

Prospectus



THE FIRS NURSERY

Registered Charity No. 1107989

Shalmsford Street

Chartham

Canterbury

Kent CT4 7QN

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Email: firs.chartham@virgin.net

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NURSERY STAFF

Nursery Supervisor	Mrs Yvonne Daniels
Deputy Supervisor	Ms Yeliz Enol
Finance/Bursar	Mrs Tamsyn Steadwood
SENCo & Behaviour Management	Mrs Emily Wassell
Two-Year-Old Advocate	Ms Yeliz Enol
Key persons	Ms Tracy Quinton-Rose Ms Yeliz Enol Miss Kerry Mannings Miss Amy Seewoonauth Mrs Emily Wassell
Apprentice	Mrs Sarah Delo Ms Chandel Dark
Nursery Assistant	Mrs Nan Akehurst
Midday Supervisor	Mrs Amanda Friend
Afterschool Club	Mrs Glynis Bromley

ABOUT THE NURSERY

In December 1990 Chartham Primary School moved from the old primary school site in Bolts Hill to the newly converted premises that had been the Stour Valley High School. The extensive site included a disused wooden building, formerly the secondary school's Rural Studies Unit. School staff and governors are committed to raising standards and had identified a need for high quality pre-school provision in appropriate accommodation. The result was a joint initiative between the primary school and Chartham Papers and Chartham Parish Council, who both generously supported the project with major financial contributions, and with the support of the LEA. Plans were drawn up and approved by the Social Services and the Pre-school Learning Alliance. The project went ahead with the help of parent volunteers and the FIRS NURSERY opened in January 1994.

The converted building now has excellent facilities including a large meeting room, a craft room with provision for painting and sand and water play, purpose built toilet facilities, central heating, kitchen with cooking facilities and an outdoor covered area and a fenced garden. The display boards allow children's work to remain on display. As part of the programme of activities organised by the nursery supervisor and her team, extensive use is made of the playing field for interest walks, picnics, sit-and-ride toys and games and equipment.

The Firs Nursery is not funded by Kent County Council or Chartham Primary School and must be self-supporting. However, the nursery is organised and administered by a committee of parents, the head teacher, a school governor and an Early Years teacher of Chartham Primary School who meet regularly and work together with the nursery supervisor. Close links are maintained with the infant classes of Chartham Primary School – Firs Nursery children are invited to story times and other school activities. The head of Early Years visits the nursery and members of the governor's committee are also regular visitors.

The nursery is part of the Chartham Primary School site and parents are requested to recognise the importance of, and abide by, the school rules where they apply, particularly those of access to the site. The excellent facilities and the opportunities to use the school grounds, combined with a carefully considered decision to keep the fees as low as possible, make the Firs Nursery an attractive option for many parents.

The nursery supervisor will forward any concern or major issues to the committee chair. Admissions may be referred to the committee, who will consider the needs of each child sensitively and will also consider the welfare of the majority of children.

Mrs Carol Manning

Chair Firs Management Committee (January 2017)

Our setting aims to:

- provide high quality care and education for children below statutory school age;
- work in partnership with parents to help children to learn and develop;
- add to the life and well-being of the local community; and
- offer children and their parents a service that promotes equality and values diversity.

Parents

Parents are regarded as members of our setting who have full participatory rights. These include a right to be:

- valued and respected;
- kept informed;
- consulted;
- involved; and
- included at all levels.

As a community based, voluntary managed setting, we also depend on the good will of parents and their involvement to keep going. Membership of the setting carries expectations on parents for their support and commitment.

Children's development and learning

We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer helpers;
- has the chance to join in with other children and adults to live, play, work and learn together;
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- has a personal key person who makes sure each child makes satisfying progress;
- is in a setting that sees parents as partners in helping each child to learn and develop; and
- is in a setting in which parents help to shape the service it offers.

The Early Years Foundation Stage

The provision for children's development and learning is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the Statutory Framework for the Early Years Foundation Stage (DfE 2017):

A Unique Child

- Every child is a unique child who is constantly learning and can be resilient, capable, confident and self assured.

Positive Relationships

- Children learn to be strong and independent through positive relationships.

Enabling Environments

- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

Learning and Development

- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years' provision including children with special educational needs and disabilities.

How we provide for development and learning

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 all of the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Development and Learning comprise:

Prime Areas

- Personal, social and emotional development.
- Physical development.
- Communication and language.

Specific Areas

- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know, and be able to do, by the end of the reception year of their education.

The Early Years Outcomes (DfE 2013) guidance sets out the likely stages of progress a child makes along their progress towards the Early Learning Goals. Our setting has regard to these when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need for:

Personal, social and emotional development

- making relationships;
- self confidence and self awareness; and
- managing feelings and behaviour.

Physical development

- moving and handling; and
- health and self-care.

Communication and language

- listening and attention;
- understanding; and
- speaking.

Literacy

- reading; and
- writing.

Mathematics

- numbers; and
- shape, space and measure.

Understanding the world

- people and communities;
- the world; and
- technology.

Expressive arts and design

- exploring and using media and materials; and
- being imaginative.

Our approach to learning and development and assessment

Learning through play

Being active and playing supports young children's learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use the EYFS statutory guidance on education programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that the children plan and organise for themselves and activities planned and led by practitioners.

Characteristics of effective learning

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Early Years Foundation Stage as:

- playing and exploring - engagement;
- active learning - motivation; and
- creating and thinking critically - thinking.

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

Assessment

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they, as parents, are supporting development.

We make periodic assessment summaries of children's achievement based on our ongoing development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals, as well as times of transition, such as when a child moves into a different group or when they go on to school.

The progress check at age two

The Early Years Foundation Stage requires that we supply parents and carers with a short written summary of their child's development in the three prime areas of learning and development: personal, social and emotional development; physical development; and communication and language; when a child is aged between 24 - 36 months. The key person is responsible for completing the check using information from ongoing observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

Records of achievement

The setting keeps a record of achievement for each child using an electronic journal called Tapestry. Your child's record of achievement helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work in partnership with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. You and the key person will then decide on how to help your child to move on to the next stage.

Working together for your children

We maintain at least the minimum ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. Staff are deployed within these ratios to areas as required e.g. Back garden, craft room etc. We also have volunteer parent helpers, where possible, to complement these ratios. This helps us to:

- give time and attention to each child;
- talk with the 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.

Free Early Years Education

Kent receives funding from the DfE for a maximum of 570 hours per child for their funding year. When a child's funding year starts is dependent on their date of birth and can be identified using the chart below.

