are up to date.
- We inform all staff and students during their induction of nursery procedures for allergies and dietary requirements. We display current information about individual children's dietary needs, allergies and intolerances so that all staff, students and volunteers are fully informed about them.
- We implement systems to ensure that children only receive food and drink which is consistent with their dietary needs and their parents'/carers' wishes.
- We plan menus taking account of parents and children's ideas and requests. We display the menus of all food prepared for the children on the notice board and weekly in their diary books.
- We provide nutritious food at all mealtimes avoiding large amounts of fat, sugar and salt and artificial preservatives and colourings.
- We include the following elements in meals which are offered:
 - Protein for growth; and
 - Essential minerals and vitamins in raw foods, salads and fruits.
- We 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/carers and research by staff, 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 and intolerances. We take account of this information in the provision of food and drinks.
- 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 his/her diet or allergy.
- We organise meal and snack times so that they are social occasions in which children and staff participate in preparation.
- We use meal and snack times to help children develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils that are age and stage appropriate, taking into account of the eating practices of their cultures.
- We are especially vigilant where we have a child who has a known allergy to nuts.
- We have fresh drinking water available for the children throughout the day.
- For children who drink milk, we provide whole and pasteurised milk. Parents are asked to provide alternative milk for children who cannot drink this type.
- We ask parents that any food gifts that are bought in are nut free, and that all children now take them home with them so that the parent or carer can decide whether to give it to them.
- We promote independence, encouraging older children to manage their own requirements when serving food and to feed themselves where possible.

We have a list of food allergens which can be accessed where necessary.



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2.6 First aid

Policy statement

In our setting staff can take action to apply first aid treatment in the event of an accident involving a child or adult. At least one member of staff with current first aid training is on the premises at any one time, although we currently have 6 members of staff qualified. The first aid qualification includes first aid training for infants and young children: 12 hours paediatric first aid level 3.

Paediatric first aid

Majority of staff at the setting hold a current first aid training certificate level 3 (relevant to infants and young children). Epi pen training will be provided as and when we have a child who requires it. Training for this is completed within the first two months of employment.

Administering first aid treatment

Parents are made aware at registration/induction that a qualified staff member will carry out emergency first aid treatment where necessary. If we require further professional help to meet the patient's needs, we will contact the emergency services and act on their instructions. Parents and/or next of kin will be notified immediately and informed of the next steps.

First aid kit

Our first aid kit complies with the health and safety (first aid) regulation 1981. We follow the guidance of the Health and Safety Executive and stock the kit according to the nursery needs.

The first aid box is clearly marked, is easily accessible and kept in the cupboard (out of children's reach). It is regularly checked by a designated member of staff and re-stocked as necessary.

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

This policy has been reviewed and updated by Rachel Austin and Claire Holdgate on 31st January 2020. It has also had the input from all staff members and approved by them.



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SECTION 3 **EQUALITY OF OPPORTUNITY**

3.1 Valuing diversity and promoting equality

Policy Statement

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

Our Vision: *“Inclusion is a process of identifying, understanding and breaking down barriers to participation and belonging. Our setting does everything possible to ensure children can participate, belong and develop, whatever their background or level of ability. We aim to provide an environment where everyone who visits our nursery feels equally welcomed, valued and accepted.”*

Aim:

We aim to provide a secure environment in which all our children can flourish and in which all contributions are considered and valued.

- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information regardless of their religious persuasion, racial origin, cultural and linguistic background, gender, sexual orientation, social group or disability.
- Improve our knowledge and understanding of issues of equality and diversity.
- Treat everyone as individuals, regardless to their religious persuasion, racial origin, cultural and linguistic background, gender, sexual orientation, social group or disability.
- Recognise festivals and events for all cultures around the world.
- All activities and equipment, for example music, books, cooking and home corner will reflect all cultures.
- We will ensure that all children will be cared for and educated in an environment that is free from prejudice and discrimination

Methods:

Our nursery is open to all members of the community.

- We provide information in clear, concise language, whether in spoken or written form. Where possible, we will endeavour to provide suitable literature for parents/carers and children in relevant languages
- We base our admissions policy on a fair system.
- We do not discriminate against a child or refuse entry to a child because of their religious persuasion, racial origin, cultural and linguistic background, gender, sexual orientation, social group or disability
- We ensure that all parents/carers are aware of our equal opportunities policy, a link to our latest policies and procedures is sent to all parents
- We take action against discriminatory behaviour by staff, students, parents and visitors. Displaying of openly discriminatory and possible offensive materials, name-calling or threatening behaviour are unacceptable on or around the premises and will be dealt with in the appropriate manner.
- The nursery allocated ENCO officer is: Aysha Mehmet, Deputy Officer: Mrs Rachel Austin

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.



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- The applicant who best meets the criteria is offered the post, subject to references, eligibility to work in the UK and checks by the Disclosure and Barring Services. This ensures fairness in the selection process.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- We review our practices to ensure that we are fully implementing our policy for equality and diversity.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop anti discriminatory and inclusive practices such as for supporting children with EAL (English as an additional language) which enable all children to flourish and feel welcomed.
- We regularly review our practices and resources to ensure that we are fully implementing our policy for equality and diversity.
- We regularly review and include the latest updates and information from NDNA, PSLA, Essex local offer website in to our provisions and approaches

Curriculum

The curriculum offered in the nursery encourages children to develop positive attitudes to people who are different from themselves. It encourages children to empathise with others and to begin to develop the ability to respect each other.

We do this by:

- Making children feel valued and good about themselves.
- Ensuring that children have equality of access to learning e.g. recognising the different learning styles of girls and boys, age and stage etc.
- Reflecting the widest possible range of communities in the choice of resources.
- Celebrating a wide range of festivals.
- Creating an environment of mutual respect and tolerance.
- Helping children to understand that discriminatory behaviour and remarks are unacceptable.
- Ensuring that the curriculum offered is inclusive of children with different religious persuasions, racial origin, cultural and linguistic background, gender, sexual orientation, social group or disability.
- Ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning.

Community Links

We regularly invite members of the community in such as: local police/fire officers, the elderly, charity organisations such as Guide Dogs, parents from different cultural backgrounds and various other representatives of the community to share information about their services or experiences. This greatly helps promote children's knowledge and understanding of the world around them and enriches their life experiences. We advertise our community days on the parents greeting board.

Valuing Diversity in Families

- We have an equality working group consisting of one or more parents from different cultural backgrounds, along with the ENCO officer and assistant. These regularly meet to discuss any areas of provision or practice that can be adapted or included to suit the needs of all families in our setting
- We welcome the diversity of family life and work with all families.
- We encourage parents/carers to engage in the life of the setting and to fully contribute.



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- We encourage children to contribute stories of their everyday life into the nursery.
- For families who have a first language other than English, we value the contribution of their culture and language offer. We support children by learning words from their language to help understanding of individual needs and desires.
- We offer a flexible payment system for families of differing means.

Food

- We work in partnership with parents/carers 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 to respect the differences among them.

Monitoring and Reviewing

- To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and valuing diversity. However, where new ideas, legislation is implemented may require more regular reviews.
- We provide a complaints procedure and parents are made aware of this. Please see 1.9 of policies and procedures.

3.2 Supporting children with special educational needs and disabilities (SEND)

Policy Statement

We provide an environment in which all children including those with special educational needs or disabilities are supported to reach their full potential. All our children are assessed when they join our nursery, so that we can build upon their prior learning. Information is provided by parents and other professionals such as health visitors and paediatricians working with the child in order to create an accurate assessment. We use this information to provide starting points for their development. Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, staff should consider all the information about the child's learning and development including formal checks, staff observations and any other detailed assessment of the child's needs. Staff should particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Any specialist advice will assist in making decisions about whether or not a child has SEND. All the information will be considered when meeting and discussing the child's developments with the parents/carers.

Children may have Special Educational Needs either throughout or at any time during their nursery development. A delay in learning and development in the early years may or may not indicate that a child has SEND. Difficult or withdrawn behaviour does not necessarily mean that a child has SEND. We will assess a child to determine whether there are any contributing factors such as an underlying learning or communication difficulty. If other factors such as housing, family or other domestic circumstances are contributing to their behaviour, we will discuss this with parents and by using the Early Help Assessment to develop ways of further supporting the child and family.

Prior written consent is obtained prior to any information sharing about their child. Even after recommendation from the nursery, a parent has a right to refuse any additional support, at any stage, for their child. However where we feel that by not arranging any additional support would be detrimental to their health, growth and development and we would be failing to abide by our childcare responsibilities or may have an impact on the other children in the nursery, we will endeavour to work with the family to establish suitable support.

Identifying and assessing SEND for young children whose first language is not English requires particular care. Early year's practitioners should look carefully at all aspects of a child's learning and development to



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establish whether any delay is related to learning English as an additional language or if it arises from SEND or disability. Difficulties related solely to learning English as an additional language are not SEND.

Our setting is wheelchair accessible

Aims

- The nursery has regard for the DfES Special Educational Needs and Disability (SEND) Code of Practice 0-25 years (2015)
- We include all children in our provision.
- We will identify the specific needs of children with SEND and meet those needs through a range of strategies and programmes
- We support parents and children with special educational needs and disabilities (SEND).
- We will work in partnership with parents and other agencies in meeting individual children's needs.
- We will monitor and review our practice and provision and, if necessary, and if feasible, make adjustments or updates.

Methods

- The nursery has a designated Special Educational Needs and Disabilities Coordinator (SEND co) in the setting. Our SEND coordinator is the manager Rachel Austin, and assistant Chrissie Searle. They monitor children with SEND and provide staff with regular updates of the child's progress and requirements
- We ensure that the provision for children with SEND is the responsibility of all members of the setting.
- We will ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We will ensure that our physical environment is as far as possible suitable for children with disabilities.
- We will help children manage their behaviour and emotions, particularly trauma and stress and to take part in learning effectively and safely.
- We will work closely with parents of children with SEND to create and maintain a positive partnership.
- We will ensure the privacy of children with SEND when intimate care is being provided.
- We will ensure that parents are informed and involved at all stages of the assessment, planning, provision and review of their children's education.
- We will provide parents with information on sources of independent advice and support.
- Additional funding may be available for children with SEND, the nursery will work with parents and support services to process this. This is based on a child's individual support and learning needs.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We occasionally access funding to help support children's development and welfare at the nursery such as Inclusion grant and SEN premium.
- We will ensure that children with SEND are appropriately involved at all stages of their graduated response, taking into account their levels of ability.
- We will provide a broad and balanced curriculum for all children with SEND.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual one-page profiles and one plan for children with SEND. We will record the strategies used to support the child within a one plan. This will outline the short-term targets set for the child within the nursery and the supporting strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed, in most cases, this review occurs 3 to 4 months. Parents will be involved in the process along with any agreed professionals such as health visitor, area SENCO, school SENCO, or teacher from the school they are transferring to.



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- We use a system for keeping records of assessments, planning, provision and review for children with SEND.
- We provide resources (human and financial) to implement our Special Educational Needs and Disabilities Policy.
- The child's behaviour and performance will be observed and recorded, and all information shared with the parents. We will then work together to create plans to fully support next stages of development.
- Provision of interventions, learning material and equipment will be included.
- We will create small groups within the setting where the child will receive extra support.
- Staff training and research to introduce more effective teaching strategies will be carried out where needed.
- The nursery will assess resources available for children with SEND
- We use the Essex Local Offer for support and guidance for children with SEND and their families. The information on the Essex Local Offer is also provided to parents where necessary
- The nursery's local offer outlines the facilities and provision for children with SEND. This can be accessed via our website: www.brentwooddaynursery.co.uk. Alternatively, you can view a hard copy at the nursery. This is located in the basket on the parent information desk.
- When writing and providing information we follow the Government guidance document on inclusive language <https://www.gov.uk/government/publications/inclusive-communication/inclusive-language-words-to-use-and-avoid-when-writing-about-disability>

Early action is crucial. It is particularly important in the early years that there is no delay in providing special educational provision. A delay could contribute to their learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties.

There may be occasions, even after following relevant steps to identify and meet the needs of a child with SEND, where we would consider requesting an Education, Health and Care plan (EHCP). We would contact the local authority who would arrange for the relevant professionals to assess the child. An EHCP identifies educational, health and social needs and sets out the additional support to meet those needs.

Supporting looked after and disadvantaged children

We recognise the importance of providing all children with the best opportunities and support to enable them to reach their full potential whilst in our care. In some cases, this may include working more closely in partnership with parents to offer advice, signpost to services (where necessary) and/or contact professionals to further support children and families. In some cases, funding, such as Early Years Pupil Premium may be provided to further support an individual. This will be applied for by the Manager or Owner in collaboration with parents. Parents will then be informed as to how this is being used to benefit their child.

This policy has been reviewed and updated by Rachel Austin and Claire Holdgate on 31st January 2020. It has also had the input from all staff members and approved by them.



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SECTION 4 **BEHAVIOUR**

4.1 Achieving positive behaviour

Policy Statement

The nursery requires all staff and students to read and understand the Behaviour Management Policy and all persons must agree to abide by the policy.

Our nursery believes that children flourish best when they know how they are expected to behave and should feel free to play and learn without fear of being hurt or unfairly restricted by anyone else. We operate an open-door policy whereby parents/carers are welcome at any time to discuss any issues regarding behaviour at home.

