



Policy & Procedures Handbook

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NURSERY VILLAGE LTD, 226 North Street, Bristol, BS3 1JD

INTRODUCTION

Our Policy & Procedures Handbook sets out our approach and clear guidelines, to help you provide our high quality childcare provision.

They do this by making clear to staff and parents what sort of childcare Nursery we want to deliver and what has to be done to make this happen.

The Statutory Framework of the Early Years Foundation Stage specifies requirements for Learning and Development and for Safeguarding Children and Promoting their Welfare.

The Learning and Development requirements cover:

- the areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years Nurseries;
- the early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers)

The Safeguarding and Welfare requirements cover

- the steps that providers must take to keep children safe and promote their welfare.

The Nursery Village Policy & Procedures Handbook, ensures everyone involved in a child's progress through our Nursery, is clear on how we aim to achieve all that is required by the Early Years Foundation Stage and beyond.

Please ensure you have read and are familiar with this handbook, which is reviewed by the company and Nursery Manager on a quarterly basis, with amended editions provided to you for confirmation you have read and understood its contents.

In reviewing our policies and procedures, Nursery Village take into account staff and management views in the application of all areas of the business. In order to assess potential changes and their benefits, all teams are asked to submit a Change Request Form detailing their suggested or requested change.

1. Our Organisation

a. The Nursery Village Ethos

Our intention is that your Nursery is not only *situated* within a community but will also uniquely *feel like* a community. We intend to engage with all of our families, inviting them to visit, speak, and bring in cultural or work artifacts to share and participate in our offered activities, aiming to foster an enormous sense of pride and connection.

Parents are welcomed into the setting and we aim to be inclusive to all parents. We recognise that each family has different values and wishes, and we will do our best to accommodate your requests and concerns, whilst maintaining our values, aims and policies. Through discussion and good communication, we will aim to adhere to the values and traditions of your family, meeting your child's cultural & basic care needs.

Your nursery will create and maintain strong trusting relationships with parents. We appreciate that parents know their child best. It is our primary objective to work with parents to ensure that personal preferences are met, within the reasonable demands of the nursery setting. Your nursery will take on-board both parental & staff comments, suggestions and feedback to ensure that we continually reflect upon and improve the services that we offer.

We follow a holistic approach to the development of your child. The 'whole child' is looked after, where the emphasis is on well-being and belonging, with activities including rest, relaxation or yoga, the development of feelings, friendships and emotional intelligence.

Nursery Village believes in the concept of "the unique child". Our staff have all been hand-picked for their previous working experiences and knowledge, comprising many elements from several different learning styles, to provide your child with the best care. A varied range of activities are offered, some of which are pre-planned, and others follow the child's individual interests. The equipment and resources are easily accessible, can be independently chosen, becoming supported experiences when needed.

All staff are respectful of the child. We acknowledge that they have power over their own body and will seek the child's permission before attending to their personal care needs. All staff will speak to the children, listen to what they say, take their views seriously and work with them collaboratively when deciding how to best support their needs. We strongly believe in keeping every child safe.

Your nursery will ensure that every child is able to develop an on-going relationship of trust with those helping them. Each child is assigned a Keyworker to ensure parental opportunities for daily verbal dialogue to communicate personal care preferences.

We believe in developing and promoting a strong sense of community. We work to develop strong links with the local Schools and Children's Centres, discuss the provision of work-experience and training opportunities for students, to promote and support future generations of Childcare professionals. Our food is locally sourced and prepared, we work closely with local businesses and use their skills and experiences to provide learning opportunities for our children and to give back to the community in many ways.

b. Staff Induction Policy

Induction is the provision and receipt of information, instruction, training and supervision required for the safe performance of new work at a basic minimum standard of competence. Nursery Village believe it is important that all new staff, students or volunteers undertaking new work, receive adequate and appropriate induction training, supervision and information.

Policy

In order to deliver suitable people under our [Safer Recruitment Policy](#) and to ensure everyone involved understands their responsibilities, to keep children safe at all times as set out in our [Safeguarding Policy](#), staff must properly introduced, trained and assessed against these standards through our induction and training programme.

All newly appointed and newly promoted staff, must complete a full induction and training schedule, covering policies and procedures that apply to their role. During this time and leading up to the end of their probation period, they will have a series of Staff Observations and Staff Supervisions, to identify training and support requirements.

Staff must complete their Induction Checklist before achieving Stage 1 Clearance, before being able to commence work with Nursery Village.

Procedures

The Nursery Manager or Company Directors will ensure that all new or promoted employees are given:

- A copy of the Policy & Procedures Handbook
- A copy of the Staff Handbook
- A written copy of their Induction & Probation Training Record.
- Specific local information necessary for the job.
- Appropriate information, training, and supervision for the job they will be doing.

Induction Programme for New Employees**Day 1**

- Manager works through the Induction Checklist.
- Ensure all Safeguarding and Identity checks are complete, including Safeguarding Assessment and Staff Clearance Record.
- Stage 1 Staff Clearance Record must be completed before starting work.
- Provide an overview of Nursery Village and our Policies & Procedures.
- Ensure BreatheHR, Famly and RotaCloud profiles are completed.
- New employee tour of the premises and introduction to staff and children.
- Ensure the new employee understands their roles and responsibilities.
- Introduce new employee to their Room Leader and Line Manager.
- Allocate an experienced employee to assist the new employee as necessary.

Week 1 & 2

- Monitor and support the new employee accordingly and provide on the job training as and when required.
- Complete Induction Training Record, to ensure both weekly Staff Observations are completed.
- Nursery Manager reviews progress with the new employee and makes any necessary programme changes.

Week 3

- Complete week 3 Staff Observation, with clear progress, guidance and further training if required.
- Development needs to be discussed and documented.
- Review induction progress and put in place any actions deemed necessary.

Week 4

- Complete Staff Self Appraisal, to understand how the employee feels they have progressed.
- Complete a Staff Supervision, taking account of all progress through previous Staff Observations, in order to set clear goals for future support or development.
- Assign Key Children where Supervision is completed to a suitable standard.

Month 2

- Employees online training programme is completed over the course of the second month, putting in place guidance and experience received during month one.
- A further Staff Observation is completed.

Probation Period

Further Staff Supervisions and Observations are completed in line with the Induction & Probation Training Record, in order to assess, support and develop the employee with the aim of completing their initial 6 month probation period.

This process provides opportunities for two way feedback, including a safeguarding review, in order to assess the employees understanding of safeguarding policies and responsibilities, or whether they have any concerns across the nursery.

In the event of an unsuccessful Probation Assessment at month 6, a single 3 month extension may be given, once clear training and development targets have been given.

c. Diversity and Equality Policy

Nursery Village aims to provide equal opportunities in a positive manner to ensure that all staff value and respect the different racial origins, religions, cultures and languages of the children in their care and their families/carers.

This Nursery is committed to eliminating discrimination of all kinds and encouraging diversity amongst our workforce. We will strive to make our service accessible to all parents who wish to use it and we will ensure that no child, individual or family will be unlawfully discriminated against on the grounds of age, disability, gender reassignment, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex or sexual orientation.

We are committed to creating an environment in which individual differences and everyone's contributions are recognised and valued and we believe in promoting dignity and respect to all.

Procedures**○ Admissions and Membership**

Nursery Village aims to be open and accessible to every family in the community. We operate a priority Waiting List system, and this is outlined in the [Admissions Policy](#).

○ Recruitment and Employment

We will recruit and employ people on the basis of their skills, experience and knowledge. We aim to ensure that no applicant or employee is subject to discrimination of any kind as defined by the Equality Act 2010.

We will advertise all employment opportunities using a mixture of medium or methods and we will always follow the procedures outlined in our [Safe Recruitment Policy](#). Training, development and progression opportunities will also be available to all staff.

○ Company Information

We will aim to make information on our Nursery as accessible as possible to all users, potential users and interested parties, seeking appropriate additional support to do so where necessary. Where appropriate, we will provide translations into relevant languages, large print or Braille and will use jargon free, clear and understandable language. We will also use a translator where appropriate.

○ Inclusive Practice

We aim to provide an environment, play opportunities and activities that are inclusive and accessible for all children and for all children to feel welcomed and valued.

We will do this by:

- Recognising children's individual needs through observation, reflective practice and working in partnership with parents and other professionals.
- Providing positive resources, displays and activities that reflect different cultures, races, abilities, sexual orientation, gender, families etc.
- Providing appropriate support and making reasonable adjustments to meet each child's needs.
- Challenging inappropriate attitudes and practices.
- Identifying a member of staff who will take on the role of Special Educational Needs Co-ordinator (SENCO), who will lead on and take responsibility for inclusive practice.
- Following our [Inclusion Policy](#).

○ **Harassment**

We will not tolerate incidents of harassment or abuse and will address any complaint or occurrence of harassment or abuse promptly. This includes harassment by a third party and harassment directed at others, as defined by the Equalities Act 2010.

We will deal with incidents sensitively, with a view to supporting both parties involved in the incident, that is the person who has been harassed and the alleged perpetrator. We will work with the alleged perpetrator with the aim of helping them to overcome their prejudice and understand the effect of their behaviour.

For all employees, this may result in Disciplinary and Grievance Procedures in line with the Staff Handbook.

In the case of parents exhibiting discriminatory behaviour, we will remind them of their need to comply with this policy under the Nursery Village Terms & Conditions. If further incidents occur, this will result in them being asked to leave the premises and prevented from returning until written assurance has been received that they will comply with it.

Parents with concerns over staff behaviour should follow our [Complaints Policy](#).

Where the perpetrator is a child, we will follow our [Behaviour Support Policy](#).

d. Inclusion Policy

In line with the Nursery Village [Diversity & Equality Policy](#), everyone should have an equal opportunity, and this also applies to the inclusion of children with a disability and children with Additional Learning Needs within the Nursery.

‘From the very earliest age, disabled children should have the right to play and learn with other children, enjoying all the aspects of life and friendships that other children do’ – The Inclusion Charter, Centre for Studies on Inclusion.

Our Aims:

- To ensure that all children are fully included within the Nursery, with specific regard to any additional needs a child and their family might have.
- To provide a structure and supportive framework for staff to reference when a disabled child and their family approach, attend and settle in at the Nursery.
- To provide disabled children and their families with a set of clear expectations that evidences our commitment to their inclusion.

Information

The term ‘Additional Learning Needs’ within this policy refers to children with disabilities or additional or special educational needs.

The definition of a disability is *‘a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities’*.

We include within this, children with physical and sensory impairments, learning difficulties and people who experience mental or emotional distress.

We adopt the Social Model of Disability:

‘The social model of disability says that disability is caused by the way society is organised, rather than by a person’s impairment or difference’. It looks at ways of removing barriers that restrict life choices for disabled people. When barriers are removed, disabled people can be independent and equal in society, with choice and control over their own lives.

We recognise that children with additional learning needs and their families can face a unique set of challenges within their daily lives and our aim is to address and support these in whatever way we can. (Appendix A)

As supporting children with additional learning needs is an intrinsic part of supporting all children within the Nursery, information relating to children with additional learning needs and their families is contained within all other relevant policies.

Procedures

It is important to us that we are prepared for children with additional learning needs to attend our Nursery, both as part of our ethos and as part of our duties under the Equalities Act 2010.

To do this we will:

- Identify a member of staff as the lead worker for children with additional learning needs (SENCO). This individual will be trained appropriately to promote inclusive practice in the Nursery.
- Support children and staff to value the differences in individuals and address any discriminatory language or behaviour.
- Commit to training staff in inclusion, equal opportunities and communication.
- Ensure we keep up to date with new legal and policy requirements.
- Have pictures, resources and activities that reflect and represent the lives of children with additional learning needs positively.
- Include a budget to cover extra costs that may be necessary for training, resources and extra staff support as recognition that the Nursery aims to support all children.
- Evaluate our Nursery and inclusion practices using external agencies such as NDNA and Band or processes like the Kids 'All of Us' Checklist, and in partnership with our families and children as appropriate.

The SENCO's responsibilities will include:

- Ensuring that all management, staff and volunteers are aware of all legislation, regulations and other guidance on working with children with additional learning needs.
- Identifying staff training requirements to meet the needs of children with additional learning needs attending the Nursery.
- Meeting with the child and their parents or carers at the point of entry to plan a successful entry to the Nursery.
- Ensuring that children with additional learning needs are considered when activities are being planned and prepared.
- Monitoring and evaluating delivery.
- Liaising with other agencies and seeking advice and support where necessary.

When a child or family approaches our Nursery, we will also consider these areas:

Welcome

A welcoming attitude, sharing basic information, offering an introductory visit. We understand that the initial welcome a family receives at our Nursery is key to establishing positive relationships and successful inclusion.

We will welcome children with additional learning needs to the Nursery with a realistic but 'can do' attitude: this means that we will be honest about what we need to ensure we can provide appropriate support for the child and we will work with the parents and child to achieve that.

Initial visits

If appropriate, we may offer taster sessions to the child and family.

We will allocate a keyworker as a point of contact and as support for the child. A keyworker will not work exclusively with the child; we expect all staff to be engaged in play and establish positive relationships with all children. We will ensure that activities, equipment and resources are appropriate for the child's needs. We will use observations to enable us to gain further understanding of the child's needs, alongside talking to the child, family and external agencies where appropriate.

Extra Staff Support

We recognise that some children with additional learning needs need extra staff support to meet their needs. We will consider what, if any, extra support a child has in other situations, whilst understanding that a child's behaviour and needs change in different environments.

It may be that support is only necessary for a short time to settle into Nursery routines or to cover certain aspects of the day. We will work with parents, the child and other agencies to assess this.

Settling In

We recognise that the importance of building positive relationships with the child and family. We also recognise that children with additional learning needs can often be left out, lack confidence and may not always tell staff if they have a problem, for fear of isolating themselves further.

Staff will be extra vigilant in ensuring all children are included, supported and encouraged to talk to staff if they have any problems. All children will be encouraged to share and to invite others to join in games and other activities; our aim is that all opportunities are open to all children and that children with additional learning needs are encouraged to have full involvement in a range of activities, including those involving an appropriate level of risk and challenge.

Please also refer to our [Settling In & Key Worker Policy](#).

Funding for Inclusion

To fund any additional staff support, resources or staff training to enable a children with additional learning needs to attend, we will first look to our budget and consider what we can afford as part of our commitment to welcome all children.

If we are unable to fully fund this area or if it impacts on the financial sustainability of the Nursery, we will investigate appropriate agencies that may support us and apply for funding from them.

e. Code of Conduct & Behaviour Policy

This conduct and behaviour code outlines the conduct Nursery Village expects from all staff and volunteers. This includes agency staff and students on work placement, whether paid or unpaid.

Our Aims

The conduct and behaviour code aims to help us protect children and young people from abuse and reduce the possibility of unfounded allegations being made.

The Nursery DSL must make sure that everyone involved and working at nursery has seen, understood and agreed to follow our code of conduct and behaviour, and that they understand the consequences of inappropriate behaviour.

Policy

When working with children at our setting you are acting in a position of trust. You are likely to be seen as a role model and must act appropriately.

You are responsible for:

- Prioritising the welfare of children.
- Providing a safe environment for children.
- This includes ensuring equipment is used safely and for its intended purpose.
- Having good awareness of issues and taking action when appropriate, following our principles, policies and procedures, including [Safeguarding Policy](#), [Whistle Blowing Policy](#) and [E-Safety Policy](#).
- Modelling good behaviour for children to follow.
- Challenging all unacceptable behaviour and reporting any breaches of our conduct and behaviour code to the Nursery DSL.
- Reporting all allegations or suspicions of abuse or inappropriate behaviour following our reporting procedures. This includes abusive behaviour being displayed by an adult or child and directed at anybody of any age.
- Avoiding any conduct which would lead any reasonable person to question your motivation and intentions or lead to a “staff allegation”.

Rights - You should:

- Treat children and young people fairly and without prejudice or discrimination.
- Understand that children and young people are individuals with individual needs.
- Respect differences in gender, sexual orientation, culture, race, ethnicity, disability and religious belief systems between yourself and others, and appreciate that all staff bring something valuable and different to our setting.
- Challenge discrimination and prejudice
- Actively encourage all staff to speak out about attitudes or behaviour that makes them uncomfortable.

Relationships - You should:

- Promote relationships that are based on openness, honesty, trust and respect.
- Avoid favouritism.
- Be patient with others.
- Use special caution when you are discussing sensitive issues with children.
- Ensure your contact with children and young people is appropriate at all times.
- Always ensure there is more than one adult present during activities with children.
- If a child specifically asks for or needs some private time with you, ensure other staff or volunteers know where you and the child are and that you are always in sight or hearing of another staff member.

Respect - You should:

- Listen to and respect children at all times.
- Actively involve them in planning activities wherever possible.
- Ask the child for their permission before undertaking any intimate care.
- Not shout or raise your voice towards a child.
- In some cases it may be necessary to break confidentiality in order to follow child protection procedures; if this is the case it is important to explain this to the child where appropriate at the earliest opportunity.