Child First Becomes Eligible for Funding	Children Born in Period	Terms Included in the Funding Year
September (Autumn Term)	1st April to 31st August	Autumn, Spring & Summer
January (Spring Term)	1st September to 31st December	Spring, Summer & Autumn
April (Summer Term)	1st January to 31st March	Summer, Autumn & Spring

Please be aware that, whilst the maintained school year is 39 weeks, KCC can fund a maximum of 38 weeks as this equates to the 570 hours received from the DfE.

Providers can offer the funding during term time only over 38 weeks at a maximum of 15 hours per week known as non-stretched funding.

Providers can also offer the funding throughout the year over 48 weeks at a maximum of 12 hours per week known as stretched funding.

If a child claimed the maximum of 12 hours stretched funding over their funding year, their total hours claimed would be 576. Therefore, in the last term of a child's funding year, KCC will calculate when the maximum 570 hours has been reached and the payment will be capped. This will leave the parent/guardian responsible for payment of the remaining 6 hours if they wish their child to attend.

Free Early Education is administered over three academic terms, Autumn, Spring and Summer. KCC offers to pay funding in advance of delivery so two payments are made each term.

Funding For 2 Year Olds

Free early education places for 2 year olds is known in Kent as the Free for 2 or 'FF2' scheme.

The local authority has a duty to provide eligible 2 year olds up to 570 hours of free early education a year over 38 weeks of the year.

A child is eligible if:

- they come within the criteria used to determine eligibility for Free School Meals
- their families receive Working Tax Credits and have an annual gross income of no more than £16,190 per year
- they have a current statement of Special Educational Needs or an Education, Health and care plan
- they are entitled to Disability Living Allowance
- they are looked after by a local authority
- they are no longer looked after by the local authority as a result of an adoption order, a special guardianship order or a child arrangements order which specifies with whom the child lives.

Eligible children can start claiming after they turn 2, depending on when their birthday is.

Child's 2nd birthday	When they can claim from
1 January to 31 March	the beginning of term on or after 1 April
1 April to 31 August	the beginning of term on or after 1 September
1 September to 31 December	the beginning of term on or after 1 January

Kent County Council's website has more information on how to apply for free early education for 2 year olds.

Pattern of Delivery

Firs Nursery offers morning or afternoon sessions (a session is 3 hours) or a full day which consists of two sessions. Morning sessions are from 8:45am until 11:45am. Afternoon sessions are from 12:30pm until 3:30pm. Full day sessions run from 8:45am until 3:30pm.

Those using **Free Early Education** hours can:

Take their 15 hours either in five x 3 hour morning or afternoon sessions or a combination both. If you wish to attend a morning and afternoon session on the same day, then there will be a charge to cover the lunch session (11:45am – 12:30pm) as this is not covered by the Free Early Years funding. The lunch session is currently charged at £5.10 and includes a hot meal with pudding provided by Chartham Primary School kitchen (meal cost £1.92 and session fee £3.18).

Breakfast and Afterschool club are not currently covered by the Free Early Years Education funding.

Free For Two Funding

The two year old funding (also 15 hours) follows the same patterns of delivery as above, however an hour of funding may be used to cover a lunch session including the meal.

Opening Times

Monday to Friday - **(Term Time Only – 38 weeks per year)**

7:45am – 6pm

We provide care and education for young children between the ages of 2 and 5 years.

Breakfast and Afterschool Care

We provide breakfast and afterschool care for children aged from 2 to 11 years. **(Term Time Only)**

Fees

- Fees are kept to a level necessary so that the nursery is self-supporting.
- Fees should be paid weekly in advance, and cheques should be made payable to Firs Nursery (due to high bank charges we only accept cheques over £10.00).
- Fees must still be paid if children are absent as you are paying for your child's place and not for their attendance due to nursery overheads still being incurred. If your child has to be absent over a long period of time, talk to Tamsyn who is the nursery bursar.
- For your child to keep her/his place at the setting, you must pay the fees. We are in receipt of nursery education funding for two, three and four year olds; where funding is not received, then fees apply.

Absence

Parents are liable for fees for every session booked. If your child is absent through illness, fees must still be paid. Parents must ring on the first day of illness and are required to provide a note explaining the reason for absence, on their return to nursery. Fees will be waived if your child is hospitalised or is away for a period of time with an infectious disease, if the Nursery is notified either in writing or by phone.

Two weeks' holiday – other than nursery holiday – is allowed per year, if relevant holiday form is completed prior to going on holiday.

If you decide to withdraw your child from the nursery one month's notice must be given in writing.

Emergency Contacts

It is most important that your child's registration form is kept up-to-date with contact telephone numbers, where parents can be reached in an emergency or illness. Contact slips are available for parents to complete if you are not going to be at home or at your usual place of work on a particular day. Please ensure that any changes of telephone numbers or addresses are notified as soon as they occur. We also provide Authorisation slips that need to be completed if you have arranged for a friend or member of your family to collect your child, who is not known to us.

Illness

Please do not bring your child to nursery if he/she is not healthy – i.e. throat infections, sickness or diarrhoea, etc. Infections spread quickly amongst young children. See exclusion procedure for illness/communicable disease at the back of this prospectus.

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All of the staff see themselves as partners with parents in providing care and education for their children. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with the staff;
- contributing to the progress check at age two;
- helping at sessions of the setting;
- sharing their own special interests with the children;
- helping to provide and look after the equipment and materials used in the children's play activities;
- being part of the management of the setting where appropriate;
- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- joining in community activities, in which the setting takes part; and
- building friendships with other parents in the setting.

Joining in

Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the setting to play the clarinet for the children, show pictures of the local carnival held in their neighbourhood, and show the children their collection of shells.

We welcome parents to drop into the setting to see it at work or to speak with the staff.

Key person and your child

Our setting uses a key person approach. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that the childcare that we provide is right for your child's particular needs and interests. When your child first starts at the setting, she/he will help your child to settle and throughout your child's time at the setting, she/he will help your child to benefit from the setting's activities by forming a strong attachment and secure bonds.

Learning opportunities for adults

As well as gaining childcare qualifications, our staff take part in further training to help them to keep up-to-date with thinking about early years' care and education. We also keep up-to-date with best practice, as a member of the Pre-school Learning Alliance, through Under 5 magazine and other publications by the Alliance. The current copy of Under 5 is available for you to read. From time to time we hold learning events for parents. These usually look at how adults can help children to learn and develop in their early years.

The setting's timetable and routines

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in the setting are provided in ways that:

- help each child to feel that she/he is a valued member of the setting;
- ensure the safety of each child;
- help children to gain from the social experience of being part of a group; and
- provide children with opportunities to learn and help them to value learning.

The session

We organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities, which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor playrooms.

Snacks and meals

The setting makes snacks and meals a social time at which children and adults eat together. We plan the menus for snacks and meals so that they provide the children with healthy and nutritious food.