Discipline and guidelines:

- Create reasonable limits.
- Discipline behaviour not the child.
- Teach what is to be expected through positive modelling.
- Carry out discipline immediately and directly related to the inappropriate behaviour.
- Adapt discipline according to the child's developmental stage and understanding

How to manage behaviour (including physical restraint)

In order to appropriately react to children's behaviour, it is essential to take into account the development stages of the children. We must first question if the behaviour is age or stage appropriate. Our expectations must also be tempered by ability to prioritise, which behaviours require redirecting and which can be dealt with by children themselves.

Aim

Our aim is to provide an environment, which encourages acceptable behaviour, enabling children to learn to respect themselves, other people and their environment.

Our Behavioural Management Coordinators are Aysha Mehmet and Chrissie Searle

Methods

- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents/carers and one another with friendliness, care and courtesy.
- We require all staff, volunteers and students to use positive and consistent strategies for handling any conflict by helping children find solutions in ways, which are appropriate for the children's ages and stages of development – for example distraction, praise and reward.
- We familiarise all new staff, parents, volunteers and students with the nurseries behaviour policy and its procedure for behaviour management, by issuing the policy before joining
- We expect all members of the nursery, children, parents/carers, staff and volunteers to adhere to the behavioural management procedures consistently.
- We praise and endorse desirable behaviour such as kindness and willingness to share.
- We avoid creating situations in which children receive attention only in return for undesirable behaviour.
- We recognise that codes for interacting with other people may vary between cultures including children with English as an additional language. This may require staff to more sensitive in dealing with specific issues.
- When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately in future.



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- We never use physical punishment, and children are never threatened with it. In the case of an emergency risk assessment to prevent personal injury a physical action may be required (restraint).
 - Physical effective handling would only be used as a last resort when all other possible methods have been used and where there is significant risk of harm occurring, for example when a child is injuring themselves or others or they are damaging property.
 - Physical restraint would never be used out of anger or as a punishment and will always be necessary, reasonable and proportionate
 - Where we feel a child needs physical restrictive handling methods, this would be discussed, and methods agreed with the parent or carer. Occasionally other professionals may be consulted for further advice
- We do not shout or raise our voices in a threatening way to respond to children's behaviour. However, to prevent a situation that may lead to a child being hurt we may raise our voice to gain immediate attention of those or others around.
- Children will be addressed in an appropriate manner according to their level of understanding where inappropriate behaviour is being demonstrated
- We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development – for example by distracting, discussion or by withdrawing the child from the situation for a short period allowing them to reflect on the reasons for withdrawal
- We try to avoid scenarios where there is an audience by isolating the discussion
- Offering the opportunity of a physical outlet of their aggression by means of physical play
- Parents are informed regularly about their children's behaviour. We work with parents/carers to address recurring unacceptable behaviour, using objective observation records to help us understand the cause and decide jointly how to respond appropriately. We will also devise strategies to support them in the future, where the nursery and the home are using consistent approaches.
- Where problems are identified, we will endeavour to support parents in any referrals with outside agencies such as speech therapists, educational psychologists, occupational therapists etc. and implement any plan of action they recommend.
- In extreme cases of serious disruptive behaviour and where all efforts made have failed to overcome the problem, parents/carers could be asked to remove their child from the nursery. See our procedures below.
- We attend consultation meetings at the local social, emotional and health drop-in centre for advice on individual children within the setting

Discipline Guideline Procedures

The following procedures will be followed where an incident is regarded as serious

- Address the child displaying the inappropriate behaviour to determine why this has happened. The manager will log all details of the incident on an incident form. The parent will be informed of the incident on collection of their child and discuss how we can help support the child in using more positive behaviour.
- If this occurs for a second time, we will again try to ascertain why this behaviour has re-occurred and discuss strategies where we can help promote and model more positive behaviour. The incident will be logged, and the parent informed on collection. We will agree methods of supporting the child through this time.
- On a third event, full details will be taken and logged and discussed with the parent on collection. The parent will be issued with a written warning explaining if any future incidents of this nature re-occurs, we will have to ask them to remove their child from the setting. We will discuss with the parent methods and strategies of helping prevent any future episodes.
- A fourth incident will result in the setting asking for the child to be removed and their contract terminated with immediate effect. A letter will be issued detailing the reasons for this decision.



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These decisions will be made quickly if it is impacting on other children's wellbeing.

Peer on peer abuse/bullying in children

Peer on peer abuse/bullying involves the persistent physical or verbal abuse of another child or children. We ensure that all staff understand that 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff must always act in the best interests of the child. Staff are made aware of the nurseries policies and procedures and that children can abuse other children. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- sexting (also known as youth produced sexual imagery)
- and initiation/hazing type violence and rituals

We take bullying very seriously. If staff have any concerns or suspicions that a child is a victim of bullying or notice a child is bullying another child or children:

- We intervene immediately to stop the child harming the other child or children.
- We explain to the child doing the bullying why her/his behaviour is inappropriate.
- We give reassurance to the child or the children who have been bullied.
- We help the child who has inflicted the bullying to show empathy for their actions by either apologising or taking time to reflect on their behaviour with an adult's supervision.
- We make sure that children who bully receive praise when they display acceptable behaviour.
- We do not label children who bully. We address the behaviour in a positive way.
- When children bully, we discuss what has happened with the parents/carers and work out with them a plan for handling the child's behaviour; and
- When children have been bullied, we share what has happened with the parents/carers explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Self harm for children and staff

If we suspect that a child or staff member was causing harm to themselves, we will discuss this with them in a very private sensitive manner.

- **Child**

We will discuss it with the child's parents and would record all the information during these discussions.

We would liaise with the relevant agencies and would work closely with the parents whilst we continue to seek help for that child.

- **Staff**

We will continue to have close discussions with staff members and would encourage them to seek professional help and will monitor their behaviours whilst at the nursery.

If we felt that anyone was at immediate risk, we would contact emergency services

Verbal behaviour management

It is central to our philosophy that all staff members should always act as positive role models towards the children, their colleagues, parents and the nursery. Any issues or problems arising with the children, other members of staff or parents should be discussed in private with the manager of the nursery. The passing of



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negative comments about parents, other staff or children is not acceptable in any form. We recognise that children will occasionally pick up an unacceptable word or phrase from various sources e.g. family member, TV, public spaces etc. We work alongside parents and carers to support the child in using more acceptable words and phrases. We discourage inappropriate words used such as swear words, racial comments, aggressive words e.g. 'shut up'. We recognise that often children are just repeating what they have heard and do not understand its meaning. If this happens, parents will be informed, and the circumstances explained. They will be asked to work alongside staff, with the nursery policy to encourage alternative words e.g. 'be quiet please'.

The incident may be written down and recorded on an incident form for monitoring purposes. If the issue is not resolved, we will follow the discipline guidelines procedure as stated above.

Parents Behaviour Policy

Parents are expected to display appropriate behaviour towards their child, other children, other parents or staff/volunteers or visitors at our setting.

We do not find any of the following acceptable examples of a parent's actions and could ask the parents to leave the premises immediately or on a permanent basis if they were to:

- Physically hurt or threaten their child in the nursery
- Intimidate, threaten or physically hurt another child or adult on our premises
- Encourage their child to threaten or physically attack another child.
- Use foul language or threatening behaviour towards staff, volunteers, visitors, management, children or any other parents on the premises

Discipline Guideline Procedures

The following procedures will be followed where an incident is regarded as serious, such as foul language or threatening behaviour:

- Discuss with the parent in a private area why they have acted towards another person in the setting in this manner. The owner or manager will listen to the reason for this outburst and try to resolve this as amicably as possible. The owner or manager will then log all details (accurately) of the incident on an incident form, taking into account each person's grievance.
- If this occurs for a second time, we will again try to ascertain why this behaviour has re-occurred and discuss strategies to prevent any future events of this nature. The incident will be logged as before. The parent will be issued with a written warning explaining if any future incidents of this nature re-occurs they will be asked to leave and remove their child indefinitely.
- On a third event, full details will be taken and logged and discussed with the person involved. The person will be asked to leave the premises and to remove their child from the setting indefinitely. The parent will be issued with a letter explaining the reasons for this decision. These decisions will be made quickly if it is impacting on other children's wellbeing.

Positive points for behaviour management for staff and parents

Be fair: Don't make any child feel picked on or suffer for your bad mood.

Be clear: Think ahead, state the rule clearly and in advance and keep them simple.

Be firm: But friendly, make sure children keep to the rules – look them in the eye, repeat the request once, using a quiet tone and don't raise your voice.

Be trusting: Use positive affirmations

Be positive: Praise and rewards work better than punishments. Describe what it is you see and like and praise the process and effort rather than the product.

Be creative: A confrontation avoided is better than a battle won. Use humour, distraction and compromise wherever appropriate.



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Be sensitive: Consider individuals' feelings and moods. A child may need some time and space to adapt to their surroundings before they can be expected to conform.

Be honest: Let children know what they have done, and how it makes you feel.

Give time: Don't let bad behaviour be the only way to gain attention. Attention seeking behaviour is attention needing, so respond to this need at appropriate times.

Nursery Rules

- Being Kind
- Sharing
- Listening
- Taking turns
- Respecting others
- Respecting toys
- Good Manners
- Table etiquette
- Respect and tolerance of your community and the world
- Recognising right from wrong

This policy has been reviewed and updated by Rachel Austin and Claire Holdgate on 31st January 2020. It has also had the input from all staff members and approved by them.



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SECTION 5

General Data Protection Regulation (GDPR)

Policy Statement

It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality nursery care and education. We ensure that all parents, carers and staff, can share their information in the confidence that it will only be used to enhance the welfare of their children

GDPR requirements

On the 25th May 2018 the General Data Protection Regulation (GDPR) was introduced and it replaced the Data Protection Act (1998). It sets out requirements for those who have responsibility for data protection, and we have introduced this in to our procedures. There are 12 steps that need to be followed:

1. **Awareness**
2. **Information we hold**
3. **Communication privacy**
4. **Individuals rights**
5. **Subject access records**
6. **Lawful basis for processing personal data**
7. **Consent**
8. **Children**
9. **Data breaches**
10. **Data Protection by Design and Data Protection Impact Assessments**
11. **Data protections officers**
12. **International**

1. Awareness

All staff are aware of GDPR law and that it has replaced the Data Protection Act. Personal data is any data that can be linked to a single person and which identifies them in some way. The new GDPR regulations require us to let everyone know what data we hold on them, and that it has been agreed that we can hold the data, how we store it, who we might share it with (if anyone) and how long we keep the data on file for. We have discussed this at office meetings and advised staff of the impact it will have on them; they are aware that we have implemented the new procedures in to our setting and regular training and updates are given to staff. There are new obligations regarding personal data and new rights for individuals. Reviewing our GDPR gives us the opportunity to establish strong, secure data protection procedures. If any personal data is lost, destroyed or unwittingly shared it is our responsibility to report this breach to the Information Commissioners Office (ICO) to which we are registered. Our registration number is ZA389011. All senior managers are responsible for implementing GDPR procedures. The manager, Rachel Austin and the admin assistant Claire Holdgate, have overseen the introduction and monitoring of GDPR and a data audit is held annually, and any changes made are recorded.

2. Information we hold

Our privacy notice details the personal data we hold, where it came from and who we share it with. This is given to all parents/carers in the starter pack when a child starts the setting and it must be signed by parent/carer. We also have a copy of it on our website. We have a separate privacy notice and consent form for staff and contractors which is given to them on the first day of employment. Our social media (private Facebook page), photo usage, consent & permissions and Tapestry (our online journal) procedures are explained in our privacy notice and terms and conditions document which is given to parents and carers when a child join. Staff and parents/carers are made aware of the settings confidentiality procedures in their privacy notices. Should information be shared in error, we will be able to refer to our records so that this



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can be corrected. Essex County Council, NHS, and our online learning journal, Tapestry have an extensive GDPR policy outlining their data protection rules and regulations to which we adhere to. For any private professionals arranged by the parent or carer, we would ask that they provide us with their relevant privacy notice.

We are obliged to share confidential information without authorisation from the person who provided it or who relates if it is in the public interest. That is when:

- It is to prevent a crime from being committed or intervene where one may have been or to prevent harm to a child or adult; or
- Not sharing it could be worse than the outcome of having shared it.
- The decision should never be made as an individual, but with the backup of management committee officers. The three criteria are:
 - Where there is evidence that the child is suffering, or is at risk of suffering, significant harm.
 - Where there is reasonable cause to believe that a child may be suffering or is at risk from suffering significant harm.
 - To prevent significant harm to children and young people or serious harm to adults, including the prevention, detection and prosecution of serious crime.

3. Communicating privacy

Our lawful basis for processing this data is to ensure that your child is entitled to a place at the setting and that the nursery receives the statutory funding from the government that it is entitled to, we ask for your consent to retrieving and subsequently recording this information in the consent section at the end of the privacy notice/terms and conditions document. For staff, our lawful basis for processing data is to ensure that you are eligible to work in the UK and that you are safe to work with children.

We hold hard copies of every current child; all registration documents, any personal notes, external professional notes, we retain this information as we provide childcare for returning children up to the age of 8 years old (up to the day of their 8th birthday). We do have many returning children in the school holidays. For this reason, we retain all children's records until their 9th birthday. At this point, all information is destroyed, but for child protection purposes, accident/incident forms (including any shared information regarding a child's health and wellbeing) (electronic and hard copy) are kept for 21 years or in the case of a child who is on the child protection register, the records will be kept for 24 years. All creative work is given to the parent or carer on their last day, all developmental and observational records uploaded to Tapestry, our online developmental tracking system, are saved as a PDF which is emailed to the parent, we then remove this from our Tapestry application within one month of the child leaving (in the event of a child who is on the child protection register, we would back up the data to our computer system and it would be retained with the accident and incident forms for 24 years).