When working with children at setting you must not:

- Allow concerns or allegations to go unreported
- Take unnecessary risks.
- Smoke, consume alcohol or use illegal substances, or substances that affect your abilities.
- Develop inappropriate relationships with children.
- Make inappropriate promises to children.
- Engage in behaviour that is in any way abusive or derogatory towards children or other staff members.
- Let children and young people have your personal contact details (mobile number, email or address) or have contact with them via a personal social media account.
- Act in a way that can be perceived as threatening or intrusive.
- Patronise, belittle or laugh at children.
- Make sarcastic, insensitive, derogatory or sexually suggestive comments or gestures to or in front of children.

You should always follow this code of conduct and behaviour. If you have behaved inappropriately towards a child or staff member you will be subject to our disciplinary procedures and, depending on the seriousness of the situation, you may be dismissed.

We may also make a referral to statutory agencies such as the Police, local authority child protection services and the DBS barring service.

If you become aware of any breaches of this policy, you must report them to the Nursery DSL or Child Protection Officer. If necessary you should follow the [Whistle Blowing Policy](#) and our [Safeguarding Policy](#).

f. Confidentiality & Data Protection Policy

We understand that at times, the work of the Nursery and with children, families and staff will bring our staff into contact with confidential information. To ensure that all who use and work in the Nursery can do so in confidence, confidentiality will be respected in the following way:

- Nursery Village will ensure that all information is stored and shared according to the regulations and guidance of the General Data Protection Regulation 2018.
- The Nursery will ensure that the staff team are aware of the implications of the GDPR 2018 in so far as it affects their roles and responsibilities within the Nursery.
- Nursery Village will ensure there is a Privacy Notice for parents, staff and an Information Audit of processing activity alongside this [Confidentiality and Data Protection Policy](#).
- Nursery Village will ensure it facilitates an open approach with parents or carers with regard to its policies and procedures and the information that we hold on their child.

Compliance with the GDPR

Nursery Village will comply with the six principles of the GDPR which say;

- that the data processing must be lawful and transparent;
- only used for the purpose for which it was originally requested (unless with further consent);
- limited to what is necessary, accurate and kept up to date;
- retained or deleted appropriately;
- and processed with integrity and responsibly to avoid loss or damage.

Nursery Village has an appointed 'data controller' and is registered with the Information Commissioner's Office (ICO) – Registration Number: ZA474557

In line with the EYFS, we will liaise with parents or carers to keep them updated about their children's well-being and progress. Parents or carers have rights to their own information as well as that of their children. Our [Confidentiality and Data Protection Policy](#) will detail this and the 'lawful basis' for holding this data.

In line with the EYFS and Employment Law we will keep records on staff and volunteers to ensure suitability, good practice and well-being. Staff and volunteers have a right to their own information.

Procedures

Prior, written permission and consent will be obtained to hold personal details on children, parents and employees, through our Terms & Conditions or Contract of Employment.

All personal records will be stored in a secure location. For paper records this means, within lockable storage. For computer or digital records this means that files will be password protected. Security measures will be implemented for any and all portable media equipment.

The safety and welfare of the children will be paramount; any disclosures relating to issues of child protection will be discussed with the relevant agencies and our [Safeguarding Policy](#) will be implemented.

Any serious concerns or evidence relating to a child's personal welfare will be recorded and kept in a confidential file and will not be shared within the Nursery except with the necessary staff and the parents or carers. The exception to sharing information with the parents or carers is where doing so would put the child at significant risk of harm.

All children's records will be available to the parents or carers of that child, but they will not have access to any information about other children. This includes having separate accident and incident reports to respect the confidentiality of the other children. Relevant staff will have access to this information.

Records and information we hold will be made available to parents, carers, staff and volunteers upon request ('Subject Access Request'), within 1 month, unless subject to an exemption. If for any reason a request is going to be refused, then this decision, and an explanation, will be communicated in writing within 1 month.

Staff will not discuss individual children, other than for purposes of planning or reviewing group management, with anyone other than the parents or carers of that child, without their permission, unless required to do so by an OFSTED or other statutory agency request.

Personal information will not be released to external agencies without the prior permission of parents or carers. We will seek active consent to share information with health, education and inclusion professionals. The exception to this is where doing so would put the child at significant risk of harm.

Parent or carer information may be shared with the HMRC and other providers of Free places.

The management, staff, volunteers and any other individual associated with Nursery Village will respect confidentiality by not discussing:

- confidential matters about children with other parents or carers.
- confidential matters about parents or carers with children or other parents or carers.
- individual children outside of the provision.
- confidential information about staff members.

Issues to do with the employment of staff, whether paid or unpaid, will remain confidential to those directly involved with making personnel decisions.

Students, volunteers and management will be advised of our confidentiality and data protection policy and are required to respect and adhere to it.

Failing to adhere to our [Confidentiality and Data Protection Policy](#) will be considered Gross Misconduct and subject to action under the provisions of the Disciplinary Procedure.

Data breach

We must report any data breach to the ICO if, for example, personal data was lost, destroyed, shared inappropriately, or if someone accessed information without permission. Parents have a right to complain to the ICO.

If a data breach occurred the individuals involved would be informed and it would be addressed promptly. We would take steps to establish the severity and tell the ICO, if required. We must investigate a data breach within 72 hours and failure to notify a breach may result in a fine.

Advice is available from the ICO Helpline 0303 123 1113

Children's rights

Children have the same rights as adults over their personal data and only children aged at least 13 or over are able provide their own consent in the UK. For children under this age we need to get consent from whoever holds parental responsibility for them. We must make reasonable efforts to verify that the person giving consent does, in fact, hold parental responsibility for the child.

There is some information which we must hold by law in order to register a child, such as a child's date of birth and parents' contact details. There is also a statutory requirement to keep some record of your child's learning progress. There is other information which we may ask for, which is based on consent and we should indicate that it is consent-based, so that parents or carers have the option to refuse or withdraw consent, for example they may not wish us to take photographs of their child.

Retention of records

When a child has moved on from the Nursery, we will hand over educational records (Family Journey) and photographs to the parent or carers and delete any copies where they are not subject to statutory retention requirements. Other records will be retained for a varying length of time depending on the reason for retaining those records.

We have detailed the retention periods in the Privacy Notice to parents or carers and retention of records document for staff.

If we resign the childcare registration, we will keep records securely for as long as we are legally required, depending on the reason for retention.

Paper documents will be shredded. Information on digital storage devices will be deleted when it is no longer required

Staff records will be retained throughout employment and when an individual leaves some records will be handled in line with the retention of record document.

g. Mobile Phone & Digital Media Policy

Our Aims:

- To be clear on the responsibilities of management and staff when using mobile phones, cameras, computers and games consoles within the Nursery.
- To safeguard children's welfare in relation to the above areas and minimize the risk of harm.
- To fulfil legal duties in relation to personal data and other areas, including our [Confidentiality and Data Protection Policy](#).

Procedures

Any device in the Nursery which is internet compatible must have appropriate filters, controls and monitoring to protect children from potentially harmful online material.

Nursery Village provide staff tablet devices, for use with the Family Childcare App and associated Learning Journey records and observations.

Practitioners have a role in implementing strategies to help keep children safe online and to support them to develop their own understanding of online risks and how to prevent them, such as cyberbullying, grooming, radicalisation and online abuse.

Mobile Phones

- Practitioners, volunteers and students will not have their private mobile phone on their person during working hours.
- Mobile phones will be stored in a secure area away from where the children are accommodated.
- Staff may use their mobile phones during their designated breaks and in an area away from the children.
- The Nursery's contact number may be given as an emergency number in case practitioners need to be contacted, in line with the Staff Handbook.
- Nursery Practitioners are not to use any mobile phone cameras to photograph the children.
- Visitors and parents will be asked to switch off their mobile phones or not to use phones while on the premises. If they need to use their mobile phone they will be asked to do so away from the children.

Mobile phones on outings only

Offsite on outings, mobile phones and company devices may be very useful. Where child information is stored or used outside the Nursery, this should only be on a company device.

Digital Images & Photography

Written permission from parents or carers will be obtained and documented before any images of children are recorded, outside the purposes of recording the child's learning journey within the Family Childcare App in accordance with our Terms & Conditions.

Written permission would be required for the following purposes:

- Use of images on Nursery website or other publicity.
- Images recorded during events/parties/fundraising or outings which were not recorded for the purpose of the child's normal learning journey.
- Parents will be made fully aware of how any images of their children may be used or must have the right to decide if they wish their children to be photographed.

Procedures relating to images:

- Digital images will be stored in a separate file on the computer (or Cloud), which is accessed by Nursery practitioners only. These images will be stored in accordance with our [Confidentiality and Data Protection Policy](#).
- While using digital images, practitioners will be aware of the risk associated with taking, using, sharing, publishing and distribution of images.
- Nursery practitioners will only use the Nursery equipment: personal equipment will NOT be used to record images of the children.
- Staff will be vigilant when taking digital/video images of the children to ensure that they are appropriately dressed.
- Staff will be aware of any children who are at risk or under a supervision order, so their images are not used.
- Children's names will not be used anywhere in any way on the Nursery's website or literature.
- After a displayed photograph is taken down it will be either stored in the child's file, returned to the family or destroyed.

Electronic or Digital Devices

- Practitioners will not use the Nursery's devices for personal use.
- The Nursery will ensure that all programs used, and websites accessed are appropriate and that children are not able to access or download material which is unsuitable.
- All Nursery files that contain personal data will be stored appropriately and securely.
- Practitioners will not forward any of the Nursery's work, files or information stored on any Nursery devices to their home or personal devices, unless, this has been agreed by management as necessary practice for the Nursery.
- Generally, all ICT equipment should remain in the Nursery at all times. This is to minimise the risk of computer viruses and for data protection purposes.
- Practitioners will not access, copy, remove or otherwise alter any other user's files, without their expressed permission.
- All email communication will be appropriate and written in a professional manner and personal email or other accounts must not be accessed, in accordance with the Staff Handbook Safeguards Policy.
- Illegal or inappropriate materials MUST NOT be uploaded, downloaded or accessed.
- Practitioners will ensure that any Nursery devices are used appropriately to avoid disabling or damaging equipment.

Social Media

- Staff, volunteers or students, should not put details or comments about their work on any form of social media site, in accordance with the Staff Handbook Safeguards Policy, except a simple Job Title and Location.
- Photographs, names of, or comments about children within the Nursery must never be placed on any social media site.
- Staff should not correspond with Nursery's children or families through social media sites.
- All communication in the Nursery will be transparent and open to scrutiny.
- All staff must be aware that failure to comply with policies and procedures may result in disciplinary action being taken.

Games Consoles

- Practitioners will ensure that where their use is approved by the Nursery Manager, all games consoles and games are suitable and appropriate for the ages of children in their care.
- Use of computer consoles will be supervised and monitored, with children encouraged to participate in a broad range of activities.
- All games or apps used should be originals and not copies.
- Parents or carers should be made aware that computer games are available and have the option to request that their child does not access this equipment.
- Children should be closely supervised to ensure that they are not accessing the Internet via the console. Or if they are permitted to do so that the websites accessed are appropriate and the Nursery has put in place appropriate safeguards.

Responsibilities

All Staff, Volunteers or Students should:

- Report any concerns about any inappropriate or intrusive photographs found or any activity that raises concerns.
- Be aware that failure to comply with policy and procedures may result in disciplinary action being taken.
- Be aware that not following policy and procedures in this area is potentially a child protection issue which may affect their suitability to work with children.

h. Safer Recruitment Policy

Nursery Village aims to recruit the right person for the right job, guided only by factors relevant to the position, the principles of Safer Recruitment, our [Safeguarding Policy](#) and [Diversity & Equality Policy](#) at all times.

Recruitment and Selection

Whenever a vacancy occurs our Job Description and Person Specification are used to ensure that there are no requirements or criteria which are unnecessary to the post and which may have a discriminatory effect.

When advertising, it will be ensured that the media used cover the full range of racial or other groups within the market place.

All applicants will receive the same application pack which contains:

- Job Description & Personal Specification, Safeguarding & Disclosure Statement and the Nursery Village Application Form.
- Equal Opportunities Monitoring Form and Employee Health Questionnaire

As detailed on the Application Form, all staff shortlisted will be subject to an Enhanced DBS and Children's Barred List check, with a minimum of two suitable references, one of which must be their most recent or current employment. Friends and family will not be accepted as valid references.

Where relevant previous experience or employment is detailed, using a Full Employment History since leaving full time education, references may be sought from those as well.

Short listing will be conducted against the objective criteria set out in the Job Description and Person Specification. Managers selecting a short-list should be careful not to take account of factors which are irrelevant to the requirements of the post.

Interviewers should be familiar with the company's [Diversity & Equality Policy](#) and where possible applicants will be interviewed by more than one person.

During interviews, answers should be carefully assessed in particular around employment gaps and leaving a previous role, to assess the overall suitability to work with children.

Interview questions must be related to the requirements and circumstances of the job and not be of a discriminatory nature. The interview record, answers sheet and any summary or reasons for non-selection of interviewees must be kept with the Application Forms, Job Description and Person Specification for a minimum of 6 months.

The Company shall ensure that training, promotion and career development opportunities are offered equally to all staff. This includes a regular review of procedures for promotion and career development to ensure that they are in line with the [Staff Induction Policy](#) and [Diversity & Equality Policy](#) and do not include any discriminatory practices.

i. Staff Wellbeing Policy

Nursery Village recognise that staff wellbeing is important and has a direct impact on children's care, learning, development and our overall performance as a Nursery. The emotional and physical wellbeing of all staff is important to us and we want to ensure that staff are supported and encouraged to develop personally and professionally.

Our Aims:

- To help ensure that the health and wellbeing of all staff is promoted.
- To recognise the impact work and external factors can have on employees' levels of stress, mental and physical health and to respond sensitively to these.
- To minimise the harmful effects of stress and encourage a healthy, motivated staff team by providing effective support and training for all staff.
- To support each individual to achieve an appropriate work-life balance.

Procedures

In order to promote the health and positive wellbeing of staff, we will ensure the following are in place:

- Daily team briefings.
- Monthly staff meetings.
- Annual Staff Appraisals.
- INSET and training days open to all staff.
- Monthly Peer Observation sessions.
- 3 Monthly Self Appraisal and Staff Supervision sessions.
- Clear Job Descriptions for staff, outlining key roles and expectations of their job.
- Procedures for dealing with incidents of bullying and/or unacceptable behaviour.
- Rest and lunch breaks, away from the Nursery environment.
- Comfortable private staff room with refreshment and rest facilities.

In addition to the above, Nursery Village will also:

- Regularly review the workload demands.
- Ensure all tasks given to staff are appropriate for their role and level of experience.
- Actively consider all requests for part-time or flexible working.
- Ensure there are sufficient opportunities for staff to discuss any concerns or issues they have, either professional or personal and this will be done in a supportive environment where stress is not considered a weakness.
- Aim to provide personal and professional development, such as stress management or team building opportunities.
- Discuss the impact of any medication staff are on sensitively and put support in place to deal with any side-effects.
- Respond promptly and sensitively to any allegations of bullying or unacceptable behaviour.
- Put return to work plans in place for staff returning to work after periods of absence.
- Ensure confidentiality is maintained at all times.

j. Environmental Awareness Policy

Nursery Village believe in minimising our impact on the environment around us, whilst developing children's awareness of the natural world and ways to understand and protect it.

Procedures**Natural Materials:**

- We will use a balance of manufactured toys and natural materials.
- Sand, water a variety of natural materials frequently available.
- Equipment stored in baskets and wooden boxes as well as plastic containers.

Outdoors & Care of living things:

- Outdoor area used effectively to observe and explore the natural world.
- Children are allowed to play outdoors as often as possible, in all seasons.
- Children will always wear appropriate clothing while outdoors.
- Indoor activities will reflect the outdoor environment as much as possible.
- Children will be involved in growing bulbs, seeds and the care of plants.
- Stories will be chosen to reinforce the concept of care of living things.
- Food activities chosen to introduce the idea of growing food.
- Staff to be positive role models in their respect for living things.
- Please refer to our [Outdoor Policy](#).

Recycling:

- We will use appropriate recycled materials for creative activities.
- Children made aware of the need to recycle materials, with all Nursery waste separated according to recycling class.

Travel & Community

Your Nursery may be in the heart of your community, so we ask for your consideration and respect for our neighbours and our local community. You are requested to keep noise to the very minimum at all times when entering and leaving the building.

Parking for Drop off or Pickup, may not be possible in designated parking or waiting bays due to the Nursery location, so Nursery Village have a walk to drop off policy and where possible offer parents a Community Discount.

We do understand that this may not always be possible and for those times, if using a car for drop off or pick up, all vehicles must park within indicated boundaries and marked parking lanes or spaces.

No vehicle may be parked in a manner as to obstruct vehicular or pedestrian traffic.

k. Outdoor & Garden Policy

Outdoor play is paramount to young children's development and learning.

The outdoor environment is a prime opportunity for teaching and learning, and adults will interact with the children to extend their knowledge and skills.