Please tell us about your child's dietary needs and we will make sure that these are met.

Clothing

We provide protective clothing for the children when they play with messy activities. We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this.

Policies

Our staff will explain our policies and procedures to you. A copy of each policy is available in the main entrance for your reference. Photocopies can also be obtained by request for a small charge or PDF copies can be emailed free of charge.

Our policies help us to make sure that the service provided by the setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

Policies informed by practice are guided by practice.

The staff and parents of the setting work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling the setting to provide a quality service for its members and the local community.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices ensure children against the likelihood of abuse in our settings and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

Special needs

To make sure that our provision meets the needs of each individual child, we take account of any special needs a child may have. We work to the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)

Our Special Educational Needs Co-ordinator is

Emily Wassell

The management of our setting

Our setting is a charity and as such is managed by a volunteer management committee – whose members are elected by the parents of the children who attend our setting. The elections take place at our Annual General Meeting. The committee make up the registered person with Ofsted and are responsible for:

- managing the setting's finances;
- employing and managing the staff;
- making sure that we have, and work to, policies that help us to provide a high quality service; and
- making sure that we work in partnership with parents.

The Annual General Meeting is open to the parents of all of the children who attend the setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

Starting at our setting - *The first days*

We want your child to feel happy and safe with us. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle into the setting. Our policy on the Role of the Key Person and Settling-in is available from the setting.

Fund-raising

We have an energetic and enthusiastic committee who organise various fund raising events throughout the year. All money made at fund-raising events is used to buy extra equipment, Christmas party entertainment, gift from Father Christmas, toys etc. Please try to support all our events.

Collecting and signing in/out your child

Children must be signed in and out each day for security reasons. If anyone, other than yourself is collecting your child please record this information on the appropriate forms; signing in/out register and inform your child so that they are not upset when it's not you waiting for them at the end of a session. If you are not going to be at home or in your usual place of work during a particular session we require that you complete a contact slip in order that we may contact you in an emergency on this particular day; or if you have arranged for a friend or relative, not known to us, to collect your child you need to complete an Authorisation form.

If a child is not collected at their expected collection time, we will follow the procedures as set out in Policy 1.4 Uncollected Child which is attached.

Self-Registration

We have a self-registration system to encourage independence. When children arrive they will be encouraged to find their name card with their photograph, and place it onto a work tray. The children can then go straight to an activity of their choosing which will be supervised by members of staff. This allows the children, especially any new children, to settle and be occupied as soon as they enter the building.

Work Trays

We have a work tray for each child in the nursery, which used for toys etc that are brought in from home. We also encourage children to place their own work in these trays during the course of the day. This we hope will stop children becoming upset when they cannot find their toy from home, their special drawing /paintings lost amongst the nursery toys. The trays are also used to send letters home

Security

A keypad on the main door prevents unauthorised access/exit to the nursery. A signing in/out procedure ensures the safety of our children.

Outings

The children, staff and parents enjoy supervised outings during the year.

Car Parking

All parents must park their cars at the front of the school building in Shalmsford Street and follow the path around the school to the nursery building. **NO** cars are to be driven onto the school grounds. There is no access through the car park. Committee take health and safety responsibilities very seriously and the area is potentially very dangerous to children. Failure to follow these guidelines may lead to the nursery place being withdrawn.

School Crossing Patrol Officer

The school is fortunate in having a crossing officer to supervise children crossing Shalmsford Street. Children and parents should use this point to cross the road safely. Please wait until directed to cross by the crossing officer.

Please do not park on the yellow zigzag lines painted on the road outside the entrances. They are there to ensure good visibility at the crossing point.

No Smoking Policy

The school site operates a no smoking policy in its buildings and grounds. This includes the use of e-cigarettes. We hope that parents and visitors to our nursery will co-operate in this matter.

Dogs

No dogs are allowed on school site (other than guide dogs.) We ask for your cooperation on this matter.

Notice board

In the entrance is a notice board for your use as well as ours. Please display any notices or items for sale etc. Always have a look – often many good bargains are to be had. All notices must be approved by the Firs staff.

We hope that you and your child enjoy being members of our setting and that you both find taking part in our activities interesting and stimulating. The management committee, staff and supervisor are always available to talk to and are very keen to hear about your thoughts and ideas, views or queries.

1.2 Safeguarding children, young people and vulnerable adults

Policy statement

Our setting will work with children, parents and the community to ensure the rights and safety of children, young people* and vulnerable adults. Our Safeguarding Policy is based on the three key commitments of the Pre-school Learning Alliance Safeguarding Children Policy.

Procedures

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

Key commitment 1

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

- Our designated person (a member of staff) who co-ordinates child, young person and vulnerable adult protection issues is:

Yvonne Daniels

- When the setting is open but the designated person is not on site, a suitably trained deputy is available at all times for staff to discuss safeguarding concerns.
- Our designated officer (a member of the management team) who oversees this work is:

Carol Manning (ICommittee Chair)

- The designated person, the suitably trained deputy and the designated officer ensure they have relevant links with statutory and voluntary organisations with regard to safeguarding.
- The designated person (and the person who deputises for them) understands LSCB safeguarding procedures, attends relevant LSCB training at least every two years and refreshes their knowledge of safeguarding at least annually.
- We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.
- All staff have an up-to-date knowledge of safeguarding issues, are alert to potential indicators and signs of abuse and neglect and understand their professional duty to ensure safeguarding and child protection concerns are reported to the local authority children's social care team or the NSPCC. They receive updates on safeguarding at least annually.
- All staff are confident to ask questions in relation to any safeguarding concerns and know not to just take things at face value but can be respectfully sceptical.
- All staff understand the principles of early help (as defined in *Working Together to Safeguard Children*, 2015) and are able to identify those children and families who may be in need of early help and enable them to access it.