Once a child, or staff member has left the nursery to go to another setting, or primary school, all their documents are scanned and held electronically on an encrypted folder on the nursery laptop. We have a password protected database which is used to record when their details are scanned, so that we can accurately record when data can be destroyed or deleted. The database includes information such as name, date of birth, start date and leave date and when their data can be destroyed. Once all their details have been scanned, all hard copy paperwork is destroyed. Destruction of hard copies involves shredding and we use the McAfee shredder to delete all electronic documents.

Dropbox is used to store all our work on the laptops and iPads, this is a secure cloud-based service for storing and sharing documents, it backs up our work so that we can retrieve it should we need to. All folders within dropbox are encrypted (from our end to their servers) and we use two step verification to access dropbox, a highly secure method to protect our documents from attack.

Electronic documents include Word, PDF and Excel.



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Strong passwords (using lower case, upper case, symbols and numbers) are used on all personal or sensitive data. If passworded documents are to be emailed, the password will be provided in a separate form to email, i.e. text, phone call

All confidential information sent to external agencies, about a child will be sent via Egress switch, a highly secure encrypted software that delivers information electronically.

All laptops, tablets and iPads have antivirus software and firewall installed and this is automatically renewed. The laptops also have very strong passwords, which include lower case, upper case, symbols and numbers.

Our policies and procedures are reviewed annually. We also have copies of our Public Liability Insurance certificates.

If you are not happy with our data handling procedures, we would ask you to contact us in the first instance, so that we may have the opportunity to resolve any issues. However, you have the right to complain further to the Information Commissioners Office (ICO) if you think there is a problem with the way we are handling the data.

4. Individuals rights and 5. Subject access records

In accordance to the GDPR we respect the rights of individuals. All staff has the right to view their own records. Every parent has the right to view their child's folder and records that we hold on that child, we will do this within one month of asking and make no charge for this service. Parents/carers are not allowed to have access to any other child's records. When a parent/staff member requests access to information there are several steps that must be taken, these are outlined in our privacy notice. Should a parent/staff member ask us to delete information, we will view the information and where we feel we must fulfil our safeguarding duty, we would make a managerial decision on how this would affect the child/staff member and if necessary we would seek advice from Children's and families hub or OFSTED. We consider this to be

- It is to prevent a crime from being committed or intervene where one may have been or to prevent harm to a child or adult; or
- Not sharing it could be worse than the outcome of having shared it.
- The decision should never be made as an individual, but with the backup of management committee officers. The three criteria are:
 - Where there is evidence that the child is suffering, or is at risk of suffering, significant harm.
 - Where there is reasonable cause to believe that a child may be suffering or is at risk from suffering significant harm.
 - To prevent significant harm to children and young people or serious harm to adults, including the prevention, detection and prosecution of serious crime.

Our procedure for sharing information is based on the 6 points of good practice as set out in information sharing practitioners guide (HM Guidance 2015)

1. Explain to families how, when and why information will be shared about them and with whom. That consent is normally obtained, unless it puts the child at risk, or undermines criminal investigation.

- We ensure parents receive information about our information sharing policy when starting their child in the setting and they sign the form to say that they understand circumstances when information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult.
- We ensure parents have information about safeguarding children.
- We ensure parents have information about circumstances when information will be shared with external agencies for example with regard to any special needs the child may have or transition to school.



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2. Consider the safety and welfare of the child when making a decision and sharing information- if there are concerns regarding 'significant harm' the child's well-being and safety is paramount.
 - We record concerns and discuss these with the settings designated person. Record decisions made and the reasons why information will be shared and with whom.
 - We follow the procedures for reporting concerns and record keeping.
3. Respect the wishes of children and parents not to consent to share confidential information. However, in the interests of the child, we will judge when it is reasonable to override their wish.
 - Guidelines for consent are part of this procedure.
 - Managers are conversant with this and are able to advise staff accordingly.
4. Seek advice when there are doubts about possible significant harm to a child or others.
 - Managers contact Children's and Families Hub for advice when they have doubts or are unsure.
5. Information shared should be accurate and up-to-date, necessary for the purpose it is being shared for and shared only with those who need to know and shared securely.
 - Our safeguarding children and child protection procedures and record keeping procedures set out how and where information should be recorded and what information should be shared with another agency when making a referral.
6. Reasons for decisions to share information, or not are recorded

6. Lawful basis for processing personal data

We require the information to ensure that your child is entitled to a place at the setting and that the setting receives the statutory funding which it is eligible for and so that we are able to provide the relevant care and education for that child. For staff, it is to ensure that you they are eligible to work in the UK and are safe to work with children. Our website is for information purposes only, we do not ask you to log in, nor do we ask for any personal information, so we do not have any form of recording your data or your browsing, so we therefore do not have a cookies requirement.

7. Consent

Consent within our setting is of the highest priority. Before a child starts parents are sent our privacy notice and consent form and policies and procedures to which the parent signs and consents and returns a copy to the nursery. Staff members, volunteers, students and contractors are also given the same staff relevant paperwork. Within consent parents have the right to consent and object to different communication methods, direct marketing etc. Consent is ongoing within our nursery as we require permission continually throughout the year. You are able to retract your consent any time, procedures for this are as set out in our privacy notice. The new GDPR regulations do not prohibit the sharing of information if there are child safeguarding concerns. In accordance to the ICO terms and conditions on 'Consent', we have a lawful basis to share information without your prior consent, under the lawful basis 'vital interest' rule where we feel that processing that data is necessary to protect someone's life.

8. Children

Birth certificates are seen in order to verify a child's age. If we require further information other than the birth certificate (or are dissatisfied about the birth certificate given), we will contact Children's and families hub. Parental permission and consent is given on many subjects relating to the data processing activity of children's records, detailed information is within our privacy notice in the terms and conditions document. We also ask to see proof of your current address that has been registered for funding purposes.

9. Data breaches

We have procedures in place in the unlikely event of a data breach, either access to electronic files or hard copy files.

- If a child's records have been accessed in error, the parent or carer of the individual would be notified immediately
- For any information unwittingly emailed to the wrong email address, we would contact the recipient and ask that they delete the email, without reading its content



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- If an email about a child has been received by a person in error, unaware to the nursery, we would ask that they contact us immediately and delete the email without reading its content
- If staff, volunteers, students, details have been breached the staff member would be alerted
- If we become aware that there had been unauthorised access to records within the building, we would notify all parents and staff, students, volunteers immediately
- We would check the folders for every single child and staff member, students, volunteers, ensuring that all the information is still within the folder
- Any data breach would be recorded
- We would evaluate our procedures for recording and sharing data
- We would also contact the Information Commissioners Office (ICO) who are responsible for the GDPR and OFSTED. In some circumstances, we would notify the police and social services.
- We do not ask for nor record bank details for parents or children

10. Data Protection by Design and Data Protection Impact Assessments

Our approach is to assess and evaluate all the work that we do in terms of the impact it may have on data protection. As a nursery, we do not have a need for software or apps that record or control large amounts of data. We aim to identify problems at an early stage to minimise any negative effect they may have. We are governed by many legislations and this has to be incorporated into the day to day practice within the nursery. When evaluating our policies and procedures we examine and make careful notes on any new law that has been implemented and we do this continually as new updates are constantly received by OFSTED, NDNA and Essex County Council, Tapestry online learning journal and the government.

Having assessed DPI, we conclude that we do not currently need to make additional assessments in relation to impact of data protection within our company.

11. Data protection officers

All senior managers are responsible for implementing GDPR procedures. The manager, Rachel Austin and the admin assistant Claire Holdgate, oversee the introduction and monitoring of GDPR.

12. International

We are an independent company and with one setting in Brentwood, Essex, UK. International GDPR is not relevant to our setting.

This policy has been reviewed and updated by Rachel Austin and Claire Holdgate on 31st January 2020. It has also had the input from all staff members and approved by them.



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SECTION 6 - EMPLOYMENT

6.1 Staffing and Employment Policy

Policy Statement

We provide a high staffing ratio to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. This ensures that children and their parents are offered high quality nursery care and education and a service that promotes equality and values diversity. Our recruitment officer is Rachel Austin.

ALL STAFF, APPRENTICES, STUDENTS, VOLUNTEERS AND CONTRACTORS

Meeting welfare requirements

- To meet this aim we use the following minimum ratios of adults to child:
- Children aged 2 – 3 years of age: 1 adult to 4 children
- Children aged 3 – 5 years of age: 1 adult to 8 children
- Children aged 5 – 8 years of age: 1 adult to 8 children
- A minimum of two staff is on duty at any one time during opening hours of which one is level 3 qualified.
- We use a key worker system to ensure that each child and each family has a particular member of staff for discussion and consultation. When a member of staff is away another member of staff member will be assigned the responsibility of their children and parents will be informed.
- We hold regular meetings with parents to undertake individual planning and to discuss children's progress, areas requiring support. We also discuss their achievements and any behaviour management issues.
- Volunteers, new staff on trial days, parent helpers, visitors (including those doing extra-curricular activities) do not work unsupervised. Also volunteers, new staff whom are awaiting DBS completion.
- All apprentices are given time within in their weekly rota for 'off the job training'. Off the job training will include administration of any training that is directly relevant to the apprenticeship, teaching and or developing new knowledge skills and behaviours required to reach competence in the occupation. It will also include ..
 - Practical training: Work shadow, mentoring, industry visits, attendance at competitions.
Example(s): the apprentice observing colleagues carry out functions or processes that will enhance their knowledge. Attending meetings where the apprentice can build their knowledge.
 - Time given for research and study, online training.
Example(s): reading sector specific news, articles and journals and completing assignments set by our trainers.
 - Supported or structured tasked with feedback given from employer, peer or trainer/ assessor.
Example(s): one to one meeting with managers and other supporting roles to improve and feedback on practice. Completing clear set tasks with a goal which can be evaluated, and feedback given at the end of the day.
 - Practical training, lectures, role playing, simulation exercises.
Example(s): This could be from a wide range of tasks/ conditions you may set which supports the apprentice to develop in their role- in line with their qualification aims.

Safer recruitment

Brentwood Day Nursery is committed to safeguarding and promoting the welfare of all attending children and expects all its staff, volunteers, external workers, contract staff and visitors to share this commitment. We will safeguard and promote the welfare of all children at our setting in compliance with the DCSF guidance 'Safeguarding children and safer recruitment in education'.



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- A current staff member has received safer recruitment training
- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- Ensure that the details of the position make reference to the responsibility for safeguarding and promoting the welfare of children
- Our job descriptions outline the competences and qualities that the applicant should have in addition to qualifications and experience relevant to the position.
- Each 'role/post' is detailed in the 'Roles and posts job description' document and staff members are provided with an outline of their role as and when they are allocated. When a role has been assigned to a staff member the manager or deputy manager discusses in full the requirements of the role and the expectations.
- We require a full CV in addition to the completed application form
- We scrutinise the applicant's employment record looking for any gaps in employment and any discrepancies and question these should the applicant be invited to attend an interview
- We will check previous employment history and experience by obtaining 2 references, personal and professional. We may follow this up by telephone to a past employer to check authenticity of information.
- We welcome applicants 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, disability, 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 staff are appropriately qualified and checked for criminal records by an enhanced disclosure from the Disclosure and Barring Services. All applicants are subject to a satisfactory enhanced DBS check clearance and this is mentioned on our job descriptions. If a potential new staff member or volunteer has worked or lived abroad, we would carry out extensive checks, similar to DBS, for the country that they have worked or lived in.
- We organise and conduct face to face interviews with suitable applicants for the position, this may be followed up by inviting the applicant in to attend a trial session.
- We check the applicant's identity and right to work in the UK, by checking their passport and we would keep a record of this.
- We require proof of the successful candidates' qualifications, academic and vocational, as stated on the application form
- We state clearly in the verbal and written offer of employment that any position offered is subject to satisfactory references and enhanced DBS check clearance
- All staff are provided with a job description in their induction, this sets out their roles and responsibilities. This is reviewed at the end of their first week, end of first month and during each staff supervision meeting.
- We keep a documented record of roles carried out within the first 3 months of employment in order to ascertain that the staff member has fully understood the requirements within a reasonable time period
- Essential training must be passed within a reasonable time period
- The above 2 points are clarified in the employer's contract and failure to meet these could result in dismissal

Staff wellbeing

We have systems in place to support our staff as we recognise that childcare can be quite demanding along with personal lives and commitments.

We are committed to ensuring that our staff wellbeing is at the forefront of our setting. We do this by...