Please also refer to our [Environmental Awareness Policy](#).

Our Aims:

- We aim to ensure that all children will access the outdoors on a daily basis, whether through a play session in the garden, or going out into their local community.
- Outdoor play and exploration is an integral part of the routine and curriculum offered at nursery and should be an enjoyable experience for the children and staff alike.
- We endeavour to make the most of offered opportunities through the environment, activities, equipment and stimulation.

The Early Years Foundation Stage states that: *"Providers must provide access to an outdoor play area and ensure that outdoor activities are planned and taken on a daily basis."*

Policy

When accessing the nursery garden, the door may remain open at times to allow children to develop their independence for example to go to the toilet when needed.

The safety of children in the garden or any other outdoor space is paramount, and children must remain safe at all times, ensuring toilet, access and hallway checks are regularly completed whilst in the garden.

Children are actively encouraged to inform staff of where they're going (within their childcare area) before leaving the garden, whilst staff must maintain an active awareness of all children's movements.

When moving to the garden or any other childcare area, where free flow from your room is not possible:

- Small groups of children should proceed with a staff member, with at least one staff member remaining with the last children, monitoring all exit doors and closing all doors behind.
- Staff should be evenly distributed to effectively monitor all children's progress when any move from one childcare area to another takes place.

On entering and before leaving any childcare space within the nursery, as with the [Off Site Trips Policy](#), a thorough headcount of children present should be completed:

- Encouraging children to line up, ensuring an accurate count.
- Complete a register on Famly, marking each child into or out of the nursery area or garden, as you physically see that child present as expected.
- Review Famly to ensure all children have been accounted for correctly when you believe the move has been completed.

Children are supported to access the garden in all weathers, except in cases of extreme or adverse weather. This includes children who may be suffering from illnesses such as coughs or colds and if a parent feels their child is not well enough to take part in all of the setting's daily routine, it may be necessary for them to recover at home in line with our [Children's Sickness Policy](#).

Whilst we will provide waterproofs for water play, parents are asked to provide appropriate spare clothing for the children, with hats and gloves in cold weather and sunhats on hot days.

Your nursery garden is risk assessed daily, to ensure the safety of the children whilst toys and equipment are checked for damage when they are set out and tidied away.

A variety of resources are available to the children, to support their learning and development within all areas of the Early Years Foundation Stage.

All equipment is left neatly ready for the next group of children or tidied away appropriately at the end of the day.

Nursery Village utilise outdoor play:

- To promote a safe, purposeful and happy atmosphere where children can experience joy and excitement in the outdoors
- To foster positive, caring attitudes among all those involved in learning outdoors.
- To plan for and provide high quality outdoor play activities for children of all abilities in which they can acquire new skills and discover new experiences
- To enhance the development of motor skills (gross and fine).
- To develop co-ordination, balance and body awareness.
- To provide the opportunity for children to take appropriate risks safely, children can play and socialise freely and using imagination and their own initiative.
- To enhance children's long term social, emotional and cognitive development through learning outdoors.
- To raise children's self-esteem and self-confidence through exploration of outdoor environments.
- To enable children, staff and parents to be part of our local community, including visiting local shops and parks weekly to develop a sense of direction and a feeling of belonging.
- To enable children to use their imagination to create tunnels, bridges and roads using all types of equipment and resources.
- So children are able to explore mud and cooking in a role play environment.

The care of living things

- Children at nursery are involved in growing bulbs, seeds, the care of plants and feeding birds, care of pets, mini-beasts and other animals as appropriate.
- Stories chosen will reinforce the concept of care of living things.
- Food activities are chosen to introduce the idea of growing and preparing food.
- Staff will at all times, be a positive role model and show their respect for living things and are encouraged not to show their fears or worries around the children, for example a fear of spiders.

Using community resources

- We develop strong links with the local community.
- Children are taken on walks around the locality and visit places of interest.
- Members of the local community can be invited to nursery to talk to children.
- Themes and topics chosen to link in with local resources.
- Parents are encouraged to contribute to group activities, using their particular interests and strengths.
- Children are encouraged to respect their local environment.
- Parents are kept informed of local amenities and special events.

The wider world

- Themes and topics chosen will introduce children to the wider world.
- Children's own experiences and interests are used as the basis for activities.
- Children are helped and encouraged to develop a sense of curiosity, awe and wonder.
- The immediate environment will reflect positively on a range of cultures.
- Activities and events will help the children to develop an understanding of their place in the wider world.

I. Child Development Policy

At Nursery Village we use our planning, observation and assessment process to ensure that the learning environment is purposeful, challenging and supportive for all children in our care.

Practitioners plan and assess children's learning and how to promote it.

Our Aims:

Practitioners build up knowledge of how children learn and make progress, with parents included at every step through a partnership with their child's Key Worker throughout the planning and assessment process.

Children are given opportunities to lead their own play and learning by building on their unique interests. The diverse needs of all children are catered for, they are supported to become confident, independent and successful learners by actively using the community and cultures around us to ensure children are prepared for school and life in a diverse society.

Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured. Babies and young children mature in every area of development at their own pace and in their own individual ways.

"Play is the principle means of learning in early childhood. In play, children construct their understanding of the world through direct experience with it. Play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child's soul." - [Friedrich Froebel](#)

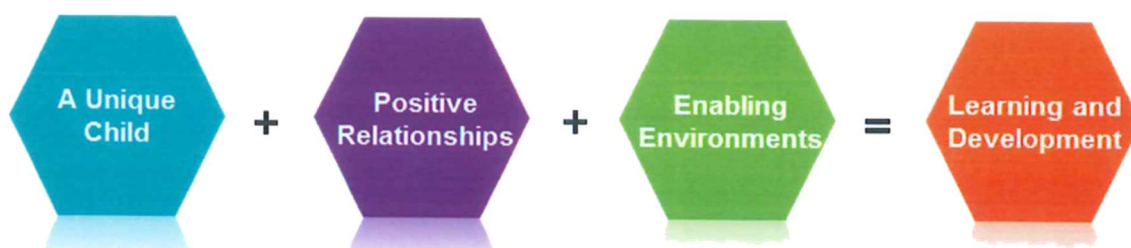
Policy

At Nursery Village all staff ensure they are:

- Actively encouraging children to learn through play and to follow their own interests.
- Implementing the Early Years Foundation Stage (EYFS) in all aspects of the environment and making sure the environment is suitable and accessible for all children from birth to five years of age.
- Planning for the needs and interests of individual children.
- Catering for all different learning styles.
- Using children's individual assessments and observations to inform planning to meet the needs of each individual child.
- Providing a balance of adult-led and child-initiated activities.
- Providing a wide variety of practical activities and experiences on a daily basis, both inside and outside.
- Using information from parents to help us to meet the needs of individual children.
- Actively valuing diversity within our setting and using resources which promote positive images of all the different groups of adults and children living within our society.

- Nursery Village encourages children to develop positive attitudes about themselves and about people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.
- Offering regular outings in the community and bringing visitors to the setting to extend children's learning.
- Employing qualified, experienced and passionate staff who understand how children learn and know how to promote young children's development across all areas of the EYFS.
- Management will:
 - Monitor the range and quality of observations made and regularly evaluate the effectiveness of planning.
 - Continually review and evaluate the learning environment as a whole, actively looking for gaps and ensuring focus areas are met.
- The management team, along with the company Directors will:
 - Invest in staff training and development in areas around the EYFS.
 - Invest in nursery resources and the learning environment in order to continually improve and drive standards.

The Early years foundation stage



At Nursery Village we use the "[Birth to 5 Matters](#)" as a guide to implementing the Early Years Foundation Stage which comprises of 3 Prime and 4 Specific Areas of Learning.

The Prime areas of learning are the vital aspects a child needs for early child development, including:

- 'Personal, Social & Emotional Development' (**PSED**),
- 'Communication & Language' (**CL**)
- 'Physical Development' (**PD**).

The Specific areas of learning provide children with knowledge and skills to engage and become members of the society in which they live, which include:

- 'Understanding the World' (**UTW**)
- 'Expressive Arts & Design' (**EAD**)
- 'Mathematics' (**M**)
- 'Literacy' (**L**)

Characteristics of Effective Learning

By understanding the Characteristics of Effective Learning, we can tune into how engaged children are, how motivated children are and what children may be thinking. This allows children to be active agents in their own lives. These characteristics are an approach to learning that will then help them develop vital skills and knowledge and provide the foundations to learning throughout life.

The Characteristics of Effective Learning comprise of 3 areas. These are, 'Playing & Exploring', 'Active Learning' and 'Creating and Thinking Critically'.

"The Characteristics of Effective Learning represent the active role children adopt as they follow their curiosity and push themselves to become more competent and to understand more and are rewarded by the inner satisfaction of mastering new skills and feeling their independence grow"

Ranges

Development is unlikely to be even across all areas of learning and will naturally progress with many influencing factors.

For example, if a child has a strong interest in books and stories, it is likely they will be progressing in Literacy.

That same child may not have experience in playing with other children, therefore their ability to build relationships may not be progressing in Personal, Social and Emotional Development in the same Range as they are in Literacy.

The ranges have been designed to guide practitioners to identify where children may need some extra support.

Each range has an age band loosely connected. However, it is important to understand that these overlap each other and are not rigid.

By identifying the Range a child is working in, it will allow practitioners to support children's development, helping them make progress that is unique to each child.

Key to understanding the age ranges:



Parent Partnership

Nursery Village always value the contributions of and work in partnership with, our children's parents and carers, from the very beginning when information is gathered before their child starts at setting and in an ongoing way throughout a child's time at setting.

- **All About Me Form at Settling In** - Information is gathered regarding the child's interests, likes and dislikes which supports Practitioners in ensuring a smooth transition into nursery and helps the child to feel that they are known to those caring for them. Please refer to our [Transition Policy](#).
- **Parental Meetings** - Parents will be invited into setting or offered an appointment via a virtual meeting platform, to talk with their child's Key Worker about their progress and to celebrate their achievements. At these meetings, parents will be invited to review the child's electronic Learning Journey, discuss their progress, and make any suggestions.
- **Stay and Play Days** - Parents will be given opportunity to come into the setting and share learning experiences with their children.
- **Home Observations & Shared Activities** - We may add activities on the Family system for parents and carers to complete at home, or they may also add their own activities or observations of achievements at home. Parents will be invited to comment on how their child enjoyed the activity and how they feel that their learning is developing.

Explore [Home Observations](#) or the [Activity Feed](#) on Famly.

- **Update Posts** - The Senior practitioner in each room will publish a weekly post to parents, summarising the activities that have been on offer throughout the week, plus ideas that parents could follow at home which would continue the children's learning beyond the setting.

Where time allows, short observations (instant updates) with just a single picture, will aim to capture more frequent elements of the children's daily routine and activities.

- **Handovers** - Engaging with parents at drop off and collection times, gathering information about what a child has been doing at home and providing information about their learning and interests whilst they have been in nursery.

Where parents provide information about what their children have been interested in at home, the Key Worker should add this to the nursery planning.

- **Parent Questionnaires** - These are sent out Quarterly, to ensure we are receiving feedback on the planning and observation process and for feedback on the nursery environment, for review by the management team identifying any areas for development.

The Learning Environment as the Third Teacher

Using the environment around you to effectively teach children, is embedded throughout [Birth to 5 Matters](#) and the EYFS. The learning environment plays a key role in children's learning and it is well known that children thrive in environments that are suited to their interests and developmental stages.

The environment should be a space that is welcoming, authentic, culturally representative of community, embraces nature and filled with purposeful materials. The layout of the environment promotes relationships, communication, and exploration through play with materials, furniture and resources thoughtfully added to the environment to promote creativity, thinking and problem solving skills, experimentation and open-ended play.

“The third teacher is the environment - a setting designed to be not only functional but also beautiful and reflective of the child's learning. It is the child's relationship with parent, teacher, and environment that ignites learning.”

Ongoing Observations

How do we record Observations? Observations need to be informative and accurate. Depending on the type of observations, they might include some or all of the following:

- Where the observation took place
- What the child is doing and how they are doing it
- If you have noted a new skill or achievement
- If the child is showing a new interest
- If it links with something their parent has told you
- If the child shows a reaction to what they have done, such as smiles or laughs
- We should not say they child is ‘Happy’ or ‘Sad’ as this is our interpretation and not necessarily factual
- Not all observations require a picture, however they do aid an observation and are great for parent involvement
- Observations should be linked to a relevant area of the EYFS such as ‘Physical Development’, ‘Personal, Social & Emotional Development’

The child's Key Worker is responsible for ongoing recording of significant achievements made by their key child and any support made towards their child's focus areas. It is important to observe children and maintain records for Parental Partnership and for future reference when conducting assessments and planning.

Observations should be recorded straight away where possible and where appropriate, linked to the Early Years Foundation Stage which will give an opportunity to focus on what that child already knows and can do, whilst planning what's next in their learning.

“What's Next” will be built into the planning for the environment; planning for the key worker group of children; and/or specific planning for the child's individual needs.

Key Worker's should Aim to complete one observation per week per child, however please consider that where children have a longer booking pattern, sometimes more observations each week are beneficial and more reflective of their time in our care.

We understand that there are times where achieving this may not be possible, whilst Practitioners should ensure that their priority is always keeping the children safe, with engaged and responsive adults available to support the children's play and learning.

Types of Observations

'Wow Moments'

These may be a short description to acknowledge a big moment in a child's development.

They may only be a sentence or two which captures a significant moment, new interest or achievement.


CoEL ▾

EYFS ▾

📖

Physical development ✕

After a couple of attempts, Child A climbed to the top of the wall today



Observations

CoEL ▾

EYFS ▾

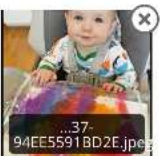
📖

EYFS: Expressive arts and design ✕

EYFS: Communication and language ✕

CoEL: Playing and Exploring ✕

Child A did some painting today. They used the palmer grip to hold the brush saying "dab dab dab" as they hit the brush on the paper. They loved exploring the texture and colours With their hands and we're not afraid to get messy!



These can be slightly longer but don't have to be, but should be descriptive accounts of what the child is doing, how they are doing it and if there is anything new or significant taking place.

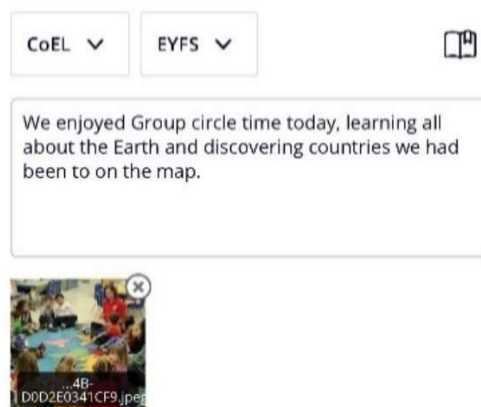
They provide an insight to the practitioner and parents about the child's interests and how the child is learning (Characteristics of Effective Learning). They must be meaningful and important, demonstrating something new the child has learned or is interested in which will then add to a child's learning journey.

Observations support the Key Worker when developing adult led activities for planning, building on the child's interests and abilities to create an activity in tune with each child.

Group Observations

These can be used to communicate and share with parents if the practitioner wants to highlight moments of the day, often of a larger activity.

These should not refer to Areas of Learning or the Characteristics of Effective Learning as the observation does not link to individual children.



'What's Next'?

There will be some observations, where as a Practitioner you will be able to develop and extend learning. We want you to consider why the observation is important and think about how you are going to use it to move learning forward.

When recording an observation, consider and include the following:

- What have I just seen?
- Why is it important?
- How am I going to use it to move learning forward?

Assessment

Assessment is an essential part of the learning and development of children in the EYFS, involving practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child.

Our Family system looks at each area of learning within the Early Years Foundation Stage, so that progress can be identified in any one area or, areas can be compared to see if a certain area may need more focus overall or for children individually. This system is consistently updated from observations and assessments from both parents and Key Workers.

Nursery Village Assessments happen every 3 months (Quarterly) starting a new year in January so the next assessment for that Quarter would be completed by the end of March.

All staff submit Quarterly Assessments showing each child's development across the areas of learning, with Babies assessed on the Prime Areas whilst Toddlers and Preschool children are assessed on all seven areas of learning. This information is then communicated through Family and parents' evenings, which are held twice a year.

The 2 Year Progress Check and the Assessment before school, will have their own time lines and may not follow this rule as detailed below.

2 Year Check Assessment

When a child is aged between two and three, Practitioners must review their progress and provide parents or carers with a short written summary of their child's development in the three Prime learning and development areas of the EYFS: Personal, Social and Emotional Development; Physical Development; and Communication and Language.

This progress check must identify the child's strengths and any areas where the child's progress is less than expected.

If there are significant emerging concerns, or an identified [special educational need or disability](#), practitioners should develop a targeted plan to support the child's future learning and development. This must involve parents or carers and other professionals such as the nursery SENCo or any relevant Health Professionals.

Beyond the Prime Areas, it is for Practitioners to decide what the written summary should include, reflecting the development level and needs of the individual child.