- All staff understand LSCB thresholds of significant harm and understand how to access services for families, including for those families who are below the threshold for significant harm.
- All staff understand their responsibilities under the General Data Protection Regulations and the circumstances under which they may share information about you and your child with other agencies.
- All staff understand how to escalate their concerns in the event that they feel either the local authority and/or their own organisation has not acted adequately to safeguard.
- All staff understand what the organisation expects of them in terms of their required behaviour and conduct, and follow our policies and procedures on positive behaviour, online safety (including use of mobile phones), whistleblowing and dignity at work.
- Children have a key person to build a relationship with, and are supported to articulate any worries, concerns or complaints that they may have in an age appropriate way.
- All staff understand our policy on promoting positive behaviour and follow it in relation to children showing aggression towards other children.
- Adequate and appropriate staffing resources are provided to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Enhanced criminal records and barred lists checks and other suitability checks are carried out for staff and volunteers prior to their post being confirmed, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Where applications are rejected based on information disclosed, applicants have the right to know and to challenge incorrect information.
- Enhanced criminal records and barred lists checks are carried out on anyone living or working on the premises.
- Volunteers must:
 - be aged 17 or over;
 - be considered competent and responsible;
 - receive a robust induction and regular supervisory meetings;
 - be familiar with all the settings policies and procedures;
 - be fully checked for suitability if they are to have unsupervised access to the children at any time.
- Information is recorded about staff qualifications, and the identity checks and vetting processes that have been completed including:
 - the criminal records disclosure reference number;
 - certificate of good conduct or equivalent where a UK DBS check is not appropriate;
 - the date the disclosure was obtained; and
 - details of who obtained it.
- All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).
- All staff and volunteers are required to notify us if anyone in their household (including family members, lodgers, partners etc.) has any relevant convictions, cautions, court orders, reprimands or warnings or has

been barred from, or had registration refused or cancelled in relation to any childcare provision or have had orders made in relation to care of their children.

- We notify the Disclosure and Barring Service of any person who is dismissed from our employment or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.
- Procedures are in place to record the details of visitors to the setting.
- Security steps are taken to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- Steps are taken to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child.
- Any personal information is held securely and in line with data protection requirements and guidance from the ICO.
- The designated person in the setting has responsibility for ensuring that there is an adequate online safety policy in place.
- We keep a written record of all complaints and concerns including details of how they were responded to.
- We ensure that robust risk assessments are completed, that they are seen and signed by all relevant staff and that they are regularly reviewed and updated, in line with our health and safety policy.
- The designated officer will support the designated person to undertake their role adequately and offer advice, guidance, supervision and support.
- The designated person will inform the designated officer at the first opportunity of every significant safeguarding concern, however this should not delay any referrals being made to children's social care, the LADO, Ofsted or RIDDOR.

Key commitment 2

We are committed to responding promptly and appropriately to all incidents, allegations or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG, 2015) and the Care Act 2014.

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- We ensure that all staff have an understanding of the additional vulnerabilities that arise from special educational needs and/or disabilities, plus inequalities of race, gender, language, religion, sexual orientation or culture, and that these receive full consideration in relation to child, young person or vulnerable adult protection.
- When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:
 - significant changes in their behaviour;
 - deterioration in their general well-being;
 - their comments which may give cause for concern, or the things they say (direct or indirect

- disclosure);
 - changes in their appearance, their behaviour, or their play;
 - unexplained bruising, marks or signs of possible abuse or neglect; and
 - any reason to suspect neglect or abuse outside the setting.
- We are aware of the 'hidden harm' agenda concerning parents with drug and alcohol problems and consider other factors affecting parental capacity and risk, such as social exclusion, domestic violence, radicalisation, mental or physical illness and parent's learning disability.
 - We are aware that children's vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement, we inform our local authority children's social care team.
 - We are prepared to take action if we have concerns about the welfare of a child who fails to arrive at a session when expected. The designated person will take immediate action to contact the child's parent to seek an explanation for the child's absence and be assured that the child is safe and well. If no contact is made with the child's parents and the designated person has reason to believe that the child is at risk of significant harm, the relevant professionals are contacted immediately and LSCB procedures are followed. If the child has current involvement with social care the social worker is notified on the day of the unexplained absence.
 - We are aware of other factors that affect children's vulnerability that may affect, or may have affected, children and young people using our provision, such as abuse of children who have special educational needs and/or disabilities; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, including through internet abuse; Female Genital Mutilation and radicalisation or extremism.
 - In relation to radicalisation and extremism, [we/I] follow the Prevent Duty guidance for England and Wales published by the Home Office and LSCB procedures on responding to radicalisation.
 - The designated person completes online Channel training, online Prevent training and attends local WRAP training where available to ensure they are familiar with the local protocol and procedures for responding to concerns about radicalisation.
 - We are aware of the mandatory duty that applies to teachers, including early years practitioners, and health workers to report cases of Female Genital Mutilation to the police.
 - We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.
 - Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures below for reporting child protection concerns and follow the LSCB procedures.
 - Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the member of staff who is acting as the designated person. The information is stored on the child's personal file.
 - In the event that a staff member or volunteer is unhappy with the decision made of the designated person in relation to whether to make a safeguarding referral they must follow escalation procedures.

- We refer concerns to the local authority children's social care team and co-operate fully in any subsequent investigation. NB In some cases this may mean the police or another agency identified by the Local Safeguarding Children Board.
- We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.
- All staff are also aware that adults can also be vulnerable and know how to refer adults who are in need of community care services.
- We have a whistleblowing policy in place.
- Staff/volunteers know they can contact the organisation Public Concern at Work for advice relating to whistleblowing; if they feel that the organisation has not acted adequately in relation to safeguarding they can contact the NSPCC whistleblowing helpline.

Recording suspicions of abuse and disclosures

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

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

- The Pre-school Learning Alliance's publication *Safeguarding Children* contains procedures for making a referral to the local children's social care team, as well as a template form for recording concerns and making a referral.
- We keep a copy of this document alongside the procedures for recording and reporting set down by our Local Safeguarding Children Board, which we follow where local procedures differ from those of the Pre-school Learning Alliance.

Escalation process

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

Informing parents

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

Liaison with other agencies

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

Allegations against staff

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

Becky Cooper LADO Team Manager – 03000 41 11 11

- We also report any such alleged incident to Ofsted (unless advised by LADO that this is unnecessary due to the incident not meeting the threshold), as well as what measures we have taken. We are aware that it is an offence not to do this.
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the management team and children's social care agree it is appropriate in the circumstances, the member of staff or volunteer will be suspended for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff, as well as children and families, throughout the process.

Disciplinary action

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

Key commitment 3

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

Training

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

Planning

- No child is left alone with staff or volunteers in a one-to-one situation without being within sight and/or hearing of other staff or volunteers

Curriculum

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

Confidentiality

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

Support to families

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

Legal framework

Primary legislation

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

Secondary legislation

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equality Act (2010)
- General Data Protection Regulations (GDPR) (2018)
- Childcare (Disqualification) Regulations (2009)
- Children and Families Act (2014)
- Care Act (2014)
- Serious Crime Act (2015)
- Counter-Terrorism and Security Act (2015)

Further guidance

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

▪ This policy was adopted by

On

Date to be reviewed

Firs Nursery Management
Committee

June 2019

Signed on behalf of the provider

Name of signatory

Carol Manning

Role of signatory (e.g. chair, director or owner)

Committee Chair

Other useful Pre-school Learning Alliance publications

- Safeguarding Children (2013)
- Safeguarding through Effective Supervision (2013)
- The New Early Years Employee Handbook (2016)
- People Management in the Early Years (2016)

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

1.4 Uncollected child

Policy statement

In the event that a child is not collected by an authorised adult by their expected collection time, we put into practice agreed procedures. The child will receive a high standard of care in order to cause as little distress as possible.