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- Introducing all staff to the new team member on their first day during the induction
- Allocating the new team member a staff mentor, this person is the person that they would go to for any personal or work related matters, although all staff including the management team are open and available should a staff member need to confide in them
- At the end of every day within the first week, the managers will check in with the staff member to ensure that they are feeling comfortable in the role and discuss accordingly should there be any issues
- At the end of the first week, management will review the week with the new staff member
- We have a staff wellbeing 'board' which staff can refer to for advice and in-house activities
- We award a staff member each month with 'employee of the month'. Staff members are encouraged to leave comments for staff and the management will review these at the end of the month and award accordingly. The employee of the month is advertised on the parents greeting board and they are given a £10 gift voucher.
- Every morning before the nursery opens, we will have 'tea and talk' time where we informally chat about their personal events and discuss the day ahead
- On Fridays, before the nursery opening hours, staff will meet for bacon sandwiches, tea and coffee. We informally chat about the week and have a topic of the week to discuss, such as 'visit a new place this week', or 'sign up to a new course or activity'.
- We have termly supervisions where we include asking about their personal lives and any matters that affect their work or wellbeing
- We have staff outings and meals, and these are arranged throughout the year

Training

- We encourage and support all staff to gain qualifications and to undertake regular CPD (continual professional development) training; online, face to face or independent research. This should be a minimum of three times a year.
- Our nursery budget allocates resources to training as and when it is required.
- We provide staff induction training before the first day of employment. This is a recorded checklist that includes introduction, nursery routine, children's individual requirements, training requirements, responsibilities, contract (this includes details on the workplace pension for those eligible), all nursery policies and procedures, risk assessments and check lists. We emphasise the importance of our Health and Safety and Safeguarding Policy and Procedures and the location of reporting incidents contact details, at the induction. They are also made aware of the location of the Early Years Foundation Stage profile and given a full briefing. Staff are provided with company policies and procedures via email – these are discussed at staff meetings. Staff will be trained on completing all relevant risk assessments, check lists, fire evacuation within the first week.

Personal records

- We obtain written personal information on staff information forms, please refer to our GDPR policy and privacy notices
- Our company policies and procedures are individually reviewed and discussed during staff meetings and periodically whenever required. This will help familiarise themselves and promote understanding.

Staff approach to teaching

- All children will be cared for in a positive, safe and indiscriminate manner.
- All children will be educated in a positive age and stage related environment, following the Early Years Foundation Stage (2014, revised 2017).

Parent Partnership

- All parents/carers will be respected and addressed in a professional, confidential and indiscriminate manner.



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Staff uniform, appearance and conduct

- Low-heeled footwear (no open-toed) and simple jewellery is appropriate through the working day.
- No ripped jeans, trousers or shorts, shorts should be at a respectable length.
- All staff are provided with uniform; embroidered t shirts and jumpers (2 of each). Staff are not permitted to wear their own tops. Clothing should be presentable; no tears, spillages/stains.
- Uniform will be replaced once every two years. Uniform negligence will result in the staff member replacing the uniform at their own cost.
- Visible tattoos should be covered, and piercing of an offensive nature should be removed.
- Fingernails should be kept at a manageable length including acrylic and gel nails
- Smoking in the nursery premises or outdoor areas where children will be present is strictly prohibited. Staff are asked to refrain from smoking whilst wearing nursery uniform out and about
- Bad language will not be tolerated.
- We encourage staff to use correct language and ensure children are exposed to correct vocabulary
- All staff members will conduct themselves in a professional, respectable and respectful manner throughout the day. All employees are expected to be reliable and punctual.
- It is the responsibility of all members of staff to make themselves familiar with nursery routine and to work as a team to ensure that the day-to-day running of the nursery is smooth and uncomplicated.
- All staff should work effectively together and strive for a kind and positive working environment, where each staff member feels valued and respected. Staff should be pleasant and courteous to each other throughout the working day

Mobile telephones and I watches

- Mobile phones should be switched off or to silent throughout the working day. These to be placed in the nursery safe and used only in emergencies with permission by the manager/supervisors. Mobile phones may be used in the nursery only with the permission of the Manager/s or in the case of an emergency. The safety of children in the setting is paramount. Therefore, the use of a mobile phone must not detract from the quality of supervision and care of the children. Any staff using a mobile phone other than for emergency purposes will be given a disciplinary. Mobile phones may be used by staff during their lunch hour providing they are used solely in the staff room or out of the building
- I phone watches must be stored in the safe during the working day. They may be used by staff during their lunch hour providing they are used solely in the staff room or out of the building

Staff holidays, shifts and hours

- All staff are required to start their work shift promptly; staff should ensure that they are available on the floor at the start of their shift (this will mean arriving at least 5 minutes earlier than your shift start time)
- There may be occasions where you are required to stay beyond your shift, this is a very rare occurrence, however if parents have been delayed in collecting children and our staff ratio would drop below what is required, we would require you to remain at work until such time that there are adequate staff ratios
- Should staff be required to work outside the normal shift hours, including attendance of staff meetings, they will accumulate these hours and can take extra holiday or be paid for their time
- Notification of holidays should be requested by staff members to the administrator Claire Holdgate by completing a holiday request form. Once this has been processed, she will confirm verbally and record dates on the electronic holiday form and wall chart. It will be unlikely that more than one member of staff can take holiday leave at the same time due to staff organisation, although every effort will be made to meet the desires of all our staff.

Staff Absence (including sick pay)

- Full hourly rate will be paid to you for up to 5 days taken as sick leave in any one year. Pay for any sick days taken after the 5th day will be at the managers discretion. The sickness allowance for this year will take effect immediately



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- Notification of absence from work due to illness or any other causes should be made by text to Rachel's mobile by 7am on the day you are absent from work. If you are unable to contact Rachel, then the nursery must be called, and this must be done by 8am on the day you are absent from work. You must keep contact with the nursery every day throughout your continued absence (refer to the contact methods).
- Whilst off on sick leave, you are expected to take reasonable measures in order to get yourself fit and well so that you can return to work, this will include rest and over the counter medicines, appointment with the doctors, physio, other private professionals. Should the nursery obtain information to the contrary, then you may be asked to attend a meeting and discipline procedures may follow.
- Brentwood Day Nursery does not have a company sick pay scheme, but you are entitled to statutory sick pay (SSP). SSP is paid to you if you have been off work sick for 4 or more days in a row. A fit note from the doctor that declares you are 'unfit for work' must be given to the manager on the 5th day of your sick leave in order for the nursery to process SSP. Brentwood Day Nursery would have regular contact with you and would ask for regular updates in regards to your diagnosis.
- 'Return to work' meetings may be held with you if there is a frequent pattern to an employee's sick leave or if the sick leave becomes increasingly frequent.

Fit for work after long term absence

- We would offer support and guidance to help an employee return to work and all reasonable adjustments will be made in order to aid someone's return to work after a long illness/physical condition. If after all adjustments have been made and agreed and the nursery is unable to find an alternative role, further advice regarding the employees capabilities of fulfilling their contract may be sought.
- All employees are eligible to apply for compassionate leave. Leave will be granted in the event of a bereavement or serious illness and to attend funerals of an employee's immediate relative. Each case will be judged on its own merits and amount of leave (paid or unpaid) awarded should be appropriate to the circumstances, length of service and previous attendance record.

Staff disqualifications

If a member of staff receives a disqualification during their employment at the nursery, we will record this within their file with full details of the disqualification

If a member of staff receives a disqualification and they subsequently leave the nursery, then we will inform DBS immediately of their resignation. DBS will be able to make the appropriate steps regarding the disqualification within their next setting.

Disqualification by association

According to guidance issued by the Department of Education and KCSIE (October 2019) staff at Brentwood Day Nursery can be disqualified from their employment by their association with others. This will apply if staff knowingly ..

- Work with or share a household with someone who is disqualified from working with children. This includes partners, children, foster children, house share colleagues/persons/or lodgers.
- It is the responsibility of individual staff to inform the management that they are aware of or have become aware that they are associated or living with a disqualified person
- If setting management are informed of any disqualification by association via a third party, it will be treated as an allegation and disqualification from their position will be immediate

Staff disciplinary and termination

- Failure to comply to any of the above by a staff member (who is employed with a current contract) will result in the nursery disciplinary procedures being actioned



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- The nursery has the right to cease employment or placement with immediate effect for any staff members who are voluntary or where a staff member has exceeded the date of their contract (and is currently out of contract)
- Where we feel there is failure to comply by a student the college will be notified, and we would suggest the disciplinary procedures are followed

Staff supervisions

- We support all staff by holding regular (termly) supervision meetings. We review roles, responsibilities, well-being and training. We also check for their current suitability to work with children and of any family (residing with) convictions which may affect their role, and if they have had any contact on social media or dating websites with those that have convictions relating to childcare.
- We remind staff in these meetings (or in joint 6 monthly meetings) of certain essential policies and procedures such as mobile phone and social media usage, evacuation procedures, and expect staff to update us on any changes in relation to dietary/medical needs and events that may have affected their current DBS. All staff sign to agree that they have met these conditions, at every supervision.
- From this meeting, new targets for the next term will be jointly set. These targets will be expected to be completed by the next supervision meeting unless an identified difficulty (out of their control) has prohibited completion. Where this occurs, staff should immediately inform the manager and work together to try to overcome any problems.

Respect and dignity

The setting is committed to providing a positive environment in which employees are treated with dignity, respect and courtesy and the different experiences, abilities and skills of each individual are valued by others. Our aim is to have an environment in which bullying, harassment and intimidation are acknowledged as unacceptable and are not tolerated. All staff members are made aware that they should behave appropriately and where necessary complain about bullying and harassment should it arise

- We will resolve issues promptly and professionally
- All discussions will be recorded, ensuring that confidentiality of both parties is always maintained
- We initially aim to resolve issues in house with mediation discussions, if instances persist or are more serious in nature, we will follow disciplinary procedures as set out below

Peer on Peer abuse with staff

Brentwood Day Nursery's main aim is to ensure the safety and welfare of the children within our setting. In order for this to be maintained, it is imperative that the following is adhered to:

- Staff should be approachable and informative. They will support each other's role within the nursery and any concerns should be communicated promptly in order for solutions to be reached.
- Staff are expected to be considerate to one another and refrain from being argumentative or patronising.
- At no time should any member of staff use threatening behaviour involving verbal or bodily/physical contact.
- Should any employee, volunteer, visitor or student continually upset or offend an individual (staff, children, parents, visitors) or create unpleasant atmosphere within the setting we will commence with the nursery disciplinary action procedures:

Examples of abuse can be as follows, but are not limited to:

- bullying (including cyberbullying)
- unwanted physical contact
- unwelcome advances, intentions or propositions
- deliberate exclusion of a staff members input and persistent unjustified criticism
- sexual violence



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- verbal abuse, insults or intrusive questioning
- disclosure of personal preferences without prior consent and using that to cause upset
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- sexting (also known as youth produced sexual imagery)
- deliberate intentions to treat a colleague less favourably and encouraging others to do so
- intentionally blaming staff members for something they haven't done

Bullying has the effect of undermining, humiliate, or injuring the recipient and can be carried out by an individual or group

Nursery Closure due to a short-term emergency situation (this does not include pandemics and outbreaks which result in a government forced closure)

Should the nursery have to close in an unplanned emergency situation (such as flooding, or a gas leak) staff will be notified and dependent on the situation, paid as usual for the period in which it is closed

Effective leadership of children's services 'joining the dots'

Our nursery believe that staff will perform to a higher standard if they have effective leadership, which ultimately provides good practice which helps improve the lives of children and families within our setting. We follow the OFSTED 'Joining the dots' Effective leadership of children's services (March 2015) ...

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/424193/Joining_the_dots_effective_leadership_of_childrens_services.pdf

Effective staff management

Managers should address poor performance effectively, i.e. failure to meet deadlines, in ways that do not lead to misinterpretation of their actions as bullying or harassment. Managers and supervisors are expected to treat staff fairly, communicate effectively, and to use appropriate measures to help them improve performance when necessary

Disciplinary Procedures

- First incident - a verbal warning will be given
- Second incident - a further verbal warning
- Third incident - a written warning will be given
- Fourth and final incident - no further warnings will be issued; immediate dismissal will be given

Depending on the nature of the disciplinary, *we may have to proceed straight to the fourth step*, and it may be necessary to contact local authorities, ICO, and the police may be contacted.

Protection of property

If there is persistent misuse of property, i.e. dropping equipment, using it heavy handily, we will make a management decision as to the penalties that the staff member will face, it is likely to involve personal payment towards new equipment.

If property that contains personal information, i.e, laptops, iPads are lost or stolen, then we will inform the ICO and if it has been stolen we will contact the police. We will follow the necessary procedures given by ICO in order to protect any data on the iPads or laptops.



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6.2 Induction for new staff

All staff go through a rigorous induction and this includes the following ...

- We have a written induction plan for all new staff, and it is continually referred to and updated
- Relevant paperwork such as passports, DBS (if they are on the update service), NI number, college paperwork, will be identified before the first day of placement
- Introduction to staff and volunteers including management.
- Familiarising with the building, health and safety procedures, safeguarding, registration and fire procedures.
- Ensuring policies and procedures have been read, understood and signed to agree that practice will reflect the terms set out in them.
- Introduction to parents and children- especially key children.
- Familiarising them with confidential information where applicable in relation to key children or any children they will be working with for example any allergies or specific medical requirements they may have.
- Details and demonstration of daily tasks and duties will be carried out by an allocated staff member.
- The owner and manager induct new staff, students and volunteers. All new staff undertaking training will have a probationary period.
- All staff are expected to have a respectable appearance, to show respect for other members of staff, apprentices, students and volunteers. To treat all children as individuals and have respect for their cultures and beliefs.
- All new trainees will be informed of their duties and be given time to settle in and become acquainted with the staff and children.
- The new trainee must show evidence that he/she is capable of working co-operatively in a team and is able to show initiative and act accordingly in any situation.
- The trainee staff will be expected to show evidence that he/she has understood the policies and is aware of confidentiality.
- The trainee staff should be willing to undertake any training courses (when considered necessary) to further their understanding and knowledge of childcare.
- After the probation period a meeting will take place to discuss any problems or concerns that either the manager or the trainee staff might have, then if both parties are satisfied with the outcome of the meeting then a contract of employment will be drawn up and signed by both management and trainee.