The summary must highlight: Areas in which a child is progressing well; areas in which some additional support might be needed; and focus particularly on any areas where there is a concern that a child may have a developmental need.

It must describe the activities and strategies the nursery intends to adopt to address any issues or concerns and if a child moves settings between the ages of two and three, it is expected that the progress check would usually be undertaken by the setting where the child has spent most time.

Practitioners must discuss with parents or carers how the summary of development can be used to support learning at home.

End of EYFS Assessment - EYFSP

In the final term of the year in which the child reaches age five, and no later than 30th June in that term, the EYFS Profile must be completed for each child. This includes children who complete the EYFS in an OFSTED registered setting and who are due to start school in year 1 in the following academic year.

The Profile provides parents and carers, Practitioners and Teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1.

The Profile must reflect Practitioners' own knowledge and professional judgement of a child, to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development must be assessed against all of the early learning goals and Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels This is the EYFS Profile.

Planning

For all planning and observations, staff have taken into consideration both the Early Years Foundation Stage and the Characteristics of Effective Learning, which ensures there is a rich variety of daily activities on offer using both Adult and Child initiated ideas.

Our daily planning across all ages and rooms, should always include the following:

Imaginative & Role Play, Mark Making, Discovery or Exploration, Story, Songs, Music & Group Time, Creative & Messy play, Gross Motor & Physical play and Outdoor learning.

Short Term Planning – ‘Child Led’

Nursery Village uses short term planning to encompass what is happening ‘In the Moment’ which requires **ALL Key Workers** to be working with and contributing to the ‘Short Term Environment Planning’.

The Key Worker can do this in a variety of ways including:

- When a Key Worker adds a **‘What’s Next’** to an observation, this should then be added to the Short Term Environment Planning sheet in the best fit area of learning. (Add the child’s initials next to this activity)
- Where a parent provides information about a child’s interests or learning at home, the Key Worker should add the interest to the sheet under **‘Interests identified at home?’** (adding an H for home on the sheet)
- Where there is something important going on in the world, for example, A Religious Festival, a Health pandemic or even Conflict, this can be added under the section **‘What’s going on in the World?’**. (Add W next to these activities)
- Assessments of children are completed every 3 months. When these assessments are completed, the Room Leader should work with the Nursery Manager to identify any areas for focus within the room as a whole. Where an area is identified, this will be added under **‘Whole Room Focus’**. All practitioners can then add activities in this area of learning to support the children’s development, adding an F to the sheet.

The Short Term Planning is designed to capture the voice of the child.

- The environment is always used to promote development and learning. What is written on the Short Term Environment Planning sheet, must always be in the environment unless it has been highlighted as complete.

All planning should take into account the child’s interests and abilities, there should be a varied mix of adult led planning, interests you’ve noted from the child or taken from parents. The practitioners role is to ensure that what the child is wanting to learn is in the environment and that they are scaffolding this, creating opportunities, and extending learning wherever possible.

Long Term Planning – ‘Adult Initiated’

When a Key Worker completes the quarterly assessment for their Key child, they may identify areas of learning that ‘need more focus’. The ‘Long-Term Focus Guide’ is for the Key Worker to plan activities which will support the child’s development in this area.

This sheet is used as a guideline for new staff or staff that may need extra support with planning and focus areas. It is essential that we make regular and accurate assessments of our children’s needs and abilities so we can recognise when areas need more attention. It is also beneficial if we want to further the learning of children with no focus areas.

Children transitioning to school may also need extra focus to prepare e.g. more structured activities, stories on school or dealing with worries.

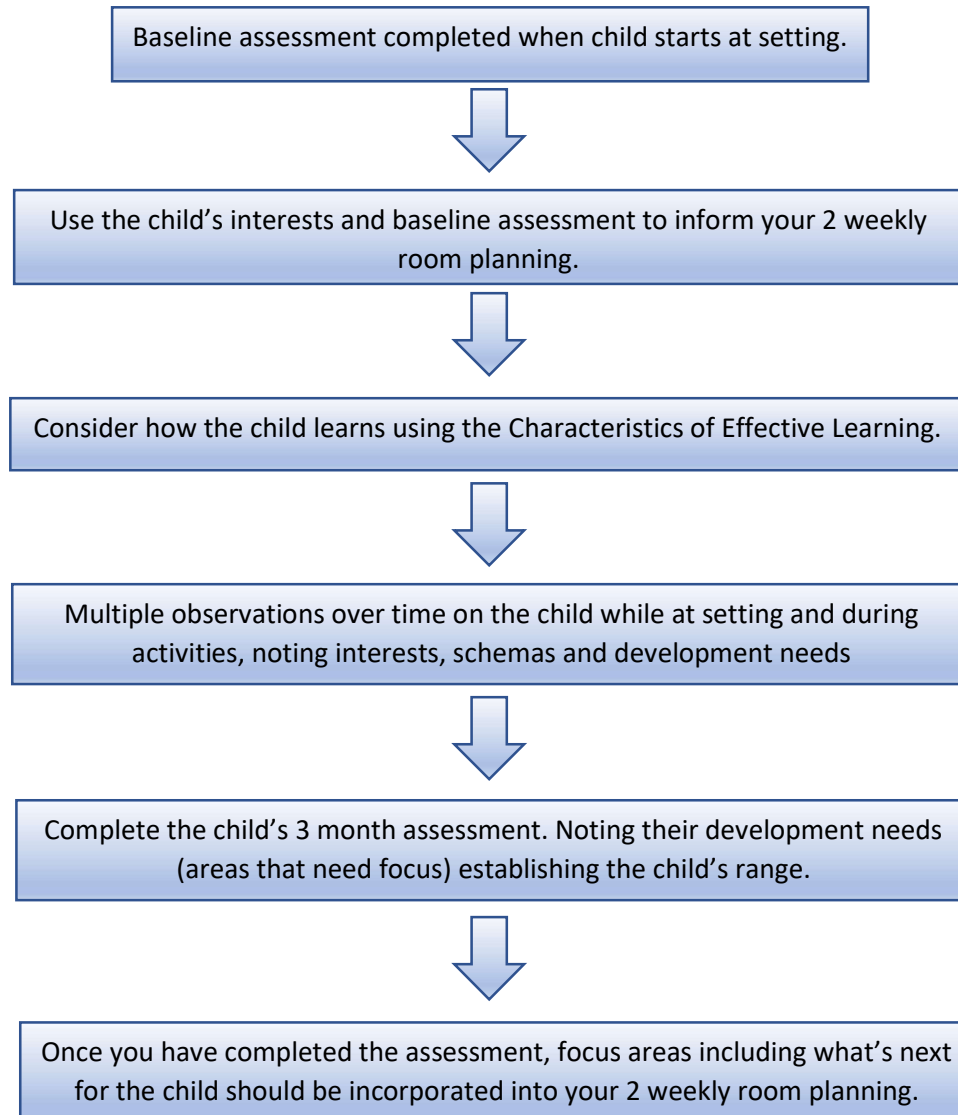
Where a Key Worker identifies an area that ‘Needs more focus’ and the Long Term Focus Guide would be beneficial for the child, the Key Worker must:

- Fill in all relevant details and ensure the Long Term Focus Guide is dated for the first date at the start of the new quarter following their Family assessment.
- Using the ‘Area of Focus’ box, you should fill in something you have highlighted from their most recent assessment as an area the child needs further support i.e. Math’s.
- Capture the child’s interests on the Long Term Focus Guide, this will help you as their Key Worker to plan activities which will engage the child, making their learning fun, exciting and unique to them.
- With this, the Key Worker can then assess how to best plan for the development needed, tools, resources and activity ideas they may use, which should be added under Implementation (how you will approach the focus)
- When the Key Worker completes one of these strategies i.e. an activity, they must add a comment under ‘Impact’ to evaluate if and how the activity benefited the child’s learning in this area and whether they may have to repeat the same.

This process uses the 3 I’s (Intent, Implementation and impact) to inform and guide development.

The Key Worker should then evaluate the impact of their intervention when they next complete a child’s assessment at the end of that quarter, to see if the child has made progress in this area.

Please add the assessment on the Long Term Focus Guide so they can be easily linked for your reference.

Observation, Planning and Assessment CycleQuick Reference Guide**Managers Quarterly Review**

Once Staff have completed assessments on all children, the Manager or Deputy Manager should then complete their Planning & Observation Checklist to evaluate and monitor staff understanding, as well as any team or room support needed.

After completing the checklist the Manager can then review the progress report on Family and use findings from both to complete the Quarterly Planning & Observation Audit. This enables us to see how effective learning is in each room and to allow us to focus on areas that may be lacking in our teaching.

2. Safeguarding & Welfare

a. Safeguarding Policy

Nursery Village is committed to the welfare and protection of all children in its care. We achieve this by identifying emerging issues, intervening early and working in partnership with other agencies.

For the purposes of Safeguarding and Child Protection legislation, the term 'child' refers to anyone up to the age of 18 years.

It is a function of the company to protect children from harm by ensuring that concerns about their safety are properly investigated.

Safeguarding is a term which is broader than 'child protection' as it also includes prevention. Whilst local authorities play a lead role, **safeguarding children and protecting them from harm is everyone's responsibility.**

Everyone who comes into contact with children and families has a role to play. We commit to creating and maintaining the safest possible environment for children.

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment.
- preventing impairment of children's health or development.
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- taking action to enable all children to have the best outcomes.

Child Protection refers to the situation where a child is suffering significant harm, or is likely to do so, and action is required to protect that child.

We believe children have a right to play and be safe, whilst we take steps to promote their safety by equipping children with a range of skills, information and confidence that will help them to protect themselves in the community.

As part of our overall approach to keep children safe, we will discuss in an age appropriate way:

- Choices
- Nursery rules
- Values
- Expressing feelings
- Rights of a child
- Healthy relationships
- Friendships
- Appropriate touch
- Keeping safe online
- Recognising and assessing risk
- Problem solving and decision making
- How and where to get help when needed

Legal framework and definition of Safeguarding:

Children Act 1989 and 2004

Childcare Act 2006

Safeguarding Vulnerable Groups Act 2006

Children and Social Work Act 2017

The Statutory Framework for the Early Years Foundation Stage (EYFS) 2017

Working together to safeguard children 2018

Keeping children safe in education 2018

Data Protection Act 2018

What to do if you're worried a child is being abused 2015

Counter-Terrorism and Security Act 2015.

Our Aims:

This policy will contribute to the safeguarding of our children at Nursery Village by:

- Clarifying standards of behaviour for staff and children.
- Contributing to the establishment of a safe, resilient and robust safeguarding ethos, built on mutual respect, and shared values.
- Teaching children about safeguarding, including online, through age appropriate teaching and learning opportunities.
- Alerting staff to the signs and indicators of safeguarding issues.
- Developing staff awareness of the causes of abuse.
- Developing staff awareness of the risks and vulnerabilities our children face by addressing concerns at the earliest possible stage.
- Reducing the potential risks children face of being exposed to violence, extremism, exploitation or victimisation.
- Working in partnership with children, parents and other agencies.

This policy will contribute to supporting the children at Nursery Village by:

- Identifying and protecting the most vulnerable.
- Identifying individual needs where possible.
- Designing plans to meet those needs.

Policy

All staff and visitors should be familiar with this [Safeguarding Policy](#), be subject to our [Safer Recruitment Policy](#) and processes, whether they are new staff, agency staff, contractors or volunteers and be involved, where appropriate, in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans.

It is everyone's responsibility to be alert to signs and indicators of possible abuse, record concerns and pass that record to the DSL.

If, a child is at risk of harm or in immediate danger, a referral should be made to First Response and/or the Police immediately. Anyone can make a referral. Where referrals are not made by the DSL, they should be informed as soon as possible.

Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead is the person appointed by the nursery to take lead responsibility for child protection issues in the nursery setting.

The person fulfilling this role will have specific training and experience when dealing with safeguarding issues and, are in place to listen to your concerns and know if, when and how to act on them if necessary.

The DSL has the status and authority within the nursery to carry out the duties of the post including arranging training, supporting and directing other staff members to safeguard and promote the welfare of children in our care.

We will always appoint a Deputy DSL at your nursery, to ensure the whole nursery team and parents are able to liaise and get support at all times. Your DSL staff are identified on all staff boards throughout your nursery.

The rights of the child

Nursery Village respects children's rights in accordance with the statements of the United Nations convention on the rights of the child and the children act 2004.

Children have the right to expect that every adult responsible for them will protect them from every kind of abuse.

Governments should ensure that children are properly cared for, and protect them from violence, abuse, and neglect by their parents or anyone else who looks after them.

If you are worried, it is not your responsibility to investigate and decide if it is abuse. It is your responsibility to act on your concerns by reporting them to the relevant person.

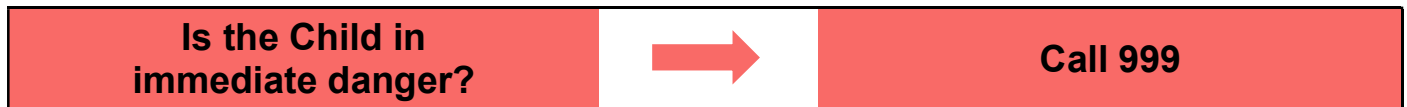
Summary

- If you believe a child is in immediate danger – **Call 999**
- If abuse is disclosed or suspected, use a Cause for Concern Form and report it to the DSL who will contact First Response if appropriate. If the DSL is implicated, report it to the company Child Protection Officer or directly to the LADO.
- If you have any concerns about staff or visitor behaviour, use a Cause for Concern Form and report it to the DSL or Child Protection Officer, who must immediately report those concerns to the LADO.