We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

Procedures

- Parents are asked to provide the following specific information when their child starts attending our setting, which is recorded on our Registration Form:
 - Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
 - Place of work, address and telephone number (if applicable).
 - Mobile telephone number (if applicable).
 - Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
 - Who has parental responsibility for the child.
 - Information about any person who does not have legal access to the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.
- On occasions when parents, or the persons normally authorised to collect the child, are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child.
- 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 measures. Our contact telephone number is 01227 731876.
- If a child is not collected at their expected collection time, we follow the procedures below:
 - The child's file 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 - and whose telephone numbers are recorded on the Registration Form - are contacted.
 - All reasonable attempts are made to contact the parents or nominated carers.
 - The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
 - If no-one collects the child within 30 minutes of their expected collection time and there is no named contact who can be contacted to collect the child, we apply the procedures for uncollected children.
 - If we have any cause to believe the child has been abandoned we contact the local authority children's social care team:

If the children's social care team is unavailable [or as our local authority advise] we will contact the local police]

03000 41 11 11 (Duty Desk) / 01622 690690 (Local Police)

- Or the out of hours duty officer (where applicable):

03000 41 91 91 (Central Duty Desk Out of Hours)

- After an additional 15 minutes if the child has not been collected, we will contact the above statutory agencies again.
- The child stays at the setting in the care of two of our fully-vetted workers, one of whom will be our manager or deputy manager until the child is safely collected either by the parents or by a social care worker, or by another person specified by 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.
- Under no circumstances will we go to look for the parent, nor leave the setting premises with the child.
- We ensure that the child is not anxious and we do not discuss our concerns in front of them.
- A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked.
- Ofsted may be informed:

0300 123 1231

- The local Pre-school Learning Alliance office/Development Worker may also be informed:

01622 690626

This policy was adopted by	Firs Nursery Management Committee
On	_____
Date to be reviewed	June 2019
Signed on behalf of the provider	_____
Name of signatory	Carol Manning
Role of signatory (e.g. chair, director or owner)	Committee Chair

Other useful Pre-school Learning Alliance publications

- Safeguarding Children (2013)

2.4 Staff Conduct and Behaviour

Policy statement

Working as part of the nursery team, it is the aim of the nursery to provide a friendly and respectful working environment for all staff where they can feel valued by their colleagues and be assured that any problems which might arise will be dealt with in an appropriate and professional manner. Staff conduct also has a big impact on the learning environment for the children and staff should be aware of this **always**.

Procedures

For the above to be achieved all staff have a responsibility to conduct themselves in the following professional manner:

- To respect their colleagues as individuals and be aware of their needs
- To work as a team and support each other as much as possible
- To sort out problems promptly so that they are not allowed to fester
- Never to talk derogatorily about a member of staff to anyone behind that person's back
- To keep personal conversations to a minimum and for appropriate times – always putting the needs of the children first
- To value the views of all staff so that they feel that their contributions will be listened to
- To offer help if they see other staff members struggling and to ask for help if they need it themselves
- To work in such a manner which promotes teamwork and support to the whole nursery team and not just the room in which they are working.
- Staff to use voices of appropriate volume for task/location.
- Staff should model keeping noise to a minimum during story and carpet times to aid concentration, listening and attention. Staff should keep conversations with other adults or children to the absolute minimum.
- Staff should model the high expectations we want the children to aspire to.
- To adhere to all the setting's policies and procedures **always**.
- To wear the uniform provided
- To wear sensible non-slip shoes whilst on duty.
- Staff are requested to wear long hair tied back when working with the children and will wear it tied back **always** when working in the kitchen.
- Staff must observe confidentiality **always** both inside and outside the setting
- Staff must inform the supervisor within the setting before 07:00am if they are sick and unable to attend
- Staff must make sure they are on time and ready to start work at the beginning of their shift.
- Staff must eat their lunch either with the children or in the craft room dependent upon if they are on lunch duty. Staff eating with the children are entitled to 15-minute break away from the children after eating and staff not eating are entitled to 25 minutes. As staff are paid for lunch breaks the expectation is that staff remain on site and are available to be called upon if needed. All staff should be back in the main room 5 minutes before lunch ends to be ready to accept children for the afternoon session.
- Staff must not smoke on or around the school site.
- Staff must abide by the settings confidentiality and information sharing policies and to only share information appropriately and when required.
- Staff are to keep the children's Learning Journeys up to date, complete the 2-year-old check in compliance with the EYFS.
- Staff will keep the children's Learning journey's onsite during working hours in line with OFSTED.
- Staff will not show favouritism
- Staff must not behave in a racist manner under any circumstances and must not make racist or sexist remarks.
- Staff are to wear protective gloves when dealing with bodily fluids, dispose of nappies etc. in the appropriate manner (place in a bag and then in nappy bin)
- Sickness bugs Staff are not permitted to return to work for a period of 48 after the last episode.
- Staff must be aware of child to staff ratios **always** and make sure these ratios are met before leaving the room. Incidental overtime may be required, if ratios cannot be met. If a senior member of staff requires you to stay for a short period, after your shift has finished, then please do so and this will be treated as overtime, unless otherwise arranged.

While the nursery appreciates the fact that staff may at times experience difficulties in their personal lives, it remains imperative that the undertaking of the role of working in a nursery requires a positive attitude and approach **always**. If it becomes apparent that this is not possible, the manager will discuss the situation with the member of staff and seek a way of helping to resolve the matter.

Staff should promote an open culture where small problems can be sorted out between themselves. However, if the situation is not resolved or the concern is of a more serious nature, the matter should be referred to either the senior member of staff, the supervisor or committee chair.

Medication

If you are taking regular medication you must inform the settings Supervisor or the Deputy Supervisor of any possible side effects which may prevent you from carrying out your duties. All medication must be kept in the office or placed in the medication box. Staff medication form to be completed.

Safeguarding

- As a member of staff of Firs Nursery, you are required to inform the Supervisor or Deputy Supervisor of any safeguarding issues which may occur at home, any allegations made against yourself or any member of your family living with you or partner that may not be living with you.
- Staff are not permitted to have a mobile phone in their possession whilst on duty at the setting. Phones must be switched onto silent and placed in the office. You are permitted to check your phone during your lunch break.
- Staff must prevent the abuse of younger or weaker children by older or stronger children through bullying, cruel or humiliating behaviour.
- Staff will not be permitted into the nursery if there is any indication that they are under the influence of alcohol or substance misuse.
- All concerns must be referred to a Supervisor and a record of your concerns to be kept and placed in the safeguarding folder.
- Never let strangers into the setting without first asking for Identification and asking them to sign in.
- Children will be released into the care of their parents/carers or as named on their registration form/Authorisation to Collect Child form.