6.3 Student Placement Policy

Policy Statement

This nursery recognises that qualifications and training make an important contribution to the quality of the care and education provided by pre-school settings. As part of our commitment to quality, we offer placements to students undertaking qualifications and training

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 years and education.

Procedures

- We require students to meet the 'suitable person' requirements of Ofsted and have a current DBS check carried out. DBS and references are usually supplied and certified by the placement college.
- We provide staff induction training before the first day of placement. This is a recorded checklist that includes introduction, nursery routine, training requirements, responsibilities, contract, all nursery policies and procedures, risk assessments and check lists. We emphasise the importance of our Health and Safety and Safeguarding Policy and Procedures at the induction. Students are provided with company policies and procedures via email.
- We obtain written personal information on staff information forms, including their contact numbers, address, emergency contact details and any necessary medical details.
- We require schools placing students under the age of 17 years with the nursery to vouch for their good character.



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- We will make a management decision as to whether a student can be unsupervised with a child.
- 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 a year – may be counted in our staffing ratios provided we consider them to be competent.
- We have employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.
- We require students to adhere to our confidentiality procedures at the setting
- We co-operate with students' tutors in order to help students fulfil the requirements of their course study.
- Students are expected to call before 8am on the day to inform us of absence or any delay.
- We make the needs of the children paramount by not including 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.
- Students and volunteers are not permitted to undertake any toileting tasks or sleep supervision
- We reserve the right to terminate a student's placement if they do not adhere to safeguarding and conduct

6.4 Lone Working Policy

Policy Statement

Brentwood Day Nursery intend that no person should be working alone at the setting and will endeavour as far as is practical to ensure that at least two persons are on duty at any given time. However, it is recognised that there may be times that lone working is unavoidable and therefore this policy and guidelines are written to reflect this eventuality.

Aims

To ensure persons who carry out lone working shall not face any additional degree of risk when doing so. The health and safety of employees who work alone shall be assured as far as is reasonably practical as shall others who may be affected by the actions of lone workers themselves.

Procedures

Managers and their employees must ensure that:

- Persons who are working at the nursery outside normal working hours should be made known to the Manager/Owner.
- In an emergency follow usual evacuation procedures and contact emergency services as well as a Manager/Owner.
- The worker will be advised of a nominated person from the senior Management team who will be the first point of contact for any issues.
- All appropriate steps are taken to control access to the building and that emergency exits are accessible.
- Alarm systems are tested regularly.
- When working alone, they are familiar with exits and alarms.
- There is access to a telephone and first aid kit.
- If there is any indication that the building has been broken into, they call the manager or county club bar manager for assistance before entering. If the intruder is still present, the staff member should not enter the building and call the police (999) immediately. The manager should also be alerted after this call has been made.
- External doors and windows are locked to avoid unwanted visitors if working alone.
- Door should be locked, or entry system kept activated when on the premises.
- Staff are familiar with the no-smoking rules and procedures and adhere to these.
- Whenever possible they park in a well-lit area and close to the building.



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- Ensure sign-in and sign-out procedures are followed.
- Workers should not take any unnecessary risks.

This policy has been reviewed and updated by Rachel Austin and Claire Holdgate on 31st January 2020. It has also had the input from all staff members and approved by them.



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SECTION 7 - HEALTH AND SAFETY

7.1 Risk assessment

Policy Statement

Our setting believes that the health and safety of children, staff and visitors is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment. The basis of this policy is risk assessment.

- Identification of risk: where is it and what is it?
- Who is at risk: Children, Staff, Students, Parents and visitors, volunteers and contractors
- Assessment is on the level of risk such as high, medium and low. This is both the risk of the likelihood of it happening, as well as the possible impact if it did.
- Control measures to reduce/eliminate risk: what we need to do, in order to reduce the risk.
- Monitoring and review: How do we know if what we have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution.

Procedures

Our risk assessment process covers adults and children and includes:

- Checking (at the start of morning and afternoon sessions) for and noting, reporting/taking action for hazards and risks indoors and outdoors, and for different activities
- Additional risk assessments are carried out for when we have outings or walks at the time of the event
- Assessing the level of risk and who might be affected
- Deciding which areas need attention, and
- Developing an action plan that specifies the action required, the timescales for action, the person responsible for the action and any funding required.
- The full risk assessment is written and is reviewed yearly.
- We maintain lists of health and safety issues, which are checked twice daily before the session starts as well as those that are checked when a full risk assessment is carried out.
- The staff members responsible for ensuring risk assessment is carried out and taking appropriate measures to maintain a safe environment is Rachel Austin and Chrissie Searle. All other members have the responsibility of identifying, notifying the managers and dealing with any risks arising during session times.

We currently have the following risk assessments in place

- Bathroom risk assessment (including nappy changing)
- Full risk assessment
- Indoor and outdoor risk assessment
- Kitchen risk assessment
- Staff risk assessment (including pregnant staff)
- Walks (outings) risk assessment
- Pandemic/virus outbreak risk assessment

These are subject to regular review and amendments

7.2 Health and safety general standards

Policy Statement

The nursery believes that the health and safety of the children is of paramount importance. We strive to maintain a nursery that is a safe and healthy place for children, parents, staff, student's volunteers and visitors.



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- We aim to make children 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.
- The member of staff responsible for health and safety is Rachel Austin. Assistant coordinator is Chrissie Searle
- They are competent to carry out these responsibilities and undertake training and to regularly update their knowledge and understanding in this area.
- We display the health and safety law poster in the main hall which outlines the name of the nominated persons responsible for overseeing this area.
- We have up-to-date public liability insurance and employers' liability insurance. The certificate is displayed on the nursery notice board. This is renewed yearly.

Awareness raising:

- Staff, Parents/Carers, Students and Volunteers are made aware and given a copy of the Nurseries Health and Safety Policy and Procedures on their initial meeting. This ensures that all adults are able to adhere to our policy and understand their shared responsibility for promoting health and safety within the setting.
- Health and Safety discussions and new strategies are regularly shared with staff via regular staff meetings.
- Children are made aware of health and safety issues through discussions, planned activities and routines. We also have a children's picture rulebook and children's rights book created by them to promote further understanding in this area.
- Children may bring in a small comforter from home, i.e. small teddy, muslin, but we must ask parents that they do not bring in large blankets as these are a trip hazard and we cannot allow the children to walk round the nursery with them.
- We also ask parents to refrain from bringing in children's bags with long strings.

Safety of adults and children (including manual handling):

- All Staff members, students and volunteers are provided with guidance about the safe storage, movement, ladder moving, lifting and erection of large pieces of equipment during their induction.
- All staff are made aware of the safety requirements when manual handling objects, children or animal
- Manual handling includes lifting, lowering, pushing, pulling, carrying, moving, holding or restraining any object, children or animal
- Our full and staff risk assessment further details manual handling
- Equipment is stored in order of heavy items on lower shelving and lighter equipment above.
- All warnings signs are clear and extra signs are displayed at times when necessary.
- Adults should not remain in the building on their own or leave on their own after dark.
- Staff sickness and accidents are recorded, which are kept in a locked cupboard. The records are reviewed termly to identify any issues, which need to be addressed.
- We ask that all children wear suitable clothing for nursery and the weather conditions.
- During the warmer months, we ask that all children have **sun cream** applied before coming to nursery. Please could parents also provide sun cream for their children so that it can be applied while they are at the nursery to ensure a suitable level of sun protection.
- Sun hats must also be worn when the children are outside, please provide a sun hat for your children. We do have spare sun hats which the children can wear. If you do not want them to wear a nursery sun hat and do not provide one, they will not be able to go outside.
- We ask that no open toed sandals or footwear and no shoes with heels are worn to nursery.
- We ask that only simple earring studs are worn, to avoid any accidents in the nursery. Adults and children must not wear bracelets or necklaces, as these may get caught in equipment or toys.
- Only watches without recording capabilities, camera's and internet access can be worn in the nursery



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- Drinking water is available to all at all times

Building and equipment

Windows - The height of windows ensures all children's safety and prevents the occurrence of accidents. Only upper windows are opened; lower level windows remain locked during nursery opening hours.

Doors - We have finger guards fitted to all doors to prevent children's fingers from being trapped in them.

Floors - All surfaces are checked daily to ensure they are clean and not uneven or damaged. After washing, warning signs are erected to indicate wet floors.

Electrical/gas equipment - All electrical/gas equipment conforms to safety requirements and is checked regularly by a competent person; our boiler/electrical switchgear/metre cupboard is not accessible to the children; fires, heaters, electric sockets, wires and leads are properly guarded and the children are informed why not to touch them; there are sufficient sockets to prevent overloading; 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

- We have a nominated outdoor play co-ordinator. This is listed on the staff board.
- Our outdoor area is fenced off with a secure gate and the children are always supervised .
- The outdoor is checked before each session for safety and cleared of rubbish and unwanted items prior to use.
- Where water can form a pool on equipment, it is emptied before the session.

Hygiene

- We 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 playrooms, kitchen, toilet and nappy changing area.
- All bodily fluids are disposed of in a sealed bag and placed in the sanitary disposal bin. This is emptied regularly by a contract company.
- The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.
- We regularly include cleaning of resources and equipment in our routines.
- A member of staff will escort children who require assistance to the toilet.
- We implement good hygiene practices by:
 - Cleaning tables between activities.
 - Checking toilets regularly.
 - Wearing protective clothing, such as aprons and disposable gloves as appropriate.
 - Providing tissues and wipes.
 - Providing sets of clean clothes.
 - And ensuring individual use of towels and wipes.
 - Weekly washing of bedding.

Activities and resources

- Before purchases or loans, equipment and resources are checked to ensure that they are safe for the ages and stages of the children.
- 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.



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- Sand is clean and changed weekly and is suitable for children's play. Floor spillages are discarded at the end of the session.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children learn about health, safety and personal hygiene through activities we provide and the routines we follow.

Sleep and rest for children

We provide flexibility and opportunities for children who require naps and rest throughout the day. During induction we discuss any sleep routines with the parent/carer (updated where necessary) and it is noted on the children's requirements which is referred to by all staff members. We ensure that each child's individual sleep routine and well-being continues to be met by following these steps ...

- A rest area with large cushions is located in the quiet area
- Soft gentle music is played to help relax and fall to sleep
- We provide bedding (individual ready beds), comfort blankets and individual child's comforters (if required) during sleep times, as we realise that this gives the children enormous comfort and reassurance
- We do not encourage the use of dummies, but if a parent/carer requests that their child uses a dummy for sleep then we will provide this
- Staff will not force a child to sleep or keep them awake against their will
- All children are visibly monitored during sleep by a first aid qualified staff member. Staff members know the signs to look for to ensure that the child is sleeping peacefully and will look for the rise and fall of the chest
- Should a child fall asleep while being comforted by a staff member, they will be transferred to the sleeping area to complete their rest
- We do not use buggies/prams to help a child get to sleep
- All bedding is regularly washed by a staff member

7.3 Fire Safety and emergency evacuation

Policy Statement

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The nursery manager is familiar with the current legal requirements. Where necessary, we seek the advice of a competent person, such as a Local Fire Officer.

Aims

- No child or adult will take unnecessary risks.
- Staff fully understand the required procedure and understand their role.
- Staff will follow the day-to-day risk assessment procedures to reduce the risk of fire.
- We will follow the advice given by the Local Fire Officer.

Procedures

- The nursery nominated Fire Safety Coordinator is Rachel Austin.
- Staff have attended online fire safety training and/or read the nursery Fire Safety manual. Any amendments or new legislation is discussed during staff meetings.
- Fire doors are clearly marked, never obstructed and easily opened from the inside.
- Records are kept of fire drills and the servicing of fire equipment.
- We will follow the advice of the fire brigade on any matters arising from their visit.



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- We have a fire procedure on the wall. This outlines the responsibilities and procedures for each staff member.
- We have regular fire drill procedures each half term, and records are made.
- We ensure all staff are fully aware of the settings fire procedures.
- We perform a formal risk management assessment at least once a year and will monitor the risks each day.
- We keep registers of children, staff, students and visitors to the nursery each session.

In the event of a fire occurring, a member of staff will activate the alarm to alert everyone and gain their attention. The evacuation procedure is as follows:

- We will use the nearest available exit. The assembly point is outside the 'Merry Meads' building adjacent.
- The evacuation will start immediately, and people should not try to collect bags or other personal possessions (coats may be collected in colder months if putting no individual at risk).
- The fire brigade will be called and told of any missing people.
- A senior member of staff will collect the emergency contact details, the children's and staff register, a mobile phone, medication if necessary and take them to the assembly point.
- A senior member of staff will check all rooms, toilets and kitchen.
- A senior member of staff will direct the fire brigade to the premises.
- At the assembly point, the registers will be called and checked for any unaccounted adults or children
- Nobody will be permitted to return to the building until the fire brigade gives the all clear. For a fire drill, the above procedure will be followed except the senior staff member will give the all clear.

7.4 Recording and reporting of accidents and incidents at home and in the nursery policy

Policy statement

We follow the guidelines set by RIDDOR (The reporting of injuries, diseases, dangerous occurrences, regulations 2013) for the reporting of accidents and incidents for children, staff, students, volunteers and visitors.