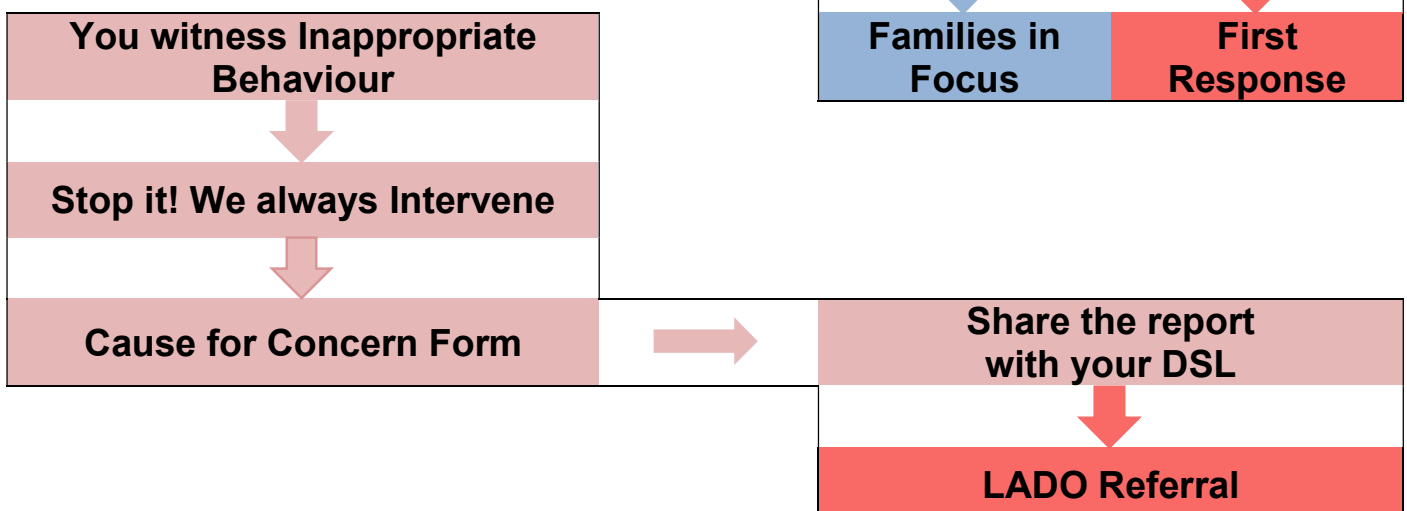
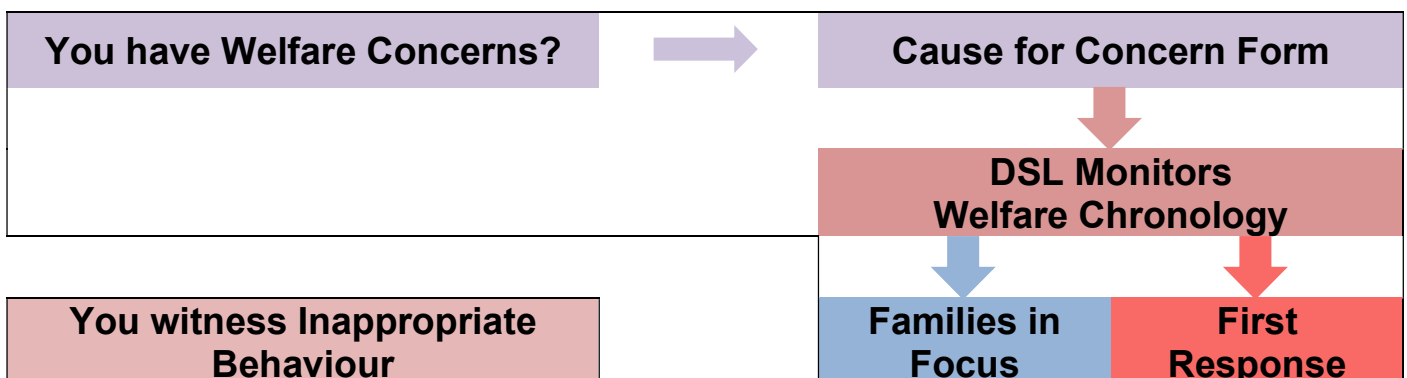
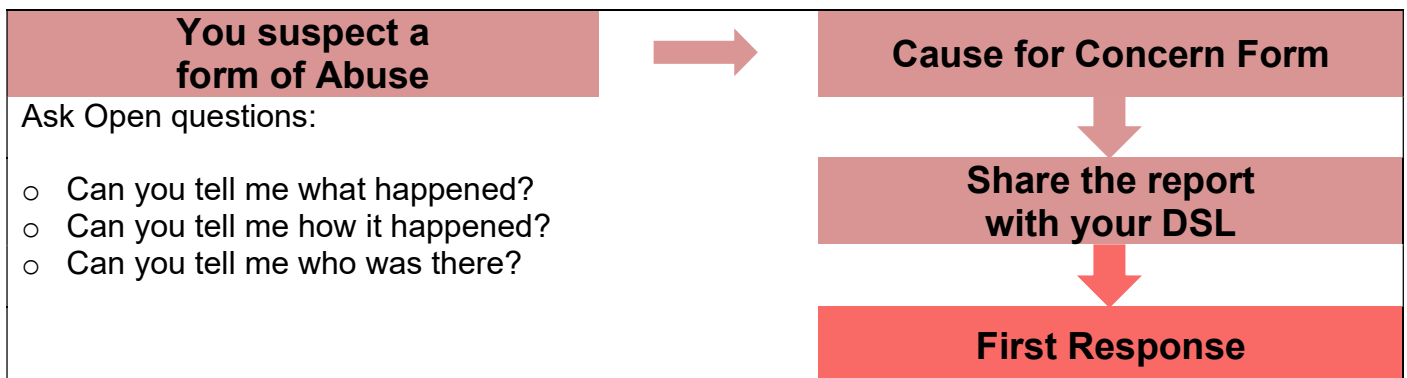
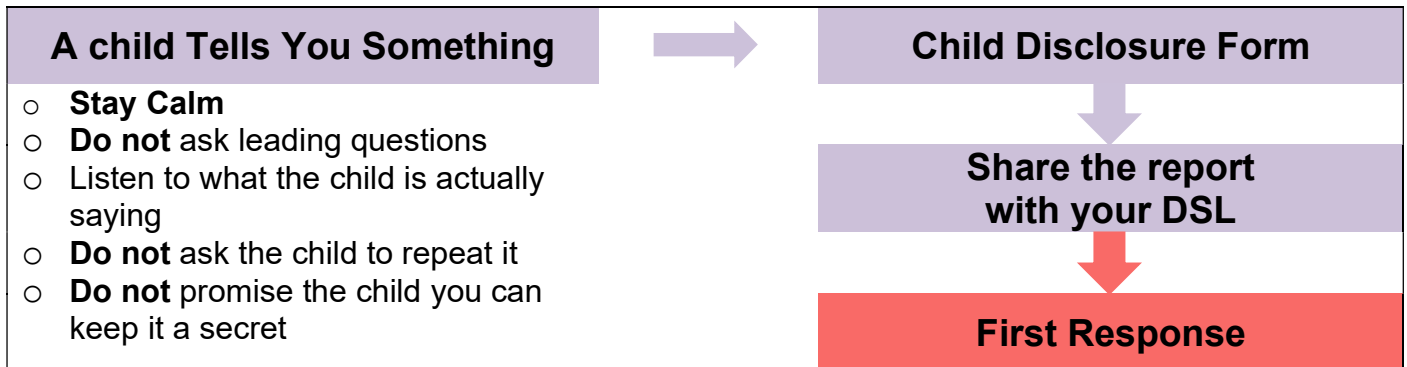
Useful Contacts

Families in Focus: 0117 903 7770
First Response: 0117 903 6444
LADO: 0117 903 7795 or 07795 091020

NSPCC helpline: 0808 800 5000
Prevent duty team: 01454 618966
OFSTED: 0300 123 4666



If you are worried, it is not your responsibility to investigate.
It is your responsibility to act on your concerns by reporting them to the relevant person.



Recognising Abuse

Recognising abuse is one of the first steps in protecting children and young people. There could be signs or behaviour that make you feel concerned.

Staff should be equally vigilant regarding signs relating to children with Additional Learning Needs and not automatically assume that anything relates to their impairment.

Not all concerns about children or young people relate to abuse, there may well be other explanations. It is important to keep an open mind and consider what you know about the child and their circumstances.

All staff should be alert to the following types of behaviour in the children:

- Failure to thrive and meet developmental milestones.
- Fearful or withdrawn tendencies.
- Unexplained injuries to a child or conflicting reports from parents or staff.
- Repeated injuries.
- Unaddressed illnesses or injuries.
- Significant changes to behaviour patterns.
- Unreasonable fear of certain people or places.
- Sexually explicit language or actions, especially when age inappropriate.
- Any injuries or bruising on a non-mobile baby.
- Acting in an inappropriate way, perhaps with adults, other children, toys or objects.

Softer signs of abuse as defined by National Institute for Health and Care Excellence (NICE) include:

- | | |
|-----------------------------|---|
| ○ Low self-esteem | ○ Indiscriminate contact or affection seeking |
| ○ Wetting and soiling | ○ Over-friendliness towards strangers |
| ○ Recurrent nightmares | ○ Excessive clinginess |
| ○ Aggressive behaviour | ○ Persistently seeking attention. |
| ○ Withdrawing communication | |
| ○ Habitual body rocking | |

Child on Child Abuse

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

Physical abuse

Action needs to be taken if staff have reason to believe that there has been a physical injury to a child, including deliberate poisoning, where there is definite knowledge or reasonable suspicion that the injury was inflicted or knowingly not prevented. These symptoms may include bruising or injuries in an area that is not usual for a child, e.g. fleshy parts of the

arms and legs, back, wrists, ankles and face.

Many children will have cuts and grazes from normal childhood injuries. These should also be logged and discussed with the DSL or Room Leader.

Children and babies may be abused physically through shaking or throwing. Other injuries may include burns or scalds. These are not usual childhood injuries and should always be logged and discussed with the Designated Safeguarding Lead (DSL)

Female Genital Mutilation (FGM)

This type of physical abuse is practiced as a cultural ritual by certain ethnic groups and there is now more awareness of its prevalence in some communities in England including, its effect on the child and any other siblings involved.

This procedure may be carried out shortly after birth and during childhood, as well as adolescence just before marriage or during a woman's first pregnancy and varies widely according to the community.

Symptoms may include bleeding, painful areas, acute urinary retention, urinary infection, wound infection, septicemia, incontinence, vaginal and pelvic infections with depression and post-traumatic stress disorder, as well as physiological concerns.

If you have concerns about a child relating to this area, you should contact First Response in the same way as other types of physical abuse. There is a mandatory duty to report to the Police any case where an act of FGM appears to have been carried out on a girl under the age of 18.

Breast Ironing

Breast ironing, also known as "breast flattening", is the process where young girls' breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely.

It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage. Although this is unlikely to happen to children in the nursery due to their age, we will ensure any signs of this in young adults or older children are followed up using the usual safeguarding referral process.

Fabricated Illness

This is also a type of physical abuse. This is where a child is presented with an illness that is fabricated by the adult carer. The carer may seek out unnecessary medical treatment or investigation.

The signs may include a carer exaggerating a real illness or symptoms, complete fabrication of symptoms or inducing physical illness, e.g. through poisoning, starvation, inappropriate diet. This may also be presented through false allegations of abuse or encouraging the child to appear disabled or ill to obtain unnecessary treatment or specialist support.

Sexual Abuse

Action needs to be taken if the staff member has witnessed an occasion(s) where a child indicated sexual activity through words, play, drawing, had an excessive preoccupation with sexual matters or had an inappropriate knowledge of adult sexual behaviour or language.

This may include acting out sexual activity on dolls and toys or in the role play area with their peers, drawing pictures that are inappropriate for a child, talking about sexual activities or using sexual language or words. The child may become worried when their clothes are removed, e.g. for nappy changes.

The physical symptoms may include genital trauma, discharge and bruises between the legs or signs of a sexually transmitted disease (STD). Emotional symptoms could include a distinct change in a child's behaviour. They may be withdrawn or overly extroverted and outgoing. They may withdraw away from a particular adult and become distressed if they reach out for them, but they may also be particularly clingy to a potential abuser so all symptoms and signs should be looked at together and assessed as a whole.

Child Sexual Exploitation (CSE)

Working Together to Safeguard Children defines CSE as a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology.

Emotional Abuse

Action should be taken if we have reason to believe that there is a severe, adverse effect on the behaviour and emotional development of a child, caused by persistent or severe ill treatment or rejection.

This may include extremes of discipline where a child is shouted at or put down on a consistent basis, lack of emotional attachment by a parent, or it may include parents or carers placing inappropriate age or developmental expectations upon them.

Emotional abuse may also be imposed through the child witnessing domestic abuse and alcohol or drug misuse by adults caring for them.

The child is likely to show extremes of emotion with this type of abuse. This may include shying away from an adult who is abusing them, becoming withdrawn, aggressive or clingy in order to receive their love and attention. This type of abuse is harder to identify as the child is not likely to show any physical signs.

Neglect

Action should be taken if we have reason to believe that there has been any type of neglect of a child (for example, by exposure to any kind of danger, including cold, starvation or failure to seek medical treatment, when required, on behalf of the child), which results in serious impairment of the child's health or development, including failure to thrive.

Signs may include a child persistently arriving at nursery unwashed or unkempt, wearing clothes that are too small (especially shoes that may restrict the child's growth or hurt them), arriving at nursery in the same nappy they went home in or a child having an illness or identified special educational need or disability that is not being addressed by the parent.

A child may also be persistently hungry if a parent is withholding food or not providing enough for a child's needs.

Neglect may also be shown through emotional signs, e.g. a child may not be receiving the attention they need at home and may crave love and support at nursery. They may be clingy and emotional. In addition, neglect may occur through pregnancy as a result of maternal substance abuse.

Extremism – Prevent Duty

Under the Counter-Terrorism and Security Act 2015, we as a registered childcare provider have a duty to prevent people from being drawn into violent and radical extremism under section 25 of the counter-terrorism and security act. This is described as the "Prevent Duty".

This may be raise a Cause for Concern relating to a change in behaviour of a child or family member, comments causing concern made to a member of the team (or other persons in the setting) or actions that lead staff to be worried about the safety of a child in their care. Please refer to our [Prevent Duty & British Values Policy](#).

Procedures

What to do if it's an emergency

If you think a child is in immediate danger you should telephone the Police on **999**. In all other circumstances you need to refer the matter to First Response and follow the procedure described in the section below.

In a medical emergency your first action may need to be one of the following:

- Telephone for an ambulance.
- Ask the parent to take the child to the hospital at once.
- Adhere to the [Serious Accident & Emergency Policy](#).

The child is the legal responsibility of the parent or carer and they must be involved as soon as practical, unless to do so would put the child at immediate risk of harm. Having taken the necessary emergency action it is important that you make immediate contact with First Response. If it is out of office hours, contact the Emergency Duty Team.

What to do if Abuse is Disclosed

Nursery Village is committed to ensuring that it meets its responsibilities in respect of child protection by treating any allegation seriously and sensitively.

- Stay calm.
- Listen to what the child is actually saying.
- Reassure them that they have done the right thing by telling you.
- **Do not** ask leading questions. This could lead a child to say something different or incorrectly agree with what you have said.
- **Do not** ask the child to repeat what they have they told you, for another staff member.
- **Do not** promise the child that this information can be kept secret, as subsequent disclosure could then lead to the child feeling betrayed.
- If appropriate explain to the child who you are going to tell and why. If the child asks what might happen next, it is ok to say that you don't know, but that you can be there to support them if they want.
- Make a note of any conversations with the child, this should be recorded on a Child Disclosure Form available in all rooms, trying to make these as detailed as possible, including when and where the conversation took place.
- **Do Not** create an Incident on Family, which may be shared with parents.
- If necessary, create an additional record using a Cause for Concern Form and a body map to show the position of any bruises or marks the child shows you, trying to indicate the size, shape and colour.
- Keep all records factual. Be aware of not making assumptions or interpretations of what the child is telling you.
- Discuss your concerns with the Designated Safeguarding Lead (DSL) responsible for child protection. If the allegations implicate the Designated Safeguarding Lead, the concerns should be discussed with the Deputy DSL, company Child Protection Officer or directly to the Local Authority Designated Officer (LADO).

If appropriate, inform parents or carers that you are going to report your suspicions or concerns. This might not always be possible and should not put the child or yourself at risk.

When you report an incident, First Response will ask you if the parent or carer has been informed. If they haven't, they will want to know the reasons why.

As soon as possible and within 24 hours, you, or your Designated Safeguarding Lead, will report this information to an appropriate agency, mostly likely this will be First Response.

First Response will assess your call and pass you onto an appropriate agency. This will be Social Care if it is a Child Protection issue or Early Help if the concern is at a lower level, but a multiagency response is needed. First Response may also direct you to other services or even ask you to plan to support the child at the lowest level.

Once the referral has been made, if appropriate, you can tell the child what is going to happen and what to expect.

What to do if Abuse is Suspected

If any signs or symptoms lead you to feel concerned that a child may be being abused or neglected, it is important that you record these (what, when & where) using a Cause for Concern Form and share these concerns with the Designated Safeguarding Lead.

Ask Open questions:

- Can you tell me what happened?
- Can you tell me how it happened?
- Can you tell me who was there?

Decide a plan of action with your DSL:

- Ongoing observation of the child noting any further concerns using a Chronology Record.
- Discussion with other staff to gain further information they may have, ensuring you observe the [Confidentiality & Data Protection Policy](#).
- Discussion with parents or carers to establish if there might be reasons for the child's behaviour or actions.
- Keep an open mind and avoid assumptions about the source of the harm.
- If you or the Designated Safeguarding Lead are uncertain about whether the concern is reportable, call the Early Help Team for advice.

If you are still concerned about the welfare of the child, this information must be passed on to First Response. Parents or carers should be informed unless you think this could put the child or yourself at risk.

If First Response has been contacted and they pass you to Children's Social Care, they should let you know that they are responding to what you have told them. It is unlikely that you will be told what action has been taken unless it has implications for the Nursery. If you have not heard from the Social Care team within 3 days, it may be appropriate to contact First Response again to ensure that the details you gave them have been taken into consideration and acted upon.

Monitoring Children's Attendance

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

Parents should please inform the nursery prior to their children taking holidays or days off, and all sickness should be called into the nursery or reported on Family on the day, so the nursery management are able to account for a child's absence.

If a child has not arrived at nursery within one hour of their normal start time and no communication has been received, the parents will be contacted to ensure the child is safe and healthy.

Where a child is part of a child protection plan, or during a referral process, any absences

will immediately be reported to First Response to ensure the child remains safeguarded.

Recognising Inappropriate Behaviour (Staff and other adults)

There is no guaranteed way to identify a person who will harm children. However, there are possible warning signs which may include:

- Paying an excessive amount of attention to a child or groups of children, providing presents, money or having favourites.
- Seeking out vulnerable children, for example children with additional learning needs.
- Trying to spend time alone with a particular child or group of children on a regular basis.
- Making inappropriate sexual or other comments.
- Sharing or seeking to take inappropriate images.
- Being vague about where they have worked or when they have been employed.
- Encouraging secretiveness.
- Aggressive or generally unsympathetic demeanour towards children.

There may be other sources of concern; this is not a conclusive list. If you are concerned about another staff member, volunteer or visitors behaviour, you need to pass this on to the Designated Safeguarding Lead or Child Protection Officer using a Cause for Concern Form where possible. These are located in every nursery room.

If an allegation is made against a member of staff, volunteer, visitor or any other person who works on the nursery premises, regardless of whether the allegation relates to the nursery premises or elsewhere, we will follow the procedure below.

The allegation must be reported to the nursery DSL. If this person is the subject of the allegation then this should be reported to the Deputy DSL or Child Protection Officer.

The Local Authority Designated Officer (LADO) MUST be involved and consulted on ALL staff allegation incidents before an investigation of any type occurs.

If it appears that a staff member or volunteer has:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.

The setting is required to inform OFSTED of any allegations of abuse against a member of staff, student or volunteer, or any abuse that is alleged to have taken place on the premises or during a visit or outing within 14 days.

The Local Authority Designated Officer (LADO) will be informed immediately in order for this to be investigated by the appropriate bodies promptly.