Safeguarding for staff

- Always inform a colleague when leaving to change a child's nappy or clothes.
- Staff are not permitted to have a mobile phone in their possession whilst on duty at the setting. Phones must be switched onto silent and be placed in the office. You can check your phone on your lunch Break.
- Staff must operate safe internet usage both on and off the premises. They are not permitted to make any reference whatsoever to the setting or to the children and staff, both past and present, on any social networking site. As a member of the Firs Nursery, you may not befriend parents on the social networking sites unless you were friends before. Socialise or baby sit for the parents/carers unless you are related or were friends before the child attended the setting or you are related to the child attending.
- Inform the named person for safeguarding of any safeguarding issues regarding your colleagues all details given will be treated confidentially.

Environment

- Staff are responsible for keeping the setting clean and tidy – sort and clean equipment regularly, with the children (where possible) to promote sorting skills, pick up toys etc., from the floor; surfaces to be cleared each day, and if necessary, wiped down with a damp cloth (craft room, snack bar, cupboards tops etc.) Books to be displayed correctly on shelves.
- Staff must support each other to tidy, sweep and clear all garden areas and put equipment and toys away daily.
- Children should be taught to look after resources respectfully, especially books, by staff **always**.

Working with parents and carers

The nursery aims to provide a positive environment for all parents and carers who use the nursery so that they feel respected, valued, supported and listened to. We recognise that the way staff conduct themselves with parents plays a major part in achieving this. Staff therefore have a responsibility to conduct themselves with parents and carers in the following way:

- To be respectful and supportive of parents **always**
- To be sensitive to the needs, stresses and concerns of working/studying parents
- To be respectful and understanding of the differing cultures and beliefs of parents if they adhere to nursery policies and procedures and the current law of the land
- To be respectful of information shared with them in their role as keyperson and understand that more sensitive information will only be shared with the further team on a 'need to know' basis in adherence with the confidentiality policy

Policies and Procedures

It's the individual staff member's responsibility to keep themselves up to date with all the current policies and procedures and to adhere to them **always**. Staff will be sent any revised changes electronically or hard copies if requested. Staff can also access these from files in the setting.

The nursery believes that if the above points are adhered to the best environment will be created for both staff, children and their families. Staff should always be flexible in their approach.

Further guidance

- Staff need to adhere to all nursery's policies and procedures.

This policy was adopted by

Firs Nursery Management
Committee

On

Date to be reviewed

June 2019

Signed on behalf of the provider

Name of signatory

Carol Manning

Role of signatory (e.g. chair, director or owner)

COMMTTEE CHAIR

4.1 The role of the key person and settling-in

Policy statement

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. We are committed to the key person approach which benefits the child, the parents, [the staff] and the setting. It encourages secure relationships which support children to thrive, give parents confidence and make the setting a happy place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with our staff. We also want parents to have confidence in both their children's well-being and their role as active partners with our setting. We aim to make our setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each child must have a key person. These procedures set out a model for developing a key person approach that promotes effective and positive relationships for children.

Procedures

- We allocate a key person before the child starts.
- The key person is responsible for:
 - Providing an induction for the family and for settling the child into [our/my] setting.
 - Completing relevant forms with parents, including consent forms.
 - Explaining our policies and procedures to parents with particular focus on policies such as safeguarding and our responsibilities under the Prevent Duty.
 - Offering unconditional regard for the child and being non-judgemental.
 - Working with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.
 - Acting as the key contact for the parents.
 - Developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in [our/my] setting and at home.
 - Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers.
 - Encouraging positive relationships between children in her/his key group, spending time with them as a group each day.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other adults and children.

Settling-in

- Before a child starts to attend our setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting, information days and evenings and individual meetings with parents.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- The key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We may offer a home visit by the person who will be the child's key person to ensure all relevant information about the child can be made known.
- We use pre-start visits and the first session at which a child attends to explain and complete, with his/her parents, the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- We have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child; increasing this time as and when the child is able to cope.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others, but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay for at least the first week, or possibly longer, until their child can stay happily without them.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first four to six weeks of starting, we discuss and work with the child's parents to begin to create their child's record of achievement.

The progress check at age two

- The key person carries out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance *A Know How Guide: The EYFS progress check at age two*.
- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.

- Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.
- The progress check will describe the actions that will be taken by us to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
- The key person will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.

This policy was adopted by	Firs Nursery	
On	_____	(date)
Date to be reviewed	June 2019	(date)
Signed on behalf of the provider	Carol Manning	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	Committee Chair	

Other useful Pre-school Learning Alliance publications

- Statutory Framework for the Early Years Foundation Stage: With non-statutory supporting documentation (2014)
- Being a Key Person in an Early Years Setting (2015)
- Creating a Learning Environment in the Home (2015)

6.7 Exclusion for illness/communicable disease Procedure

Procedure statement

- The safety and well-being of the children and staff that attend the nursery is paramount at all times.
- The procedures set out below are in place for the protection of the children in our care and will be adhered to at all times.

MINIMUM PERIODS OF EXCLUSION FROM NURSERY

Diarrhoea and Vomiting Illness

Diarrhoea and/or vomiting

E.coli 0157
VTEC

Typhoid (and paratyphoid)
(enteric fever)

Shingella (Dysentery)

Minimal Exclusion Period

48 hours from last episode of
Diarrhoea or vomiting

It is important for young children
to be excluded as they will find
hygiene practices difficult to adhere
to. Consult with HPU.

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to be excluded as they will find
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It is important for young children
to be excluded as they will find
hygiene practices difficult to adhere
to. Consult with HPU.

Respiratory Infections

Flu (influenza)
Tuberculosis
Whooping cough (Pertussis)

Until recovered
Consult with HPU
5 days from commencing antibiotic
Treatment or 21 days from onset of
Illness if no antibiotic treatment.