Staff must also record any visible injuries they see on children that have occurred at home on the relevant accident/incident form. Forms are kept in the child's personal file in a locked cabinet during a child's time at the nursery. When a child leaves, these documents are removed from the cabinet, scanned and held on the laptop in a secure encrypted folder – please see GDPR section for further information. Access is only permitted by senior staff and supervisors where prior consent has been given. A visible injury will include any bruising or marking on the face, hands, lower arms, lower legs (upper legs in the summer). Where the child has suffered a head injury or a strain/sprain, at home, we would expect the parent or carer to inform us so that it can be recorded. Any breakages with or without a sling or cast must also be recorded.

Should a member of staff suffer an injury off the premises, they must make the manager on duty aware and also record it on the accident/incident form.

Procedures

- **Our Accident/Incident Forms:**

We have access to telephone numbers for emergency services, including local police. Where we are responsible for the premises, we have contact numbers for the secretary of the club and executive committee members. Where we rent premises, we ensure we have access to the person responsible and that there is shared procedure for dealing with emergencies.



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We keep an accident/incident log for recording accidents or incidents at home or in the setting including those that are reportable to the Health and Safety executive.

The accident/incident record forms are:

- Kept safe and accessible.
- All staff are made aware of where they are kept and how to complete them.
- Reviewed termly to identify any potential hazards.
- Details of incidents and accidents will be logged on an electronic database, so that they can be reviewed and if there is a repetitive scenario, we will evaluate this and take steps to minimise or eradicate future occurrences.
- When recording accidents/incidents we record whether it took place at home (or off the nursery premises), or in the nursery, the date, time of the incident/accident, nature of event, who was affected, where on the body they were injured, what was done about it, if it was reported to the emergency services, if so an incident number.
- The accident/incident is not used to record issues of concern for a child; this is recorded in the child's personal file.
- Where applicable

Any injury requiring hospital treatment to a child, parent/carer, volunteer, staff, student or visitor is reported to the local office of the Health and Safety Executive and notified to Ofsted telephone: 0300 123 1231.

7.5 Food Hygiene

(Including procedure for reporting food poisoning)

Policy Statement

In our setting, we provide and/or serve food for children on the following basis:

- Snacks
- Lunch
- Tea
- Light refreshments
- Children with own packed lunches

We maintain the highest possible food hygiene standards with regard to purchase, storage, preparation and serving of food.

We are registered as a food provider with the local authority Environmental Health Department.

Procedures

Sue Rockliffe is the person responsible for food preparation and understands the principles of Hazard Analysis and Critical Control Point as it applies to her role. This is set out in Safer Food Better Business.

The basis for this is risk assessment as it applies to the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.

- All staff have received in house training of Safer Food Better Business publication from the Food Standard Agency.
- At least two people have an in-date Food Hygiene Certificate level 2.
- The nursery caterer and staff members carry out daily opening and closing checks on the kitchen to ensure standards are met consistently.
- Staffs who prepare and handle food receive appropriate training and understand and comply with food safety and hygiene regulations.
- All utensils, crockery etc. are clean and stored appropriately.
- There are separate colour coded chopping boards and knives for different food types
- All food and drink is stored appropriately.
- Children do not have access to the kitchen.



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- We use reliable suppliers for the purchase of food.
- There are separate facilities for hand washing and for washing up. Signs are displayed to remind staff to wash hands.
- All surfaces are clean and non-porous.
- Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Please see 2.2 in the safeguarding section for information on children and staff allergies
- Allergen information is available, please see a staff member for further details

When children take part in cooking activities, they:

- Are always supervised
- Understand the importance of hand washing and simple hygiene rules
- Are kept away from hot surfaces and hot water
- Do not have unsupervised access to electrical equipment such as blenders etc.
- Checked prior to joining the nursery for any allergies of dietary requirements, this is displayed by the kitchen serving hatch so that all adults in the nursery can view it all times

Reporting of food poisoning

- Food poisoning can occur for a number of reasons not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.
- Where children and/or adults have been diagnosed by a GP or Hospital to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the setting, the owner will contact the Environmental Health Department and the Health Protection Agency, to report the outbreak and will comply with any investigation.
- If the food poisoning is identified as a notable disease under the Public Health (infectious diseases) Regulations 1988 the nursery will report the matter to Ofsted.
Anyone suffering from food poisoning should not return to the setting for 48 hours after last bowel movement/bout of sickness.

7.6 Nutrition and Mealtime Policy

Statement of intent

The nursery regards snack and mealtimes as an important part of the day. Eating represents a social time for children and adults to interact and helps children to learn about healthy eating and different types of food from around the world.

Aim

At snack and mealtimes, we aim to provide nutritious food, which meets the child's individual dietary needs. We aim to meet the General Welfare requirements of the Statutory Framework for the Early Years Foundation Stage revised 2017: Safeguarding and Promoting Children's Welfare.

Methods

- Before a child starts to attend the nursery, we find out from the parents/carers their children's dietary needs, including any allergies and we discuss how we can support them
- We record information about each child's dietary needs in his/her registration records and parents sign the record to signify that it is correct.
- We regularly consult with the parents/carers to ensure that our records of their children's dietary needs including any allergies are up to date.
- All staff and volunteers are made aware of children's allergies and dietary requirements before serving any food and drink to children



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- Allergies and dietary requirements are regularly reviewed and shared with all staff and volunteers
- We display current information about individual children's dietary needs so that all staff, students and volunteers are fully informed about them.
- We implement systems to ensure that children only receive food and drink which is consistent with their dietary needs and their parents'/carers' wishes.
- We plan menus taking account of parents and children's ideas and requests. We provide a four-weekly rotation of summer and winter menus of all food prepared for the children in children's daily diaries. This is also emailed in the weekly newsletter and displayed on the weekly information board.
- We provide nutritious food at all mealtimes including foods with lower fat, sugar and salt and avoid ones with artificial preservatives and colourings.
- We include the following elements in meals which are offered:
 - Protein for growth; and
 - Essential minerals and vitamins in raw foods, salads and fruits.
- We try to incorporate foods from the diet of the children's different cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- Through discussion with parents/carers and research by staff, 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 and intolerances. We take account of this information in the provision of food and drinks.
- 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 his/her diet or allergy.
- We organise meal and snack times so that they are social occasions in which children and staff participate and share discussions about healthy eating.
- We use meal and snack times to help children develop independence through making choices, preparing and serving food and drink and feeding themselves.
- We provide children with utensils that are age and stage appropriate, taking into account of the eating practices of their cultures.
- We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.
- We have fresh drinking water available for the children and they can help themselves to water at any time during the day.
- For children who drink milk, we provide whole and pasteurised milk. We also provide lactose free alternatives.
- Where appropriate and on specific occasions we offer children arriving early in the morning or staying late, an appropriate meal or snack.
- Allergen information is available, please see a staff member for further details

7.7 Equipment and resources policy

Policy Statement:

We believe that high quality care and education is promoted by providing children with a safe, clean, and attractive environment including 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.

Method

In order to achieve this aim:

- We provide play equipment and resources which are safe and where applicable conform to the BSEN safety standards for toys (safety) regulations (2011) and carry the CE marking
- We provide a sufficient quantity of equipment and resources for the number of children present.



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- We provide resources which promote all areas of children's learning and development, which may be child initiated or adult led.
- We provide equipment appropriate to the age and developmental stage of children present.
- We offer books, equipment and resources that promote positive images of people of all backgrounds, cultures and religions. These materials are non-discriminatory and avoid racial or gender stereotyping.
- We provide play equipment and resources which promote continuity and progression, to sufficiently challenge and meet the needs and interests of all children.
- We provide man-made, natural and recycled materials which are clean, in good condition and safe for children's use.
- We provide furniture, which is suitable for children and adults.
- We check all resources and equipment regularly, at the beginning of each session and at the end of the day. We repair and clean regularly, or replace any unsafe, worn out, dirty or damaged equipment when necessary.
- We keep an inventory of resources and equipment. We use the inventory to:
- Review the balance of resources and equipment so that they can support a range of activities across all areas of play, learning and development
- The purchasing officer regularly seeks new toys and equipment for the nursery.
- We provide adequate insurance cover for the nursery's resources and equipment.
- We plan the provision of activities and appropriate resources so that a balance of familiar equipment and resources and new exciting challenges is offered.

7.8 Playground Safety Policy

Outdoor play is an integral part of daily activities for the children.

With the knowledge that the highest risk of accidents occurs during outdoor play, the nursery has developed a policy to raise awareness to the potential hazards to minimise the possibility of accidents and to maximise the value of outdoor play.

The staff will provide an environment to promote creative and constructive play.

To this the nursery will ensure:

The safety of the children by requiring all staff are vigilant with their supervision of the children and diligent in the inspection of play areas prior and during play sessions.

- Adequate outdoor staff ratios.
- A programme that will provide games and activities that will enhance gross motor play, also provide creative stimulation.
- All equipment will be carefully maintained to ensure the safety of the children.
- Staff will carry out a morning and afternoon visual inspection of the outdoor play area and equipment to ensure safety is maintained. All checks are logged.
 - Ensure age/stage appropriateness of the equipment.
 - Safety of surrounding fence and gate.
 - Record and remove any hazards or broken equipment.

Supervision:

- Staff ratio must be kept at all times.
- Staff are to place themselves strategically around the play area so that all children may be observed and reached quickly.
- One staff will supervise each large play structure, sand and water trays.
- Emergency kits must be close at hand to deal with an emergency.
- Children are made aware of the safety rules through positive reinforcement.
- Any medication required will be readily available, i.e. EpiPen's



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General safety rules:

- Pushing and tripping will not be tolerated.
- Climbing on tables, fencing or benches is not permitted.
- Ensure children put feet first when on the slide.
- Never run up or down the slide.
- All structures and equipment are dry before playing, slippery surfaces can cause injuries.
- Limit number of children on equipment to ensure safety.
- Jumping off equipment is not permitted.
- We will not permit sand and water to be thrown around outside or in the nursery

7.9 Healthy Heads – Head Lice Policy

Policy Statement

This policy outlines the roles and responsibilities of The Brentwood Day Nursery efforts to control head lice. The nursery policy draws on information obtained from the Department of Health Publication *Healthy Heads – Without Head lice* and the Department of Education and Children's Services publication *Head lice- the role of preschools and schools in the community head lice control*.

Aim

All members of this nursery will work in a cooperative and collaborative manner to assist families to manage head lice effectively. Evidence shows that we cannot eradicate head lice, but we can reduce the number of cases if all nursery members work together in a coordinated manner. In this nursery, there is a commitment to do this in the following ways:

- All families (i.e. the families of children, staff and others working in the nursery) will check at home the hair of all household members on a weekly basis, for live lice. They will use a head lice comb, for greater accuracy, and they will use an effective treatment if necessary.
- When an active case is detected, the nursery encourages immediate treatment
- Parents/carers are asked to notify the nursery if their child is found to have head lice and advise when appropriate treatment was commenced.
- The nursery will notify parents/carers of children when more than one case of head lice is detected in the nursery in a week, to alert these families of the need to check more frequently.
- Families will be asked to notify Parents/carers of their children's friends where appropriate, so they will have an early opportunity to detect and treat their children if necessary.
- A sympathetic attitude will be maintained by the entire nursery to avoid stigmatising/blaming families who are experiencing difficulty with control measures.

To support parents/carers and the nursery community to achieve a consistent, collaborative approach to head lice management the nursery will undertake to:

- Distribute up to date and accurate information on the detection, treatment and control of head lice to students, staff and their families at the beginning of the year or more frequently if required.
- Include information about head lice management in orientation and transition programs for new families/staff attending the nursery within the context of the state-wide school, preschool and childcare health support planning guidelines.
- Provide practical advice, maintain a sympathetic attitude and avoid stigmatising/blaming families who are experiencing difficulty with control measures.
- Include information and updates in the nursery's newsletters.
- Maintain (anonymous) records of head live cases detected through the nursery, for monitoring purposes.
- Access community educational resources and support, such as community health centres and local government (Environmental Health Officers)
- Accept the advice of parents/carers that appropriate treatment has commenced.



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- Encourage the children to learn about head lice so as to help remove any stigma or any other negative experiences associated with the issue.
- Be aware of real difficulties, such as treatment failure, that some parents/carers may encounter and seek extra support from community health centres and local government (Environmental Health Officers) if required.
- We will review the nurseries policy annually.
- Continue to seek opportunities to increase our collective understanding and response to managing head lice.

Head lice screening by the nurseries staff are strongly discouraged. There are many reasons for this, including the fact that such programs:

- Take away the staff curriculum time.
- Are potentially intrusive of child privacy.
- Take away family rights and responsibilities.
- Convey the message that head lice management is a nursery issue rather than a household and wider community responsibility.

7.10 Adverse Weather Policy

Policy Statement

At the Brentwood Day Nursery, we have the following procedure in place to ensure our nursery is prepared for all adverse weather conditions.

If any of these incidents impact on the ability for the nursery to operate, we will contact parents via Phone or email. We may also use Facebook.

Procedures

If snow fall is threatened during a nursery day, then the Nursery Manager will take the decision along with the Proprietress as to whether to close the nursery or finish early. This decision will take into account the safety of the children, their parents and the staff team.

In the event of a planned closure during the nursery day we will contact all parents to arrange for collection of their children.

In the event of staff shortages due to snow we will call in available off duty staff and group the children appropriately until they are able to arrive. If we are unable to maintain statutory ratio requirements after all avenues have been explored, we will make the necessary steps:

- Refuse admittance of children arriving after the maximum number has been reached.
- If we feel the safety, health or welfare of the children is compromised then we will take the decision to close the nursery.