- The LADO will provide advice and guidance before a full internal investigation will be carried out to determine how this will be handled.
- The nursery will follow all instructions from the LADO and OFSTED and ask all staff

- members to do the same and co-operate where required.
- The setting will take advice from the LADO on how and when to inform the parents of the child.
 - Support will be provided to all those involved in an allegation throughout the external investigation in line with LADO support and advice.
 - The nursery reserves the right to suspend any member of staff during an investigation.
 - All enquiries, external investigations or interviews will be documented and kept in a locked file for access by the relevant authorities.
 - Unfounded or malicious allegations will result in all rights being reinstated
 - Substantiated allegations will be passed on to the relevant organisations including the local authority children's social care team and where an offence is believed to have been committed, the Police.
 - Substantiated allegations will be dealt with as Gross Misconduct in accordance with our disciplinary procedures and may result in the termination of employment. OFSTED will be notified immediately of this decision.
 - The nursery will also complete a referral to the Disclosure and Barring Service (DBS) to ensure their records are updated.
 - All records will be kept until the person reaches normal retirement age. This will ensure accurate information is available for references and future DBS checks and avoids any unnecessary reinvestigation.

Counselling will be available for any member of the nursery, their colleagues and the parents who may be affected by an allegation.

BRISTOL - Local Authority Designated Officer (LADO)

Phone: 0117 903 7795 or Work Mobile: 07795 091020

Staff Recruitment and Visitors

All staff employed at Nursery Village are fully vetted, come with previous references and will require a current Enhanced DBS Certificate and Children's barred list check, in line with our [Safe Recruitment Policy](#).

It is the policy of the nursery to ensure a secure and safe environment for all children. The nursery will therefore not allow an adult to be left alone with a child who has not achieved their Stage 1 Clearance.

All staff will complete child protection training within their first six months of employment and receive initial basic training during their induction period, including all Policies and Procedures, how to report a concern and creating a safe and secure environment for children at nursery.

All staff will be subject to an initial Safeguarding Assessment on induction, which will highlight their baseline knowledge and areas we need to cover or provide more training on.

Volunteers, including students, do not work unsupervised.

We abide by the Safeguarding Vulnerable Groups Act (2006) requirements in respect of any person who is dismissed from our employment or resigns in circumstances that would

otherwise have led to dismissal for reasons of child protection concerns. Following advice from the relevant agencies e.g LADO or OFSTED.

We have procedures for recording the details of visitors to the nursery and take security steps to ensure that we have control over who comes into the nursery, so that no unauthorised person has unsupervised access to the children.

- Only staff with Stage 1 Clearance will be given an access band for security doors.
- All visitors and contractors will be accompanied by a senior staff member whilst on the premises, especially when in the areas the children use.
- All staff have access to our [Whistle Blowing Policy](#) which will enable them to share any concerns that may arise about their colleagues in an appropriate manner.
- All staff will achieve regular Staff Observations and Staff Supervision review meetings, where opportunities will be made available to discuss child protection training and any needs for further support.
- The deployment of staff within the nursery, allows for constant supervision and support with required ratios for each age group adhered to at all times.

Staff have an on-going obligation to keep the nursery informed of any changes to their suitability to work with children throughout their employment.

Every 12 months the nursery will conduct a status check of every employee in the nursery to ensure that any changes to circumstances have been considered, in addition to opportunities during every Staff Observation and Staff Supervision on a 3 monthly basis.

b. Lone Working Policy**Our Aims**

Nursery Village aim to ensure that no member of staff is left working in a room or within their nursery building alone at any time. Staff and Volunteers should ensure that they are never left alone with a child and that correct ratios are maintained at all times.

There may be occasions when this isn't always possible due to:

- Nappy changes, intimate care or toileting needs.
- Comforting a child that may be unwell in a quiet area.
- Following a child's interest, which may lead staff away exploring an area of the room.
- Specific role duties, for example Management, opening and closing the setting, carrying out cleaning or maintenance and staff operating outside normal hours.

We always ensure that our staff to child ratios are maintained, which are 1:3 for Under 2 Years, 1:4 for 2 Years and 1:8 for 3 Years or more.

Policy

Staff should not leave a primary childcare room or area alone with children or bring children along on errands throughout the nursery building except for a specific childcare or activity requirement.

Two members of staff must be present at all times with children present, except when this is not possible as detailed above.

It is the responsibility of both the employee and their Nursery Manager and Room Leader to identify the hazards and minimise the risks of working alone.

Considerations when deciding on lone working include, how lone workers manage with a variety of tasks such as talking to parents and supervising activities, whilst maintaining the safety and welfare of children including all aspects of the [Staff Induction Policy](#) and Stage 1 Clearance.

Staff must not be responsible for children in a room, when their primary task is something other than their childcare task, for example clearing and cleaning an area.

Staff must also ensure that each member of staff required to work alone has the training, skills and experience for the role, for example Paediatric First Aid and Child Protection & Safeguarding.

Staff responsibilities when left in a room alone include:

- Ratio in your nominated room is maintained when children are present.
- There is someone to call on in an emergency if required.
- The member of staff and any children are subject to Safeguarding protections at all times, for example [Safeguarding Policy](#) or [Fire & Evacuation Policy](#).

Staff responsibilities when left in the building alone include:

- To ensure that no children are present, which must follow all aspects of the [Uncollected Child Policy](#).
- Ensure the Nursery Manager or Room Leader are aware of when they are working and make plans to check in at their expected time of completion and sign out of the building when they leave.
- Ensure they always have access to a telephone in order to call for help if they need it, or for their Nursery Manager or Room Leader to check their safety if they are concerned.
- Ensure that security doors remain shut, so no one can gain access unidentified.
- Report any concerns for working alone to the Nursery Manager as soon as is practicably possible.

Management responsibilities when lone working is unavoidable:

- To ensure that no children are present, which must follow all aspects of the [Uncollected Child Policy](#).
- Ensure staff working alone are competent and suitably qualified to carry out any safety procedures for example [Fire & Evacuation Policy](#) or [First Aid Policy](#).
- Ensure the staff member has the ability to contact them or a nominated Senior Staff member if their lone working is outside normal operating hours, for example access to a phone and relevant contact numbers.
- Risk assessments must be completed.

c. Disqualification Policy

We have a legal responsibility to ensure that all staff and volunteers at Nursery Village are suitable to work with children and are not disqualified from working in childcare.

We fulfil this responsibility by:

- Having effective systems in place to ensure the suitability of all staff, volunteers and any other people who come into regular contact with children, including obtaining information about whether a person is disqualified.
- Ensuring all staff and volunteers understand their responsibility for disclosing any convictions, cautions, court orders, reprimands or warnings that may affect their suitability to work with children (whether received before or during their employment with Nursery Village).
- Recording the information about staff qualifications, identity checks and vetting processes that have been completed.
- Taking appropriate action in the event of the disqualification of a member of staff to ensure the safety of children.

To ensure suitability and to ensure everyone is aware of their responsibility for disclosing information to us, we will do the following:

- Have and implement a [Safe Recruitment Policy](#).
- Have a separate Self Disclosure Form for all staff and volunteers. This will be signed prior to a position being taken up with us and re-signed annually.
- Ask specific questions about whether somebody is disqualified or has had any convictions, cautions, court orders, reprimands or warnings that may affect their suitability to work with children.
- Display advise for staff reminding them of their requirement to inform us of any changes to their disqualification status or convictions, cautions, court orders, reprimands or warnings.

Procedures

On receiving information that suggests a person is disqualified we will:

- Ensure they do not carry on working with children in the Nursery.
- Terminate their employment if disqualification is confirmed.
- Inform Ofsted (using disqualification@ofsted.gov.uk) and supply them with all necessary information.
- Let the member of staff or volunteer know that Ofsted has been informed and explain the implications of disqualification to them, including whether they can apply to Ofsted for a waiver of disqualification.

We will also:

- Report to OFSTED any changes to staff or volunteers that may affect their suitability to work with children as soon as reasonably practicable but at the latest within 14 days. We understand that failure to do so would be a breach of the Early Years Foundation Stage (Safeguarding and Welfare Requirements) Regulations.
- Report any member of staff or volunteer dismissed or who resigns before or during disciplinary action for inappropriate behaviour or concerns to the Disclosure and Barring Service, OFSTED and Local Authority Designated Officer (LADO).

Third Party Disclosures

If we receive a disclosure via a third party relating to concerns about a member of staff or volunteer's suitability to work with children, we will treat this as an allegation and will follow our [Safeguarding Policy](#) for reporting allegations against a member of staff or volunteer.

Applying for a Waiver

If a member of staff or volunteer is disqualified from working with children, then they need to obtain a waiver from Ofsted to allow them to continue working with children. Application to have disqualification waived must be made by the disqualified person themselves. We cannot do it on their behalf.

If a Waiver is Granted

We will make a decision as to whether we wish to continue to employ the person. If they are re-employed, we will invite them back to work on full pay with preserved continuous service (unless a volunteer).

If a waiver is not granted

We will invite the person to a disciplinary meeting in accordance with our Staff Handbook and Disciplinary Policy. The reason for any dismissal would be illegality, as it is illegal to continue to employ them.

d. Prevent Duty & British Values Policy

Nursery Village and its staff understand and comply with the Counter-Terrorism and Security Act 2015, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

We are aware of the increased risk of online radicalisation, to radicalise young people, children and their families through the use of social media and the internet.

As with managing other safeguarding risks, staff are alert to changes in behaviour which could indicate that colleagues, children and their families are in need of help or protection.

Children and adults at risk of radicalisation may display different signs or seek to hide their views. Staff will use their professional judgement in identifying children and adults who might be at risk of radicalisation and act proportionately. Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour.

General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance, ‘Working Together to Safeguard Children’.

Procedures

There is a clear approach to implementing the Prevent duty and keeping children safe from the dangers of radicalisation and extremism.

At Nursery Village we tackle any instances of discrimination and aim to be alert to potential risks from radicalisation and extremism.

- **Extremism** - Vocal or active opposition to Fundamental British Values.
- **Radicalisation** - The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** - An action that endangers or causes serious violence to a person or people; causes serious damage to property; or seriously interferes or disrupts an electronic system.

The promotion of equality, diversity and British values is at the heart of our work. It is demonstrated throughout our practices.

Teaching British values means providing a curriculum which ‘actively promotes the fundamental British values of **democracy**, the **rule of law**, **individual liberty**, and **mutual respect and tolerance of those with different faiths and beliefs**.

At Nursery Village we will assess each situation on an individual basis and promote the British Values using the following guidelines:

Democracy: making decisions together

- focus on self-confidence and self-awareness (PSED)

Children:

- know their views count
- value each other's views
- talk about their feelings, for example when they do or do not need help.

Rule of law: Understanding rules matters

- focus on managing feelings and behaviour (PSED)

Children:

- understand that we have to follow rules and that they are there for a reason.
- understand their own and others' behaviour and its consequences.
- learn to distinguish right from wrong.

Individual liberty:

Freedom for all:

- focus on self-confidence & self-awareness (PSED) and people & communities.

Children:

- should develop a positive sense of themselves.
- should develop their self-knowledge, self-esteem and increase their confidence in their own abilities
- should be able to reflect on their differences and understand we are free to have different opinions

Mutual respect and tolerance:

Treat others as you want to be treated:

- focus on people & communities (UTW), managing feelings & behaviour and making relationships (PSED)

Children:

- should experience an ethos of inclusivity, appreciation and respect where views, faiths, cultures and races are valued.
- should know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions.
- should share and discuss practices, celebrations and experiences.
- should engage with the wider community.
- should be able to challenge stereotypes.

British values are already embedded in our day-to-day work with the children at Nursery Village.

We will actively:

- teach the children more about the world and community in which they live and develop their understanding of life in modern Britain.
- teach our children that it is possible to live together peacefully, each of them a valuable part of our multicultural world.

If we have a concern about a member of staff, child or family member or we would like advice about extremism we can contact either First Response or the Prevent Duty Avon and Somerset Police on: **0117 9455536**

Our staff are trained to be aware what to look out for when we have reason to believe that a child in our care is being radicalised or they are in connection with someone else who is.

The child's welfare is paramount and Nursery Village are obliged to follow set procedures when we are concerned about a child's welfare.

If any member of staff has any concerns about a work colleague, family or child in our Nursery who we believe is at risk of radicalisation, they would report it to the Dedicated Safeguarding Person immediately.

e. Safe Sleep Policy**Our Aims:**

It is our belief that proactive steps can be taken to lower the risk of SIDS and that parents and childcare professionals can work together to keep babies safer while they sleep. A safe sleep environment is paramount.

Policy

- During initial registration, practitioners will ask about the baby's sleep routine at home and detail this on the All About Me form, in line with our [Settling In & Key Worker Policy](#).
- At Nursery Village we only use cots or other suitable sleeping equipment like pods or mats, that are compliant with British Standard regulations.
- We **do not** use cot bumpers or all soft toys for sleeping that clutter a cot, although comforters will be given where required
- Toys of any description are not be allowed in the child's cot.
- Sleep areas will be a quieter and darkened area of the room, where children can rest and relax, ensuring cots are never left in direct sunlight or next to radiators.
- Babies will always be placed on their backs to sleep, unless there is a suitable directive held on file, such as a signed medical waiver or Child Health Care Plan in line with our [Medication Policy](#).
- Children will not be put to sleep in a pram or baby bouncer.
- Each child is provided with clean bedding for that nursery day.
- Should a baby fall asleep while being bottle fed by a practitioner, they will be transferred to a safe sleeping surface to complete their rest.
- No smoking is not permitted on or near the premises and any staff who smoke will ensure they follow our [Smoking, Alcohol & Drugs Policy](#). Their outer clothing layer must be changed, their hands washed and breath freshened.

Procedures

- Staff must regularly monitor the room temperatures using our sleep area thermometers displayed, maintaining between 16-20 degrees.
- All spaces around cots and beds should be thoroughly checked and clear of hanging objects i.e. hanging cords, blind cords, drawstring bags.
- Clean and light bedding and blankets will be used for each child and staff must ensure babies are appropriately dressed for sleep to avoid overheating.
- Each child has their own bedding which is stored in separate named compartments when not in use.
- Loose bedding, pillows, bumpers or soft toys, will not be used in cots.
- FSIDS recommends that babies are placed on their backs to sleep, but when babies can easily turn over from the back to stomach, they can be allowed to adopt whatever position they prefer.

- Babies heads will not be covered with blankets or bedding, which should come no further than the babies breast.
- If a dummy forms part of your child's sleep routine, it will always be used at sleep times.

FSID recommends that the dummy should be stopped when the baby is between 6 and 12 months old and our key workers will work with parents to phase out dummies sensitively, taking into account children's emotional needs.

- Specific comfort items may be used to aid sleep, however this will be at the Nursery Manager and Room Leaders discretion. These items should be suitably sized, clean, not contain hard toys, toys with string or loose parts.
- A child must never be put down to sleep with a bottle to self-feed.
- Practitioners will visually check on the child; looking for the rise and fall of the chest and if the sleep position has changed. We will be especially alert to monitoring a sleeping baby during the first weeks the baby is in our care in order to understand their 'Normal' pattern and sleep behaviour.
- The checks, which must be at least every 10 minutes, will then be recorded on our Family system.
- Babies will progress to approved sleep mats as they get ready for the transition to the Toddler room in line with our [Transitions Policy](#).
- At Nursery Village children will not be left to cry or self soothe if they are unable to settle. If a child becomes overly upset at sleep time, the practitioner will not continue with the sleep routine.

Parental Requests

The preferences and wishes of our parents are always valued and respected and staff will work closely with them. If a parent has a certain wish or preference around their child's sleep routine we will follow this to the best of our ability, it must however, be in line with our Safe Sleep Policy and FSIDS recommendations.

Younger babies usually need to sleep both in the morning and afternoon, but these depend upon parents' wishes.

Parents may prefer their children only have a short sleep, fearing that it may impact on their night time sleep routine which will be taken into account, provided it is also clearly in the child's best interests. We will never force a child to stay awake and cots are available away from noise and other distractions.

f. Non-Mobile Baby Policy**Our Aims:**

- To ensure the most vulnerable group of children's needs are met.
- To ensure increased care and awareness of the needs of non-mobile babies.

Policy

Not Independently Mobile: a baby who is not crawling, bottom shuffling, pulling to stand, cruising or walking independently. Includes all children under the age of six months and any children with a disability who are not able to move independently.

The younger the child, the greater the risk that any bruising is non-accidental and the greater potential risk of future harm. Please be aware that non-mobile babies are unable to roll independently.

Bruising: blood coming out of the blood vessels into the soft tissues, producing a temporary, discolouration of skin that does not fade when pressed (non-blanching), however faint or small with or without other skin abrasions or marks. Colouring may vary from yellow through green to brown or purple. This includes petechiae, which are tiny red or purple non-blanching spots, less than two millimetres in diameter and often in clusters.