Rashes and Skin infections

Athletes foot
Chicken pox
Cold sores, (herpes simplex)
German measles (rubella)
Hand foot and mouth
Impetigo
Measles
Molluscum contagiosum
Ringworm
Roseola (infantum)
Scabies
Scarlet fever
Slapped cheek/fifth disease
Parvovirus B19
Shingles

None
5 days from onset of rash
None
5 days from onset of rash
None
Until lesions are crusted or healed
5 days from onset of rash
None
Until treatment has commenced
None
Child can return 24 hours after first treatment
24 hours after commencing antibiotics
None
Excluded only if rash is weeping and
Cannot be covered
None. Should cover in gymnasium

Warts and Verrucae

Other infections

Conjunctivitis
Diphtheria
Glandular fever
Head lice
Hepatitis A
Hepatitis B and C
HIV / AIDS
Meningococcal meningitis/septicaemia

None
Exclusion is important. Consult with
HPU.
None
None
Exclusion may be necessary.
Consult with HPU
None
None
Until recovered

Meningitis due to other bacteria	Until recovered
Meningitis viral	None
MRSA	None
Mumps	5 days from onset of swollen glands
Threadworms	None
Tonsillitis	None

Further guidance

- Managing Medicines in Schools and Early Years Settings (DfES 2005)
<http://publications.teachernet.gov.uk/eOrderingDownload/1448-2005PDF-EN-02.pdf>
- Local Health Protection Unit (HPU) Tel. No. 0845 6015890 - www.hpa.org.uk.

This policy was adopted at a meeting of

FIRS NURSERY

Held on

JUNE 2019

Date to be reviewed

Signed on behalf of the management committee

Name of signatory

CAROL MANNING

Role of signatory (e.g. chair/owner)

COMMITTEE CHAIR

6.1 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 their health and well-being or when they are recovering from an illness. We ensure that where medicines are necessary to maintain health of the child, they are given correctly and in accordance with legal requirements.

In many cases, it is possible for children's GPs 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 in the setting. If a child has not had a medication before, especially a baby/child under two, it is advised that the parent keeps the child at home for the first 48 hours to ensure there are no adverse effects, as well as to give time for the medication to take effect.

Our staff are responsible for the correct administration of medication to children for whom they are the key person/[I am responsible for the correct administration of medication to children who attend my setting]. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. In the absence of the key person or buddy, the manager or deputy is responsible for the overseeing of administering medication. We notify our insurance provider of all required conditions, as laid out in our insurance policy.

Procedures

- Children taking prescribed medication must be well enough to attend the setting.
- We only usually administer medication when it has been prescribed for a child by a doctor (or other medically qualified person). It must be in-date and prescribed for the current condition.
- Non-prescription medication, such as pain or fever relief (e.g. Calpol) and teething gel, may be administered, but only with prior written consent of the parent and only when there is a health reason to do so, such as a high temperature. Children under the age of 16 years are never given medicines containing aspirin unless prescribed specifically for that child by a doctor. The administering of un-prescribed medication is recorded in the same way as any other medication. NB We may administer children's paracetamol (un-prescribed) for children under the age of one year with the verbal consent of the parents in the case of a high temperature. This is to prevent febrile convulsion and where a parent or named person is on their way to collect the child.
- Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children. On receiving the medication, [the member of staff checks/I check] that it is in date and prescribed specifically for the current condition.
- Parents must give prior written permission for the administration of medication. The staff member receiving the medication will ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:
 - the full name of child and date of birth
 - the name of medication and strength

- who prescribed it
 - the dosage and times to be given in the setting
 - the method of administration
 - how the medication should be stored and its expiry date
 - any possible side effects that may be expected
 - the signature of the parent, their printed name and the date
- The administration of medicine is recorded accurately in our medication record book each time it is given and is signed by the person administering the medication and a witness. Parents are shown the record at the end of the day and asked to sign the record book to acknowledge the administration of the medicine. The medication record book records the:
 - name of the child
 - name and strength of the medication
 - name of the doctor that prescribed it
 - date and time of the dose
 - dose given and method
 - signature of the person administering the medication and a witness who verifies that the medication has been given correctly
 - parent's signature at the end of the day.
 - We use the Pre-school Learning Alliance Medication Administration Record book for recording the administration of medicine and comply with the detailed procedures set out in that publication.
 - If the administration of prescribed medication requires medical knowledge, we obtain individual training for the relevant member of staff by a health professional.
 - If rectal diazepam is given, another member of staff must be present and co-signs the record book.
 - No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell [their key person/me] what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.
 - We monitor the medication record book is monitored to look at the frequency of medication given in the setting. For example, a high incidence of antibiotics being prescribed for a number of children at similar times may indicate a need for better infection control.

Storage of medicines

- All medication is stored safely in a locked cupboard or refrigerated as required. Where the cupboard or refrigerator is not used solely for storing medicines, they are kept in a marked plastic box.
- The child's key person is responsible for ensuring medicine is handed back at the end of the day to the parent.
- For some conditions, medication may be kept in the setting to be administered on a regular or as-and-when- required basis. Key persons check that any medication held in the setting, is in date and return any out-of-date medication back to the parent.

All medication is stored in a locked medicine cabinet in the kitchen or in the refrigerator if required.

Children who have long term medical conditions and who may require ongoing medication

- We carry out a risk assessment for each child with a long term medical condition that requires on-going medication. This is the responsibility of our manager alongside the key person. Other medical or social care personnel may need to be involved in the risk assessment.
- Parents will also contribute to a risk assessment. They should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.
- For some medical conditions, key staff will need to have training in a basic understanding of the condition, as well as how the medication is to be administered correctly. The training needs for staff form part of the risk assessment.
- The risk assessment includes vigorous activities and any other activity that may give cause for concern regarding an individual child's health needs.
- The risk assessment includes arrangements for taking medicines on outings and advice is sought from the child's GP if necessary where there are concerns.
- An individual health plan for the child is drawn up with the parent; outlining the key person's role and what information must be shared with other adults who care for the child.
- The individual health plan should include the measures to be taken in an emergency.
- We review the individual health plan every six months, or more frequently if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.
- Parents receive a copy of the individual health plan and each contributor, including the parent, signs it.

Managing medicines on trips and outings

- If children are going on outings, the key person for the child will accompany the children with a risk assessment, or another member of staff who is fully informed about the child's needs and/or medication.
- Medication for a child is taken in a sealed plastic box clearly labelled with the child's name, the original pharmacist's label and the name of the medication. Inside the box is a copy of the consent form and a card to record when it has been given, including all the details that need to be recorded in the medication record as stated above. For medication dispensed by a hospital pharmacy, where the child's details are not on the dispensing label, we will record the circumstances of the event and hospital instructions as relayed by the parents.
- On returning to the setting the card is stapled to the medicine record book and the parent signs it.
- If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled with the child's name and the name of the medication. Inside the box is a copy of the consent form signed by the parent.
- This procedure should be read alongside the outings procedure.

Legal framework

- The Human Medicines Regulations (2012)

This policy was adopted by

Firs Nursery

On

(date)

Date to be reviewed	June 2019	(date)
Signed on behalf of the provider		
Name of signatory	Carol Manning	
Role of signatory (e.g. chair, director or owner)	Committee Chair	

Other useful Pre-school Learning Alliance publications

- Medication Administration Record (2015)
- Daily Register and Outings Record (2015)

8.1 Health and safety general standards

Policy statement

We believe that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers.