Heat wave

During extreme heats the nursery will take the following steps to ensure children and staff are kept safe:

- Ensure children and staff are kept hydrated by offering frequent drinks
- Reduce physical activities
- Remove thick layers of clothing
- Sun hats and sunscreen to be applied before outdoor activities
- Erect gazebos to protect children playing outside
- Close indoor blinds, open all windows and keep fans on where children and staff are present
- We include more water play activities when it is hot

If temperatures rise to extreme levels and we feel staff and children's health may be affected as a result, the nursery may have to take the decision to close. However, this will be only after all steps listed above have been taken and the temperature considered still too high.

7.11 Nursery closure

Whilst we will endeavour to maintain a full service and cause the minimum disruption to our Nursery provision, we may from time to time be forced to close the Nursery due to circumstances beyond our control. The decision to close the Nursery is not taken lightly and will be made based on the assessment of



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a number of factors and information which may include weather and travel circumstances, access to and condition of the Nursery, infection/sickness outbreaks and availability of appropriate levels of qualified staff. Ultimately the decision to open or close the nursery will be made by the nursery manager and proprietress and every effort will be made to contact all staff, parents and carers as soon as is practicably possible. The following procedures will be followed wherever possible:

- If there is a decision to close, all parents and carers will be emailed and posted on the nursery Facebook page, accordingly at the time of the decision.
- The decision for ongoing closures will be assessed during the day and on a daily basis.
- If we are required to temporarily relocate, we will let you as soon as possible
- In the event of unforeseen staff shortages, the nursery will endeavour to cover absences by calling in part-time staff or employing supply staff. If we are subsequently still unable to secure sufficient cover the above procedures will be implemented. We appreciate that closing the nursery at short notice may cause inconvenience for parents and carers, but we ask for your cooperation and understanding when we have to deal with circumstances out of our control.
- In the event of a nationwide pandemic, or virus outbreak whereby nurseries are forced to close please see 1.1 in the safeguarding section for procedures

7.12 Babysitting policy

We appreciate that parents of children in the nursery may ask staff members to babysit their children, this policy has been implemented to provide clarification to all parties:

- The nursery must be informed of any private babysitting arrangements
- The nursery will not be responsible for the details of the arrangements such as, times, locations, and attendance.
- We have rigorous recruitment and suitability processes in place to ensure that we employ competent and professional members of staff and uphold our duty to safeguard children whilst on our premises and in the care of our staff. This procedure includes interviews, references, full employment history and DBS checks as well as several other processes. Whilst in our employment all staff are subject to ongoing supervision, observation and assessment to ensure that standards of work and behaviour are maintained in accordance with our policies. Although we would be confident and would expect our staff to act in the manner, we expect at the setting we cannot be held responsible and have no such control over the conduct of staff outside of their position of employment. Parents should make their own checks as to the suitability of a member of staff for babysitting
- We will not take responsibility for any health and safety issues, conduct, grievances or any other claims arising out of the staff member's private arrangements outside of nursery hours. The member of staff will not be covered by the nursery's insurance whilst babysitting as a private arrangement
- Out of hours work arrangements must not interfere with a staff member's employment at the nursery
- Confidentiality of employment must always be adhered to and respected. Staff are bound by contract and they are unable to discuss any issues regarding Brentwood Day Nursery, other staff members, parents or other children
- We do not permit staff to take the children from the nursery to the location for the private babysitting arrangement
- We expect all staff to remain professional whilst working on their private babysitting arrangements

The nursery has a duty of care to safeguard all children at their setting. We make all staff fully aware of their role and the necessary procedures and steps to be taken, in safeguarding children in their care which extends to private babysitting. Should a member of staff have any concerns about their private babysitting arrangements or have information that needs to be disclosed from something that has arisen on private babysitting duties, staff must immediately talk to the safeguarding officer at the nursery and we would contact The Children's and Families wellbeing hub and in an emergency the police. In the case of an emergency and the staff member was unable to contact the safeguarding officer, the staff member must call The Children's and Families hub or the police immediately

This policy has been reviewed and updated by Rachel Austin and Claire Holdgate on 31st January 2020. It has also had the input from all staff members and approved by them.



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SECTION 8 - CHILD CARE PRACTICE

8.1 Visiting and settling in

We do ask all parents and carers to view the nursery, it is important that children are included in the viewing process. We ask that you bring your child in to the nursery when viewing so that s/he has the opportunity to explore the setting. It also enables us to discuss your child's needs and to ensure that we can fully meet their requirements. It is also a good opportunity for your child to meet the team and their new surroundings before settling in.

We can only confirm a space for a child once they have attended the nursery to view with a parent in order to establish that it is appropriate setting for that child.

We also offer 2 individuals settling in sessions of an hour each to children prior to their start date. This helps familiarise them and parents with the setting and routine.

8.2 Admissions and registration

Policy Statement

It is our intention to make our nursery accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the nursery through open, fair and clearly communicated procedures.

Procedures

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

- We ensure that the nursery is widely advertised in places accessible to all sections of the community.
- We ensure that information about our nursery is available – through liaisons with parents and carers and in the settings prospectus and on the nursery website.
- A place is kept readily available, if this is financially viable, to accommodate an emergency admission.
- We describe our nursery and its practices in terms, which make it, clear that it welcomes all members of the child's family and any carers responsible for the child.
- We do not discriminate against any individual, including gender, special educational needs, disabilities, background, religion, ethnicity or competence in spoken English.
- We describe our nursery and its practices in terms of how it enables children with disabilities to take part in all nursery activities and routines.
- We monitor the gender, age and ethnic background, religious beliefs of children joining the group to ensure that no accidental discrimination is taking place and offer support to ease the transition.
- We make our equal opportunities policy widely known.
- Where feasible we are flexible about attendance patterns to accommodate the needs of individual children and families.
- Any sessions that are missed due to holiday or illness may be substituted for another day WITHIN that week of absence.
- Registration document along with other important documents need to be completed and we require personal information such as immunisations, health or any other agency involvement etc. Full details of all the paperwork needed will be emailed to you once you have confirmed that you would like your child to attend the nursery.
- Where required we will seek to provide translated copies of all paperwork and documents

Minimum sessions

Children must attend for a minimum of 2 sessions across 2 days per week. We feel this helps with the consistency including education and access to the weekly activities, which forms part of our educational curriculum.



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Attendance

When registering your child at the nursery, the attendance is based on attending for 51 weeks of the year excluding 1 week at Christmas where the nursery is closed. We also close on all bank holidays and 1 day for a major cricket event held on the grounds (held in July, but the date differs each year). You are still charged for any holidays and absences.

Unsettled child

In the event that a child is not settling at the nursery, despite various methods to support this transition, we reserve the right to ask that you find an alternative setting for your child. This will be after all methods to settle the child have been explored and the child continues to be distressed and anxious at the setting. This decision will also be made after meetings between staff and parents and other advisors if necessary.

8.3 The role of the key person in the setting

Policy Statement

We believe that children settle best when they have a key person to relate to, who knows them well and can meet their individual needs. This provides a secure relationship, which enables children to thrive, parents to have confidence, staff to be committed and the setting is a happy and dedicated place to attend and work in.

We want children to feel safe, stimulated and happy in the setting 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 an active partner with the setting.

We aim to make the setting a welcoming place where children settle quickly and easily through consideration to individual circumstances.

The Key person's role is set out in the Welfare Requirements of the Early Years Foundation Stage (2017, to be renewed at the end of 2019).

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children.

Procedures

- Children are allocated their own key person following the settling in sessions, who will be introduced to the child and their parents.
- Children attending during holiday periods will be allocated a member of staff (introduced during induction) who will act as the keyperson and point of contact for the parents during their time at the nursery.
- The Key person will review the child's 'All About Me' section on Tapestry prior to the child attending. This will help the key person understand more about the child and their requirements. Discussions between parent and keyperson will take place to establish agreed initial targets. This will be reviewed and updated with parents, on a regular basis, taking the views of the child into account.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person supports the child by delivering personalised care for their well-being and supporting their learning.
- The key person is responsible for carrying out observations, recording and monitoring their key child's development, achievements and nursery experiences. This is regularly discussed and uploaded onto the online journal system to enable parents to see and be involved with their progression.
- The key person encourages positive relationships between children in his/her group, spending time with them each day.
- In the event of absence of the key worker, a back-up person will act in their place and will be the point of contact for the parent. Substitute key persons are regularly emailed in the weekly newsletter and it is also displayed in the nursery



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8.4 Parental involvement

Policy Statement

We believe that children benefit most from early year's education and care when parents and settings work together in partnership.

We aim to support parents as their child's first and most important educators by involving them in their children's education and in the full life of the setting. We also aim to support parents in their own continuing education and personal development.

Some parents are less well represented in early years setting these include some fathers, parents living apart from their children as well as working parents. In carrying out the following procedures, we will ensure that all parents are included and feel valued.

When we refer to parents we mean both mothers and fathers; these include natural or birth parents as well as step-parents, adopted or foster parents who do not live with their children, but have contact with them and play a part in their lives.

"Parental responsibility" is all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his/her property.

Procedures

- We have regular consultations with all parents to find out what works best for them.
- Parents are required to complete an online 'All About Me' document before their child starts attending. This helps keyworkers and staff provide education and care to suit the child's individual needs.
- We ensure ongoing liaisons with parents to improve our knowledge of the needs of their children and to support their families.
- During the induction, we inform all parents about how the nursery is run and the procedures. We provide policies via email which are reviewed and shared annually.
- We inform all parents on a regular basis about their children's progress at nursery.
- We involve parents in the shared record keeping of their children – formally and informally. Parents have access to their children's art journals and online learning journals. Summative assessments are carried out every half term and made accessible for parents to view and discuss with their child's keyperson. Parents can view these as and when they want. Children's art journals are accessible for parents to view and discuss or take home throughout the week.
- We provide opportunities for parents to contribute their own skills, knowledge and interest to the activities of the setting, regularly inviting parents in during different activities throughout the year
- We inform all parents of the systems for registering queries/complaints or suggestions during the parent induction. Complaints procedure is within this policy and the parents can access the complaints book in the basket on the parent information table
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home. Weekly learning information is attached to our weekly email newsletter and displayed on the weekly notice board for parents to view. We encourage parents to comment and share ideas and artefacts to help with children's ongoing development.
- Home learning is encouraged, we provide regular activities that children can complete at home and share at the nursery
- We regularly review ways to enhance our partnership working with parents and carers and access information and sites such as <https://www.annafreud.org/engagingparents/> We provide this document for parents to see in our information basket

In compliance with the Welfare Requirements, the following documentation is in place:

- Admissions policy
- Complaints procedure
- Record of complaints



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- Developmental records of children

8.5 Working in partnership with other agencies/settings

Policy Statement

We work in partnership with local and national agencies/settings to promote the wellbeing of all children.

We are registered with OFSTED and inspected according to the new OFSTED Inspection Framework (September 2019)

The Brentwood day nursery recognises the advantages of working in partnership with other agencies/settings to support the needs of families and children. We want the best outcomes for a child and happy and confident families. We recognise that other agencies have different knowledge, skills and resources that can often be used to support the children and families. We also recognise that we have knowledge, skills and resources that may need to be shared to support the work of other agencies/settings.

Procedures

It is sometimes necessary to share information about the children and families in our care with other agencies/settings. The reasons for sharing information include.

- To access appropriate services for our families
- To allow for a smooth transition
- To work co-operatively with other service providers
- To meet the needs of a child
- To protect a child from harm or abuse

We will ask parents to provide the log in details for children's individual tapestry accounts so that the other settings/services can access the information in regard to their development records.

We obtain consent from parents/carers before a child joins the setting. However, we will always endeavour to speak to parents before sharing information, unless we feel that by doing so we are placing the child or adult at greater risk of harm or to prevent serious harm to an individual through the prevention, detection and prosecution of serious crime.

Transitions (speed dating)

When a child leaves the nursery to attend school or another setting, we will:

- Provide the child's art journal and learning journey as a PDF via email
- Provide personalised plans and assessment records detailing the achievements of the child during their time with us and the identified next steps.
- Also share their online developmental accounts with their new settings where prior parental consent has been gained. This is intended to be shared with the child's reception teacher to provide further insight into their developmental stage.
- Complete a transition passport document for all children moving on to school, this provides developmental and general information about the child. This allows for a smooth transition between settings and schools. We also provide parents with resources and ideas for school readiness, this TLC (Talk, Listen Cuddle) document is sent to parents/carers prior to them leaving the setting.
- Attend local events (managers only) where managers and school representatives can discuss children's preparation for school, also known as speed dating

Prior to school transitions we will carry out a yearly audit to assess any changes that need to be made



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Many school representatives or teachers will often visit or call the nursery to build relationships and to find out more about the child before they start school.

We regularly attend community briefing meetings in which best practise and developments in early years are shared. We also work closely with early years' advisory personnel.

We regularly have visitors from other pre-schools/childminders in the area to observe our practise and in turn visit other settings to learn from them.

We share information regarding children's stage of development and the targets we are focusing on with other attended settings to help support their ongoing development.

Referrals and support

There are circumstances where we feel we may need additional support to help meet the needs of a child or family within our setting and we need to access support or advice from other professionals. This may require access to other professionals i.e. family care workers to gain further support and advice. Before doing so we would liaise with the parents and gain consent. This may involve referring the child or family to another agency using standard referral procedures. In some cases, the child's parents may prefer to do this themselves. We would follow the Essex Safeguarding children board 'Essex Effective Support windscreen', please see this link for further information <https://www.essexeffectivesupport.org.uk/>

Shared Family Assessment tool may be used as part of a multi-agency approach.