Minor injuries: may include (but are not confined to) grazing; abrasions; minor cuts; blisters; injuries such as bruises, scratches, burns or scalds, eye injuries, bleeding from the nose or mouth, bumps to the head.

Any evidence of physical injury in an immobile infant will require a Cause For Concern Form and a Family Incident Report (On Arrival).

Follow our [Safeguarding Policy](#) and call the Community Paediatrics Team via 111 or in a serious situation refer to our [Serious Accident & Emergency Policy](#) and call 999.

REMEMBER: An older infant with any of the above findings would also warrant CAREFUL consideration.

Where the professional has identified that a referral should be made to the Emergency Department or Community Paediatrician, the baby's parent or carer should be informed that a person with parental responsibility will be required to attend with their baby or at the very least give consent for a medical examination to take place.

g. Special Educational Needs or Disabilities (SEND) Policy

Nursery Village aims to provide equal opportunities for all children. Our vision is that every child feels valued and respected for all their different characteristics which identify them such as racial origin, beliefs, language, and different abilities. No child should feel they are limited in what they can do and achieve while at nursery

Our Aims:

We feel it is paramount to find out as much as possible about a particular child's condition and the way this may affect their early learning or care needs by:

- Liaising with the child's parents
- Liaising with any professional agencies
- Assessing any reports that have been prepared
- Attending any review meetings with the local authority or professional agencies
- Regular monitoring observations carried out on the child's development.

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

As an inclusive nursery it is important to us that children with SEND are also enabled to access activities available to and with children without SEND. In addition to this there may be planned small group or one to one interventions for children focused on specific goals, and addressing the targets identified.

We recognise that some children will encounter a greater challenge with learning than the majority of their peers. These children will require additional support, strategies or materials to fully access the environment and resources. Every child is unique and we recognise that we will in some circumstances need to adapt our approach and be understanding of their differing abilities.

Information

What does SEN mean?

The term 'SEN' stands for 'Special Educational Needs' and the purpose of identifying a Special Educational Need, however severe, is to ensure we are able to provide the child with the correct support for their future development.

In some cases, this could be a normal part of children's development where short term intervention is required like helping children understand behavioural boundaries. In other cases, children may have a specific disability which may require long term intervention.

A disability is defined as either a physical or mental impairment which has an adverse effect on a person's ability or development from day to day.

We include within this, children with physical and sensory impairments, learning difficulties and children who experience mental or emotional distress including abuse.

The areas that could be affected by Special Educational Needs are cognition and learning, social, emotional and mental health difficulties, sensory and/or physical needs and these broad areas give an overview of the range of needs that should be planned for. Any “reasonable adjustment” will be made in the setting as a duty of care, provided under current Disability and Equality legislation.

Autism Spectrum Disorder (ASD)

A child with ASD has difficulty in 4 main areas: Social Interaction, Sensory Processing, Behaviour & Interests and Communication. It is not the role of a practitioner to diagnose, but to recognise issues or challenges with a child and seek the appropriate help, working alongside parents.

ASD and development disorders can also include but are not limited to ADHD, Dyspraxia, Fragile X Syndrome, Dyslexia and OCD.

A child with ASD can display any of the following signs:

- They may have difficulty building relationships with practitioners and key workers
- May show low response to sensory input, not appearing to hear or be aware of loud noises, sensations or tastes. This can make communication or holding attention during activities difficult.
- Children who feel crowded or overwhelmed may lash out adults and peers to communicate their frustration.
- Anxiety around transitional times during routines or changes in routine can cause behaviours that are challenging.
- Some children with ASD are non-verbal and so cannot communicate easily about where they would like to play, what they need, toileting, food etc
- Sensitivity to sound or light which may trigger anxious or obsessive behaviour.
- Some children with ASD have difficulty using or maintaining eye contact.

These are just some examples and is not an exhaustive list. Please note that these behaviours can be quite normal in lots of children and may not be a cause for concern, for example children can often seem uncomfortable and show anxiety when they are experiencing a change in their life like moving house.

Speech and Language (Delay or Disorder)

There are many different aspects of speech and language barriers, for example:

- As a baby, some children may seem strangely quiet and not experiment with sounds like babbling, may not speak a lot – or at all
- They may find it difficult to acknowledge when someone is speaking or find it difficult to understand verbal requests.
- A child with a speech delay, might use or attempt to use words and phrases to express ideas but be hard to understand.
- Children may also place gaps between syllables like “Run...ning”.

Please note, all children are different and will develop their speech at different rates but it is important, if you are concerned, to seek guidance from the relevant professionals.

Policy

Role of the SENCo

Nursery Village will identify a member of staff as the lead worker for children with additional learning needs (SENCo). This individual will be trained appropriately to identify and support children with additional needs and promote inclusive practice within the Nursery.

The Special Educational Needs Co-Ordinator (SENCo) is to provide a lead for staff in relation to SEN or Disabilities and to make sure procedures are followed, appropriate records kept and parents are involved with every aspect of the child's care.

A key worker will normally remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme specific to their key child's needs, however the SENCo will oversee planning and delivery to ensure all of the child's needs are fully met.

The responsibilities of the SENCo are:

- Ensuring all practitioners at setting understand their responsibilities to children with SEN and that all staff know and understand our settings approach to identifying and meeting SEN.
- Advising and supporting colleagues, both around specific challenges or behaviours, as well as general SEN awareness and knowledge.
- Ensuring a child's parents are closely involved throughout and that their insights and understanding inform action taken by the setting.
- Working with the Nursery Manager they will be responsible for liaising with professionals and outside agencies where needed.
- Ensuring the voice of the child remains heard and their rights are respected at all times.

All Practitioners

In addition to the Nursery Manager and the SENCo, all members of staff have responsibilities to children with disabilities or Special Educational Needs and need to understand these and our approach to identifying and meeting those needs.

Where a child is identified as having SEN, the National Code of Practice envisages that the individual practitioner, usually the child's key worker, will lead the engagement with the child and the child's parents with the support of the SENCo.

The child's key worker remains responsible for working with the child on a daily basis and will continually assess the child's learning, plan to meet any needs they may identify and support them to make the best possible progress.

Procedures

Providers use four actions to put SEN support in place, known as the graduated approach:

Assess - Plan - Do - Review

- When it is identified that a child may have barriers to learning, an Initial Concern Form should be completed by the child's key worker or their parents or carer at home, detailing the concerns along with supporting observations. It will always take account of the parents views.
- The SENCo will then review the initial concerns with the key worker, before making their own observations using an SEN Assessment Record to ensure they understand and agree with the main concerns, and to better understand the child's needs.
- The SENCo will then contact the parents to discuss any findings and concerns with parents views being recorded on the SEN Assessment Record, before parents are asked to complete an SEN Home Observation Form.
- If the SENCo believes the child may benefit from additional support, their parents or carers will be invited to a consultation meeting with the child's Key Worker to review the initial assessment and an IEP should be completed during this meeting.
- A SEND file for the child will then be started and an SEN Identification Record completed and regularly updated, with any observations, forms or links to other files included e.g. Safeguarding or Behaviour Support.
- The Individual Education Plan (IEP) provides guidance on how to best support the child and is continually reviewed in consultation with the child's parents or carers.
- Room leads should be kept informed of any changes or adaptations needed.
- The plan will then be followed for up to 6 weeks and the key worker should start an SEN Progress Support Form which should be completed weekly.
- The SENCo will complete an observation after 6 weeks when an outcome meeting will be held with the SENCo, child's Key Worker and parents to review the progress and the overall effectiveness of the IEP. New aims for the child may be necessary and this may mean a new IEP has to be completed.
- Aims should last no longer than 6 weeks even if uncompleted and if needed the IEP cycle should recommence and new aims will be worked upon for 3 to 6 weeks.
- If a child or their family would benefit from support from more than one agency, for example where a child may have difficulties linked to poor housing or difficult domestic circumstances, we may request or carry out an interagency assessment to get early help for the family. This early help assessment aims to ensure that early help services are co-ordinated and delivered correctly.

Working in Partnership with Parents

- Parental partnerships are an important part of meeting a child's developmental needs.
- This must include planning, setting targets and regularly keeping parents informed of progress.
- Reviewing the plan with parents and setting new targets if progress has been made, in line with expectations and development.
- We may ask parents to provide their own observations from home and to note down concerns or triggers that they may have noticed.

Early Years Foundation Stage Statutory Framework (2021)

The EYFS (2021) clearly states that every child is a unique child and as such, settings have a duty to provide high quality care and education to meet children's individual needs.

- 1.12 of the framework states that where children are thought to have additional needs or special educational needs, settings have a duty to link with parents and other agencies to provide appropriate support.
- 2.4 states that where a child is identified as having emerging concerns and/or special educational needs, a tailored plan should be put in place, with targeted interventions to support that child's development.
- 3.68 also states that providers must have arrangements in place to support children with SEND and settings must be able to evidence how they support these children during their early education.

Transitions

Children with SEN will be given the same opportunities in development, which means assessing their development at the age of transitions alongside talking to their Key Worker, Room Lead and parents to assess how to best transition them to the next stage of learning.

During a transition between nursery and school, we will work directly with schools and other agencies working within their policies to provide a simple and effective transition that takes into account the child's needs and abilities.

Please see the Nursery Village [Transition Policy](#) for more information.

Working with other agencies

Links with Area SENCo's or other Local Authority support services, such as an Early Years Advisory Teacher, will be an important source of advice and support to the SENCo.

We may occasionally seek support from outside agencies and professionals in order to get a full picture of what the child may need and any further support required. These agencies can include but are not limited to: Social Services, Health Visitors, child psychiatrists, GPs, physiotherapists, speech and language therapists, paediatric nurses and paediatricians.

The nursery SENCo will collect further evidence of the child's needs including any formative data or observations as evidence to support a referral.

If at any point it is felt that outside professionals or agencies need to be contacted or a referral needs to be made, then consent will be requested from parents or carers.

Evaluating our SEND support

At Nursery Village we regularly monitor and evaluate the quality of provisions offered to all children.

- A Nursery Evaluation Form is normally completed by the Nursery Manager or Childcare Director every 6 months.
- We also complete an Autism Friendly Checklist every 6 months to ensure we have an enabling environment for children with ASD.
- The Nursery Manager and the SENCo will regularly attend or complete training to keep up to date with best practice.
- We will consider how well children with SEN are learning and developing, what progress they are making and how successful their outcomes are.
- The Nursery Manager and SENCo will regularly hold "catch up" meetings which may sometimes include parents and outside agencies, in order to evaluate findings, talk through any issues or concerns and decide on next steps.

h. Admissions Policy

Our Aims:

- To ensure that there is a fair procedure in place for offering places.
- To ensure families have clear information regarding the admissions process.

Policy

This Nursery is open to any child aged: 6 months to 5 years.

No child, individual or family will be unlawfully discriminated against on the grounds of age, disability, gender reassignment, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex or sexual orientation.

This Nursery allocates places on a first-come, first-served basis, considering room and staff ratio availability. When full, a waiting list is operated and priorities for places will be:

- Children already attending the Nursery and requiring additional hours.
- Siblings of children already attending.
- Children of working or training parents.
- Social Care referrals.

Parents or carers must have read and accepted our Terms & Conditions and signed their Childcare Agreement, before completing all available 'Registration' details for their child on Family, including all contact and medical details.

If additional support is required for a child to attend the Nursery, for example a support worker or if a child has Special Educational Needs or Disability (including the administration of medication), we will work with the parents or carers and other relevant professionals prior to admission to accommodate individual needs.

Opening Times & Closures

Nursery Village will only charge for booked sessions, when your nursery is open, in line with our Terms & Conditions.

We are generally closed for the Christmas period from December 24th to January 1st inclusive, for which no charge will be made. Nursery Village will normally be open for all Bank Holidays outside this period, with a charge applying where a booking covers a Bank Holiday period.

We are normally open:

- 8am to 6pm with a flexible hour for drop off until 9am and from 5pm for pickup.
- 7.30am and 6.30pm extended sessions are available for an additional charge.

We normally ask that parents adhere to these drop off and pick up times, in order to preserve the routine of all children attending nursery, where specific alternative times have not been agreed.

Accepting children to stay on who are of statutory school age

Families may request that their child stay on at the Nursery if they have not been given a place at their chosen school or if they have chosen to defer their child's place for a year if they are summer born (i.e. between 1st April and 31st August).

Nursery Village does not generally accept children who are of school age, though in some instances this can be achieved, depending on availability.

Please remember that your child could potentially be going straight into year one after staying an additional year with Nursery Village.

Each request will be assessed by the Nursery management team on a case by case basis and in particular for children with Special Educational Needs & Disabilities (SEND).

Term Time Only

Nursery Village operate as an All Year Round Provision and do not normally accept Term Time Only places, except at our discretion in the case of Parents employed in Term Time Only employment. Evidence of Term Time Only employment may be required.

Term Time Only afternoon sessions, may also be used at our discretion and subject to availability, to facilitate full use of 15 hours Free Universal Entitlement.

Please note: Term Time Only dates are not required to be the same as the Local Authority's school term dates due to the variation in school dates from school to school.

Our Term Time Only dates will be the Local Authority Term Time Funded Dates.

Free Hours Admissions

15 Hours Free Childcare - Qualifying two year olds and every child from the term after their third birthday are entitled to up to 570 hours free Nursery provision a year until the term before they start school. These sessions are funded by the Local Authority and are known as the '**Free Universal Entitlement**'.

As Nursery Village operates an All Year provision, the Free Entitlement is delivered in this format: **11 hours per week for 51 weeks of the year.**

30 Hours Free Childcare - In addition, working parents or carers of 3 and 4 year olds who meet the qualifying criteria are eligible for an additional 570 hours (1,140 in total) free Nursery provision a year until they start school. These sessions are also funded by the Local Authority and are known as the '**Free Extended Entitlement**'.

As Nursery Village operates an All Year provision, the Free Extended Entitlement is delivered in this format: **22 hours per week for 51 weeks of the year.**

Parental eligibility for the additional 15 hours of free childcare will be decided by HMRC.

Parents will need to complete a (joint) on-line application to establish their eligibility by visiting www.childcarechoices.gov.uk and obtaining an 11 digit code. The code has a validity period of approximately 3 months and must be renewed through HMRC.

The code must be presented to the Nursery prior to the offer of extended entitlement being taken up. Parents or carers are required to renew their eligibility code with HMRC every three months. If a parent or carer becomes ineligible or fails to renew their HMRC code, the extended 15 hours Free childcare will be withdrawn, subject to our Terms & Conditions

If a 30 hours code is not renewed, there is a short 'Grace period' which enables parents to retain their extended entitlement for a short period. The Local Authority's systems will inform the Nursery of the grace period for a child if the parent becomes ineligible.

Nursery Village is open for 50 hours per week and offers the following session choices:

- 8am – 6pm (All Day) with flexible drop off until 9am and pick up from 5pm.
- 8am – 1pm (AM Session)
- 1pm – 6pm (PM Session)

An 8am – 6pm session with an 8am – 1pm session will provide 15 hours Free entitlement and attract a Daily lunch fee on a Term Time Only basis.

Using three 1pm – 6pm sessions will provide 15 hours Free entitlement without a Daily lunch fee on a Term Time Only basis. Term Time Only afternoon sessions, may be used at our discretion and subject to availability, to facilitate full use of 15 hours Free Universal Entitlement.

Entitlement to Free hours will normally be spread across the whole year including term time (referred to as All Year Round provision) or just during the school term time (referred to as Term Time Only provision).

Parents may access a maximum of 10 Free hours per day which must coincide with our session times.

Please note that we are unable to hold the extended 11 hours should you become eligible at a later date, as we will reallocate spaces if we have a waiting list. Parents may chose to attend only for their 11 hours Free Entitlement, or to pay for the additional hours at our normal rate.

Nursery Village may restrict the number of free 22 hour Free Extended Entitlement places we offer.

Trips and additional excursions are not included in the cost of nursery provision, therefore may require a contribution from parents in order for children to participate. Parents will be given advance notice of such trips, which will always remain optional.

Nursery Village is also registered to receive payment through the Government Tax Free Childcare system and with most Childcare Voucher providers.

Procedures

When a child reaches the age of 2, the Nursery will endeavour to transition them to the 'toddler room' and subsequently to the 'preschool room' if there is space available. Please be mindful that whilst all efforts will be made to keep their existing attendance patterns, it may not be possible in every instance.

Notice periods for the Universal Free Entitlement and the extended 11 hours free childcare:

- if your child is moving to another Nursery, notice needs to be provided within the term preceding the term that your child is due to start elsewhere. This is in line with the Local Authority's agreement for the provision of the funding.
- This does not apply to Eligible 2 years olds, should we offer this provision.

Notice periods for fee paying places:

- 1 months notice must be given if you decide to leave our Nursery. Any booked sessions within one months notice period will be chargeable.

Fee Paying places require payment of an Initial Childcare Fee (normally equal to 1 weeks cost of your agreed booking pattern) along with your completed Childcare Agreement in order to secure your place. Your Initial Childcare Fee is a payment on account and is used towards your first invoice, which are then due monthly in advance for each month after.