- We aim to make children, parents, staff and volunteers 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.
- Our member of staff responsible for health and safety is:

Yvonne Daniels

- she is competent to carry out these responsibilities.
- she has undertaken health and safety training and regularly updates her knowledge and understanding.
- We display the necessary health and safety poster in:

The Main Reception Area

Insurance cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed in:

The Main Reception Area

Procedures

Awareness raising

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues, so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- We keep records of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.
- We explain health and safety issues to the parents of new children, so that they understand the part played by these issues in the daily life of the setting.
- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at our staff meetings.
- We operate a no-smoking policy.
- We make children aware of health and safety issues through discussions, planned activities and routines.

Windows

- Low level windows are made from materials that prevent accidental breakage or we ensure that they are made safe.
- We ensure that windows are protected from accidental breakage or vandalism from people outside the building.
- Our windows above the ground floor are secured so that children cannot climb through them.

- We ensure that any blind cords are secured safely and do not pose a strangulation risk for young children.

Doors

- We take precautions to prevent children's fingers from being trapped in doors.

Floors and walkways

- All our floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged. Any wet spills are mopped up immediately.
- Walkways and stairs are left clear and uncluttered.
- Stair gates are in place at the foot and top of the stairs.

Electrical/gas equipment

- We ensure that all electrical/gas equipment conforms to safety requirements and is checked regularly.
- Our boiler/electrical switch gear/meter cupboard is not accessible to the children.
- Fires, heaters, wires and leads are properly guarded and we teach the children not to touch them.
- There are sufficient sockets in our setting to prevent overloading.
- We switch electrical devices off from the plug after use.
- We ensure that the temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas of our setting, including storage areas.

Storage

- All our resources and materials, which are used by the children, are stored safely.
- All our equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

Outdoor area

- Our outdoor area is securely fenced. All gates and fences are childproof and safe.
- Our outdoor area is checked for safety and cleared of rubbish, animal droppings and any other unsafe items before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- We leave receptacles upturned to prevent collection of rainwater. Where water can form a pool on equipment, it is emptied and cleaned before children start playing outside.
- Our outdoor sand pit is covered when not in use and is cleaned regularly.
- We check that children are suitably attired for the weather conditions and type of outdoor activities; ensuring that sunscreen is applied and hats are worn during the summer months.
- We supervise outdoor activities at all times; and particularly children on climbing equipment.

Hygiene

- We seek information from the Public Health England 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 setting, which includes the play room(s), kitchen, rest area, toilets and nappy changing areas. Children do not have unsupervised access to the kitchen.
- We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
- The toilet area has a high standard of hygiene, including hand washing and drying facilities and disposal facilities for nappies.
- We implement good hygiene practices by:
 - cleaning tables between activities;
 - cleaning and checking toilets regularly;
 - wearing protective clothing - such as aprons and disposable gloves - as appropriate;
 - providing sets of clean clothes;
 - providing tissues and wipes; and
 - ensuring individual use of flannels, towels and toothbrushes.

Activities, resources and repairs

- Before purchase or loan, we check equipment and resources to ensure that they are safe for the ages and stages of the children currently attending the setting.
- We keep a full inventory of all items in the setting for audit and insurance purposes.
- The layout of our play equipment allows adults and children to move safely and freely between activities.
- All our equipment is regularly checked for cleanliness and safety, and any dangerous items are repaired or discarded.
- We make safe and separate from general use any areas that are unsafe because of repair is needed.
- All our materials, including paint and glue, are non-toxic.
- We ensure that sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- We teach children to handle and store tools safely.
- We check children who are sleeping at regular intervals of at least every ten minutes. This is recorded with the times checked and the initials of the person undertaking the check.
- If children fall asleep in-situ, it may be necessary to move or wake them to make sure they are comfortable.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded. Large pieces of equipment are discarded only with the consent of the manager and the management team.

Jewellery and accessories

- Our staff do not wear jewellery or fashion accessories, such as belts or high heels, that may pose a danger to themselves or children.
- Parents must ensure that any jewellery worn by children poses no danger; particularly earrings which may get pulled, bracelets which can get caught when climbing or necklaces that may pose a risk of strangulation.
- We ensure that hair accessories are removed before children sleep or rest.

Safety of adults

- We ensure that adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- We provide safe equipment for adults to use when they need to reach up to store equipment or to change light bulbs.
- We ensure that all warning signs are clear and in appropriate languages.
- We ensure that adults do not remain in the building on their own.
- We record the sickness of staff and their involvement in accidents. The records are reviewed termly to identify any issues that need to be addressed.

Control of substances hazardous to health

- Our staff implement the current guidelines of the *Control of Substances Hazardous to Health Regulations (COSHH)*.
- We keep a record of all substances that may be hazardous to health - such as cleaning chemicals, or gardening chemicals if used and where they are stored.
- Hazardous substances are stored safely away from the children.
- We carry out a risk assessment for all chemicals used in the setting. This states what the risks are and what to do if they have contact with eyes or skin or are ingested.
- We keep all cleaning chemicals in their original containers.
- We keep the chemicals used in the setting to the minimum in order to ensure health and hygiene is maintained. We do not use:
 - bleach;
 - anti-bacterial soap/hand wash, unless specifically advised during an infection outbreak such as Pandemic flu; or
 - anti-bacterial cleaning agents, except in the toilets, nappy changing area and food preparation areas. Anti-bacterial spays are not used when children are nearby.
- Environmental factors are taken into account when purchasing, using and disposing of chemicals.
- All members of staff are vigilant and use chemicals safely.
- Members of staff wear protective gloves when using cleaning chemicals.

Legal framework

- Health and Safety at Work Act (1974)
- Management of Health and Safety at Work Regulations (1999)
- Electricity at Work Regulations (1989)
- Control of Substances Hazardous to Health Regulations (COSHH) (2002)
- Manual Handling Operations Regulations (1992 (As Amended 2004))
- Health and Safety (Display Screen Equipment) Regulations (1992)

Further guidance

- Health and Safety Law: What You Need to Know (HSE Revised 2009)
- Health and Safety Regulation...A Short Guide (HSE 2003)
- Electrical Safety and You: A Brief Guide (HSE 2012)
- Working with Substances Hazardous to Health: What You Need to Know About COSHH (HSE Revised 2009)
- Getting to Grips with Manual Handling - Frequently Asked Questions: A Short Guide (HSE 2011)

This policy was adopted by

Firs Nursery

On

_____ (date)

Date to be reviewed

June 2019 (date)

Signed on behalf of the provider

Name of signatory

_____ Carol Manning

Role of signatory (e.g. chair, director or owner)

_____ Committee Chair