This approach ensures that families, children, siblings and parents contribute their views to enable good quality plans to be developed, with clearly outlined actions to deliver the desired outcomes. When necessary, the Shared Family Assessment can be used to involve other services and can be accessed through the Family Operations Hub. More information can be obtained by visiting

<http://www.weceb.org.uk/content/shared-familyassessment-0>

8.6 Nursery Fees and Funding Policy (FEEE)

Policy Statement

On registering a child with our nursery, a contracting parent consents to the agreement of payment for their child's nursery fees. Payments can be made by either: Free Early Years Education Entitlement (FEEE) for 2-year olds (eligibility code is required) for the term after their 2nd birthday, 3 and 4-year olds (all children for the term after their 3rd birthday), Extended 30 hours Childcare Entitlement (eligibility code is required). We also accept Childcare vouchers (please speak to the owner). Other payment methods can be through bank transfers, cheques or in cash. We ask all parents to inform us of their chosen method of payment during their induction.

We have a fees and funding officer at the nursery if you would like further information regarding fees please ask to speak to her.

Procedures

▪ Fees

Parents invoices are termly, of which the fees are due at the end of the month. This covers all sessions for which a child is enrolled, including any additional sessions/services or materials and/or late collection charges incurred. This also includes any sessions not attended by the child due to illness or holiday. We also charge a registration fee for all non-funded children, it includes a nursery t-shirt and sweatshirt. Details of this can be found in the nursery fees document. Funded children can purchase the tops if they wish.

We do not charge for the Christmas closure days between Christmas and new year. The nursery also closes for one day in July for an event held by Brentwood cricket club, we do not charge for this day.



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The fees may be subject to periodic reviews. These increases will be notified 1 month in advance.

▪ **Funding (FEEE)**

The following applies for children eligible for government funding:

The funding covers 38 weeks per year. The nursery requires a child to attend for 51 weeks per year (excluding bank holidays and 1-week Christmas closure). Therefore, the funding is calculated on the nursery term times, this will be discussed in more detail at the parent induction. We are entitled to include bank holidays and any closures within funding calculations.

Essex County Council funding applies to the education of children, we ask parents for a contribution towards additional services and equipment such as food (*parents may bring in their own packed lunch if preferred), extra-curricular activities (external companies providing French, sports, dance) cooking and crafts. This is a voluntary contribution and parents have a right to refrain from paying for these services. We do not require a registration fee for funded children.

Essex County Council require us to see proof of your address that is registered to receive funding. Please provide the nursery with ID with proof of your address (e.g. utility bill).

Children may also be entitled to the pupil premium funding; this will not affect other funding. This will be processed through the nursery and the funding will go towards assisting the child's learning and is not a supplement towards the nursery fees.

Additional funding is available for children with SEND, the nursery will work with parents and support services to process this. This is based on a child's individual support and learning needs.

If parents require additional hours after the headcount has been submitted, we are entitled to charge for any extra sessions.

We provide information to parents regarding funding entitlement, this is displayed in the information basket.

Late and non-Payment of Fees Policy

The nursery tries to avoid any situation which could lead to a dispute between the nursery and the parent over late payment or non-payment of fees. Parents must understand that non-payment of fees may jeopardise their child's nursery place.

After 1 week of overdue fees the contracting parent will be approached by the nursery to ascertain the reasons of non-payment. We hope to resolve any problems at this stage.

If after 4 weeks the fees have still not been settled in full, the nursery can then demand that the child is removed from the nursery until all monies have been settled in full.

After 8 weeks of non-payment, court proceedings will be initiated. All legal and court costs will be included in the final bill amount outstanding.

If parents at any time experience difficulties in the payment of their child's fees, we ask that you talk to the nursery proprietress sooner rather than later.

If a child space is no longer required, we ask that one month's notice is provided in writing. Failure to do so will result in parents having to make full payment for the month.

This policy has been reviewed and updated by Rachel Austin and Claire Holdgate on 31st January 2020. It has also had the input from all staff members and approved by them.



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SECTION 9 – DOCUMENTATION

9.1 Curriculum Planning Policy

The nursery follows the Early Years Foundation Stage 2012/revised Mar 2017 (EYFS) framework in providing a curriculum for all children within the setting. The curriculum is set out in a document, published by the Qualifications and Curriculum Authority and the Department for Education and Skills. A copy is kept at the nursery for you to look at any time or alternatively available via the Internet on <http://www.education.gov.uk>

Aims

Our aim is to provide activities and experiences that will meet the diverse needs of all children and enable them to progress towards the Early Learning Goals, so that they are well prepared for when they start school or for when they attend another setting. Learning is encouraged through play and includes activities to involve each area of development.

Method

- To provide the highest quality of education and care we follow the INTENT/IMPLEMENTATION/IMPACT (III) format in our approach to childcare
- We coordinate child initiated and adult led activities to build on children's experiences and knowledge. Feedback from children's key workers, the children and parents assist in developing plans.
- Activities are planned around a theme, which runs half termly.
- Children are observed and monitored during daily activities. Findings are documented to assess each child's progress and to assist in future planning.
- We will measure each child's development by reference to the Development Matters document.
- Parents/carers are informed of the planned activities and learning through a termly newsletter and a weekly information email
- We strive to build positive links with the families of each child by keeping them regularly informed about their child's progress through their learning journey and during informal meetings.
- Parental involvement is encouraged to support children's development at home and assist in some of our activities at the nursery. This may be through sharing ideas, materials and expertise in different areas.

The curriculum provided by the nursery:

The curriculum consists of the planned activities that are organised in order to promote learning, personal growth and development. It includes not only the formal requirements of the EYFS, but also the range of extra-curricular activities that the nursery organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', this includes life skills such as manners, table etiquette, spatial awareness, this helps children learn their social responsibilities and how they are expected to behave. We aim to teach children how to grow into positive, responsible and independent individuals, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.



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The planning process is carried out by:

1. **Long Term (yearly):** this establishes the overall aims of the group, the learning opportunities provided and the learning goals, which we will aim to meet.
2. **Short Term:** This focuses on what will happen in different sessions over the week based around a theme. How the learning outcomes will be covered, support for differing needs and the equipment and staff input needed.

We plan the curriculum carefully and progressively, so that there is coherence and full coverage of all aspects of the seven areas of the Early Years Foundation Stage, these include:

- Personal, Social and Emotional Development (PSED)
- Communication and Language
- Physical Development
- Literacy
- Mathematical Development
- Understanding of the World
- Expressive arts and design

Personal social and emotional development (PSED)

We aim to provide all children with support and experiences, taking into consideration their age and stage of development. This will enable them to develop a positive disposition to learning, a willing to try and can-do attitude, which will help them feel good about themselves and others. The EYFS states that “personal social and emotional development involves helping children to develop a positive sense of themselves and others to form positive relationships and develop respect for others, to develop social skills, and learn how to manage their feelings, to understand appropriate behavior in groups and to have confidence in their own abilities”. We believe that children’s PSED underpins all their learning so aim to provide opportunities for children to effectively develop their PSE skills through

- Respecting and celebrating differences; race, gender, needs, beliefs to promote a culture of understanding and tolerance
- Recognising and valuing experiences that all children bring from home and community and working in partnership with our families to promote a shared understanding of children’s PSED
- Creating an environment that creates a feeling of belonging where all children and families can feel safe, secure and able to trust the adults around them
- Enabling all children to become confident and independent learners who are able to persist and feel proud of their achievements
- Helping all children to develop social skills and relationships based on cooperation and shared experiences
- Role modelling and promoting positive behaviour and being clear in our expectations by setting consistent rules and boundaries

EYFS Curriculum for PSED covers various aspects of development including self-confidence and self-awareness, managing feelings and behaviours and social interaction. Our approach aims to provide opportunities for all children to develop their PSED skills;

- We plan and organize a stimulating environment so children the time and space to independently explore and engage in their own interests, whether in a group or alone and with the support of individual staff members
- We plan challenging activities to meet their needs and interests of all children and celebrate all achievements



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- We allocate each child a keyperson who shares the responsibility for building constructive relationships, supporting development and tracking progress to set new outcomes
- We build relationships with parents and carers in order to support their own child in the setting
- We set consistent standards of behaviour for all staff and adults and expect them to adhere to these to set a good example to children, taking in to account individual needs and expectations
- We have a daily routine that provides children with the opportunity to become independent and responsible for their own personal needs, i.e. handwashing, toileting, mealtimes
- We praise and show appreciation for children's achievement and efforts
- We work closely with outside agencies to support families and children using advice and strategies to further support development
- We regularly review the impact of our practice on children's PSED as part of our mentoring process

Please see our ENCO, behavior management policy and parent partnership policy for further details

Children with Additional Needs, including Able, Gifted and Talented

- The curriculum in our setting is designed to provide access and opportunity for all children who attend, as stated in our SEND policy.
- We always provide additional resources and support for children with special needs.
- If a child has a special need, our setting does all it can to meet these individual needs.
- We comply with the requirements set out in the SEND Code of Practice 0-25 years (2014) in providing for children with additional needs.
- If staff or a parent/carer raise a concern about a child, an assessment will be drawn up by the settings SEN & Disabilities coordinator to include resources and educational opportunities to meet the child's needs within the normal routine of the setting.
- Outside agencies may be consulted (with parent/carer consent) to advise and support the child where required.

If a child is excelling in specific areas, they will be offered additional strategies such as given open ended questions and tasks and encouraged to follow lines of thought independently.

9.2 Developmental Learning Policy

Policy Statement

Our setting aims to support children's development and learning by guidance from the Early Years Foundation Stage (EYFS) (DCFS 2007/revised 2017). Our provision reflects the four key elements and 16 commitments of the Early Years Foundation Stage. These are displayed in the setting and available on request.

Procedures

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing activities and experiences that are age and stage appropriate. This is planned around the seven areas of development as mentioned in 9.1

The practice guidance also sets out in 'Development Matters' the likely stages of progress a child makes along their learning journey towards the early learning goals. Our setting has a regard for these matters when we assess children and plan for their learning.



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Our approach to learning and development and assessment:

- **Two-year-old provisions**

We provide the highest quality of education and care for all the children at our setting, we aim to offer a warm welcoming environment to all children and families and provide a caring atmosphere where children can learn and develop as they play. We review all our resources, equipment to ensure that they are suitable for 2-year olds and adapt activities accordingly.

Two-year progress check

The EYFS requires that parents and carers of children under 3 years old must have a short-written summary of their child's development from the setting where the child attends. This report includes the child's developmental stage within the prime areas of the EYFS; personal, social and emotional development, physical development, and communication and language. We discuss and gain feedback from parents/carers, this can then be used when children attend their health development check.

Following this we can identify any areas of concern and agree appropriate support strategies. Where necessary if a child requires extra professional support, we will discuss this with the parents and take the necessary steps.

Children attending more than one setting

In the case of children who are attending more than one setting, the progress check will normally be carried out by the child's keyperson, at the setting where the child spends the greatest amount time each week.

- **Learning through play**

Play helps children to learn and develop through doing and talking. Our setting uses the EYFS to plan and provide a range of play activities, which help children progress in each of the learning areas of learning and development (whilst recognising the holistic nature in which children learn). We provide a balance of adult led and child-initiated activities to promote progression in all areas. The EYFS assists our planning, we look at children's individual needs to determine what activities and equipment to offer

- **TV and Audio Viewing**

There may be times where television may be included as an educational support tool or for topic specific viewing. Other times during festivals or celebrations, children may be invited to watch television for social involvement and entertainment. This will be limited to a maximum of 30 minutes with other activities also available for those not wanting to participate at this time. Televisions and iPads will not be used as a stand-alone means of occupying children whilst at the nursery

- **Observations and assessments**

We assess how young children are learning and developing by frequent observations. We use this information to document their progress and inform the planning process. We believe that parents have the best knowledge of their children and regularly ask them to contribute to assessment by sharing information about what their child likes to do at home and how they as parents are supporting development.

We document child assessments and achievements to form part of children's online personal learning journeys. These can be readily accessed, and copies are printed and taken when a child moves on to another setting or when they start school.



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Group tracking

We monitor the progress of different groups of children in our setting every half term, to assess any areas of weakness. This data allows us to review and adapt current working practices to help narrow the gaps.

▪ **Records of achievements**

The setting keeps a record of children's individual achievements. We acknowledge parent partnership as an effective method of working together to record and celebrate children's achievements and to support future progression. Therefore, parents/carers are encouraged to inform us of children's home achievements by either verbally or via the children's home/setting diaries or directly onto the online system.

All children are allocated a Key person who works with parents/carers and children to collect information about children's needs, interests, activities and achievements. This information will enable the key person to identify the child's next stage of progress. The key person along with the parent/carer will devise a strategy to support the child's next step of progression. In a keypersons absence children will have a key buddy who will oversee children in their absence.

▪ **Working together**

In our setting, we maintain a ratio of adults to children according to the Welfare Requirements. We also have students and volunteers to complement these ratios. Occasionally ratios are increased where we have additional staff supporting children with special education needs and disabilities. This helps us to:

- give time and attention to each child
- talk with children about their interests and activities
- help children to experience and benefit from the activities we provide; and
- Allow the children to explore and be adventurous in safety.

The staff currently employed at the setting is shown on the 'Our Team' board displayed in the main hall.

This policy has been reviewed and updated by Rachel Austin and Claire Holdgate on 31st January 2020. It has also had the input from all staff members and approved by them.