Whether your child's place is funded or fee paying, full responsibility for the cost of any childcare provision and any notice period or charges, remains with the parent or carer in accordance with our Terms & Conditions.

Free Hours are for 'childcare time' only and additional charges for our Free hours are:

- Funded Lunch Fee, covering all meals and snacks plus activity materials and resources throughout the day - £5 Daily charge
- A session combination can be selected so lunch is not required.

For Health & Safety reasons we cannot allow food not provided by Nursery Village to be brought in by parents, unless under special circumstances, pre-planned and arranged with a member of our team. Whilst our staff are trained to at least Food Hygiene Level 2 standard, food prepared at home, cannot be assured as free from certain ingredients or allergens, which may pose a risk to some children in our care.

Parents are restricted in their choices and must either utilise the lunch provided or take up just afternoon sessions, where no Lunch Fee is applied.

To enable you to continue accessing your child's place at this Nursery you will need to ensure that all outstanding fees are settled in full in accordance with our Terms & Conditions.

Registration

In order to register your child with Nursery Village we will need to see Original copies of:

- Your Child's Birth Certificate
- Proof of postcode address
- ALL Parents Photo ID (UK Passport or Driving Licence)

Copies of ALL initial ID for Parents and Children, must be recorded on our Famly Childcare system at registration.

Nursery Village must be notified immediately if there is any change of address, contact details and health information.

"Contacts" can be added to the Famly system, which can be useful if you ask a friend or another parent from the nursery to collect your child for example. Please refer to our [Arrival and Departures Policy](#).

If someone other than a Registered Parent with Photo ID recorded on Famly is required to collect your child, we will require confirmation from you of who this person will be including:

- a contact record must be completed on Famly.
- a password must be agreed by yourself for the collector to use, otherwise we will not be able to release your child.
- **Photo ID must be shown and recorded on Famly if the adult is unknown.**

Once a Nursery place has been confirmed, an email invitation to complete your Famly Childcare login is sent, after which all essential details for the child must be completed electronically.

In the case of a Free Entitlement place, an EYR1 Parent Declaration form is also required, which is normally completed electronically via our Funding Loop system.

i. Settling In & Key Worker Policy

Nursery Village believe that a child settles best when they have a key worker to relate to, who knows them and their parents well and can meet their individual needs.

Research shows that a key worker approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed, and the setting is a happy and dedicated place to attend or work in.

Leaving a child for the first time is one of the hardest parts of joining a new Nursery, but it is one the Nursery Village team understand and plan for to ensure the best start for the child and their parents.

We recognise that the settling in period can be a very emotional time for all parents, particularly first-time parents. The settling in period is intended to bridge the gap for your child between home and Nursery.

Our Aims:

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

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

The key worker role is set out in the Welfare Requirements of the Early Years Foundation Stage. We will offer a key worker for each child.

The procedures set out a model for developing a key worker approach that promotes effective and positive relationships for children who are in the setting.

First Nursery Visit

We encourage you and your child to spend some time with your key worker during the settling in period. This will provide the opportunity for discussions about what activities your child likes to do best, and for them to look at and talk about pictures of your child's family. The key worker will introduce your child to the other children and adults.

These sessions could involve you sitting back from a session and eventually leaving for a short period. Once you and our staff feel your child is ready, the parting arrangements should be agreed so that you leave for a part, or full session. You should always let your child know you are going and will return later.

Arrangements should be flexible at the start, to allow for your child to stay for only part of a session if they are struggling with the separation from you.

As your child becomes accustomed to their key worker, they will usually find it easy to settle, although there will be occasions when this does not happen - perhaps if a baby is teething, or a two year old is upset after a fall. These everyday occurrences, though unpleasant, tend to be short lived and babies and children quickly get over teething and tumbles.

Separation Anxiety

This is very common and is an expected part of your child's development, that there may be some separation anxiety as your child settles into their new Nursery routine.

This often takes place at between 7-9 months of age, as this is when specific attachments begin to form, a wariness of strangers begins to develop, and a child begins to miss their parents or main carers. There is often a reoccurrence around the age of 2 years, when your child's brain undergoes a growth spurt in their cognitive development.

These are both normal developmental phases; they will pass, and we will work closely to support you through these incredibly important times.

Your child may not sleep at Nursery for several sessions, and may not eat either, which are all perfectly normal behaviours and although it is concerning for you, your patience and understanding will pay off. There is lots to take in and lots of new sights, sounds and activities going on.

Even though initially dropping off may be traumatic, there still needs to be a proper Goodbye from you, in order to re-enforce your attachment bond with your child, so please take the time to say Goodbye when dropping off.

The following factors may affect a child's start at nursery:

- Age and maturity: two children of the same age can be very different so, while age is important, so is maturity.
- Previous experience: if a child has had some previous separation, they may settle more easily than one being left for the first time.
- Attendance at other childcare: young children are adaptable, but it can be confusing for them to move between childcare settings. Although everything may appear much the same to an adult, to the child everything is different.
- Family circumstances: if the child's start at nursery coincides with a house move, or the birth of a sibling this may affect the way they settle.
- Temperament: some children are outgoing, sociable and independent. Others are more easily distressed, less adventurous and more introverted - these children may need more support before they settle into nursery.
- Health: if a child is getting over an illness, or maybe coming down with one during the settling in period, this can affect how well they adapt, particularly if its disruptive.

Please feel free to discuss any concerns you may have, with your Room Leader, Key Worker or Nursery Manager. They are there to help and ensure your child feels safe and secure in their new environment.

Policy

- We allocate a Key Worker before the child starts.
- If a home visit takes place before the child starts, this will be carried out by a Manager and the Key worker.
- Free Settling In sessions are completed on a flexible basis in the two weeks before your agreed start date at nursery.
- The Key Worker is responsible for the settling in of the key child and acts as the point of contact for child's parents.
- The Key Worker is responsible for the child's learning journey, developmental records and for sharing information on a regular basis with the parent or carer and keeping those records up to date so it reflects a full picture of the child's progress.
- We have a Primary and Secondary Key Worker approach in place, so the child and parents have another contact if the main Key Worker is absent.
- We promote the role of the Key Worker as the child's primary carer in their setting, and as the basis for establishing relationships with other staff and children.

Procedures

Before a child starts at their nursery, we provide information in a variety of ways to the parents or carers, normally electronically such as your Childcare Agreement and then our Policies & Procedures available from our website.

During your first Settling In session, which is generally kept to about 1 hour, we will need to follow the points below so we have all details available to us.

- The parents or carers are asked to complete an All About Me form as well as all information sections on our Famly childcare system. This includes any allergies, doctors' details and emergency contacts so we are able to contact them, a relative or a friend at any time whilst their child is at the setting.
- A Baseline Assessment is begun on Famly, to form a starting point in a child's development journey, which will be completed over the first 4-6 weeks at nursery.
- Your child's All About Me Form, Birth Certificate and your Parental ID must all be recorded as copies on our Famly system during this first visit. Please see the Registration section of our [Admissions Policy](#).
- Parents are asked at drop off to state clearly the name of the person who will be collecting their child each day, which will be recorded on the Famly sign in screen. Please review our [Arrival & Departures Policy](#) in full, prior to your child's first full nursery session.
- We may also offer home visits where needed with the child's Key Worker and a Manager. There may be ideas we can share for an easier transition which can ease the child into new surroundings.

We explain the process of settling their child into our setting with the parents; this is generally four 2 hour sessions incorporating a lunch, but may vary based on the child's actual booking pattern. We then jointly decide the best way to help the child settle in, ensuring the individual needs of the child and family are being met at all times.

We encourage parents to stay with their child on the first couple of settling in sessions, gradually taking time away from their child until they feel confident their child has settled and no longer needs them to stay.

If a child will be attending full day sessions with us over two days or more, we may start with reduced sessions which will support an easier transition into nursery.

We will work to reassure parents who are anxious about their child, giving them information about their child's activities and welfare while attending the nursery, through Key Worker handovers, observations, photographs, Family messages from their Room Leader and support from the child's designated Key Worker.

We do not encourage children to bring toys into the Nursery, however a special comfort toy or blanket which would help them settle better and feel more secure, are welcome.

- Once the child has started, we still have a planned period of time, generally six weeks, to allow each child the time and support they need to settle and get to know their Key Worker. The amount of time this needs can vary for each child.
- The Key Worker role within the setting is to support the child and family throughout their time in the nursery. However, parents can also contact the Room Leader or a Manager for more information, although we remind parents that staff may not answer messages immediately as the children in their care are the main priority.

Recognising Interests and Planning the Environment

Nursery Village aim to provide an environment which encourages independence and individuality, which is safe and secure enabling children to thrive, taking risks and overcoming difficulties with supportive adults whilst demonstrating the importance of having boundaries and understanding rules.

We will:

- Provide an environment where children can self-select resources.
- Be supportive towards every child's learning and development and never be judgmental or demoralising.
- Welcome parents and family's contributions throughout their child's learning journey at the setting.
- Recognise any areas of development which can be further supported from outside agencies.
- Adapt activities for every child's own developmental stage, promoting inclusive practice within the setting.
- Provide ongoing training for staff which supports the development and learning of the children.

This policy clearly explains the emphasis on learning and development within the setting, making it clear for all to understand. It applies to all staff, students, children, parents and volunteers.

During the first visits, the child's Key Worker will capture photos and observations of the child playing in order to gain some insight into the child's interests.

Over the course of the first 4-6 weeks, the Key Worker will continue to record observations on the child's interests and development, consisting of a long observation known as their Baseline Assessment which was started with the parents at their first Settling In session.

The longer observation provides a more detailed record of your child's interests and abilities which will then include their next steps; these are a series of small goals which are achievable for your child over a period of time, decided by your child's Key Worker.

The Learning Journey

Each child will have a detailed learning journey record on their Family profile, detailing their time at setting, from when they join the nursery. This is a collaboration of each child's achievements and progress whilst at the setting and at home.

It will include:

- Their complete All About Me form.
- Snap Shot written observations, a brief record on small milestones.
- Monthly record of their interests and next steps.
- Information provided from parents on events at home including pictures, where the parent partnership helps inform the Key Workers understanding.
- Photographs of children engaged in activities.
- Child's individual interests.

After approximately six weeks of the child starting at the nursery, staff will have gained a wealth of information and have some insight into the child's interests.

At the beginning of each month the Key Worker will:

- Consider what the child's interests are and how the child learns best, for example being active or perhaps calmer activities.
- Record the child's interests in the child's learning journey on Family using small but frequent snap shot observations.
- Where the observations show a developed skill, these are recorded along with their achievable next steps. These 'next steps' are goals to work towards which are achievable for the child, with some guidance and support linked closely to the child's development.
- No child will be given targets which are unrealistic. The next steps are used by the Key Worker to plan for progress and the child will be learning through a good balance of adult led and child initiated play activities and through having fun.

We encourage parents and carers to share with us on Family, using posts and photos of interests their child has at home, including events at home so that the Key Worker can plan activities accordingly and continue to develop an ever growing relationship with the child.

Nursery Village staff use this parent partnership as part of their planning process, evaluating every resource which they have planned, reflecting on whether it was beneficial for the child and/or, how it can be altered and adapted to aid progression.

Each staff member will receive specific training and guidance on best practice, with regular supervision meetings and peer observations.

Two Year Checks

When a child turns two, they are required to have a two year development record written to support health visitors.

The two year check is a summary discussing the child's progress of the three prime areas, identifying the child's strengths and any areas where progress is not as expected. In such case, plans will be put in place with the Nursery SENCo and the child's parents or carers to support future learning and development.

The two year check will only be done when the child is fully settled and comfortable at the setting.

- If the child has recently transitioned from the baby room into the transition room, the new Key Worker will wait at least 6 weeks to allow the child to settle, before compiling their report. They will work with the child's previous Key Worker collating evidence to gain an accurate account of the child.
- If the child is new to the setting, the Key Worker will wait until the child has been at the setting for at least 6 weeks and is comfortable in the environment.

A child who is unsettled, will not be learning or developing at their full potential, therefore providing an inaccurate development check.

- The completed progress check will be discussed with the parents or carers. We welcome contributions from the parents or carers in completing the report and will request comments in partnership to be completed, giving any further insights that they may have witnessed in the home environment.
- Wherever possible we will endeavour to have the check done to coincide with the health visitors' check.
- If at any point it is felt that outside professionals or agencies need to be contacted, then consent will be gained from parents or carers.

We will start by writing out an overview of how the child has settled and their development within the nursery, before going onto the 7 key areas and Early Learning Goals of the EYFS. This stage identifies whether the child is Emerging, Developing or Secure in the appropriate areas and age bracket, with a brief description and outline of their achievements in that area.

Every time a child gets to the end of a development bracket, a new assessment will take place based on those areas and next steps.

To enable us to further their learning and move them up to the next development bracket, they need to be secure in the previous areas of development for their age.

Once each development area has been checked three times, we can ascertain that the child is secure in that area.

j. Transitions Policy

Nursery Village works to ensure all children transition into and settle at their new nursery, as well as following a careful process during transitions to different nursery rooms or on to their next nursery or school.

Our Aims:

Transition is a significant part of children's development, so it is important to ensure effective transition throughout the nursery. If we can achieve positive transitions, children are more likely to build confidence and feel secure in their new environment.

Children will experience several important transitions during their time at nursery, starting from the transition from home to nursery, followed by room to room transitions and finally their transition from nursery to school. We must also consider transitions between nurseries.

We aim through this Policy to provide a smooth transition for children in all of these circumstances.

Please note that transitions may not always be according to age, but also developmental needs and abilities.

Whilst we plan for continuous progression through the nursery and every effort will be made by management and room leaders to accommodate transitions or requested days, this is not always possible due to availability of spaces in order to comply with registration requirements. Parents will be given a minimum of 1 months' notice where the next room will not be available.

The Nursery will endeavour to inform parents at least 1 month before transition, to either:

- Offer alternative days.
- The option of remaining in current room until required days become available.
(Depending on developmental needs and abilities)
- Allow parents to seek alternative childcare arrangements.

Policy

Management or Room Leads will contact the parents prior to transitions starting, which will also be discussed verbally that week with parents. (please note that transitions may not always be according to age, but also developmental needs and abilities).

Transitions will begin with short visits to the room and these will increase accordingly, depending on how well they adjust to the new environment and peers.

Parents will receive daily feedback on their child's transition process and will receive a Transition Questionnaire a few weeks after transitions start, to gain feedback and comments on both theirs and their child's experience of the transition process.

Parents will receive a start date for when their child will move into their new room, taking into account, when your child feels confident, secure and settled.

Please note: children who already attend their nursery are not always guaranteed a space in their next room, although priority will be given to children and siblings already attending.

Every effort will be made by management and room leaders to accommodate transitions or requested days, however, as this is not always possible, due to availability of spaces in order to comply with registration requirements. Parents will be given a minimum of 1 months' notice where the next room will not be available.

Your Nursery will endeavour to inform parents at least 1 month before transition, to either:

- Offer alternative days.
- The option of remaining in current room until required days become available.
(Depending on developmental needs and abilities)
- Allow parents to seek alternative childcare arrangements.

Procedures

Starting Nursery & Settling In

Starting nursery can be very daunting for children with so many elements of change and it is important for children's wellbeing, that we give children and families the support they need.

In order to achieve this we will establish strong relationships and opportunities through good communication and organisation and will ensure the following;

- Each child is assigned a Primary & Secondary key worker.
- Settling in sessions are arranged during the 2 weeks prior to their start date.
- The First Settling in Session is limited to approximately 1 hour.

As this is such an important area and influential time for all children, please refer to the full detail set out in our [Settling In & Key Worker Policy](#).

Room Transitions within the Nursery

Any change to a child's life can be difficult for them. However, experiencing transition in early years can help children cope with bigger transitions when they are older, therefore it is important to make transitions an exciting, enjoyable & rewarding time.

Although children moving from room to room as they reach a new age group, have usually been with us for some time, we still see this as an important transition for them and feel it is important that this is planned and carried out in a way that meets the needs of each individual child.

An up to date progress report on the child and a Transition Review Note will be completed by the original key worker on the child's Family profile, ready for review by the Room Leader and new key worker prior to the child moving rooms.

- As a child is approaching the age where they are due to move to the next room, we will review each child's development to assess whether the child is ready to begin the transition. This will be discussed with the parents, key worker and member of the management team to determine an appropriate transition which reflects the best interests of the child. Settling In sessions will then be arranged for the new room in line with the agreed dates.

It is important to gain permission from parents as they have a greater insight into their child and could potentially highlight factors they deem as barriers to providing a smooth transition. This also continues to promote parent partnerships by making decisions together. Note it is important to consider the choices of the child and respect their need to have power in their own lives.

Parents need to be involved in the transition process and need to remain informed of settling in sessions. It is also recommended that older children are given opportunities to make choices about aspects of their transition, for example, what activity they want to play with, what are they going wear for their first session, picking out their own water bottle, which can be discussed with parents.

- Parents will receive a letter to confirm the transition that has been arranged with some guidance on how they can help from home and answer any questions parents might have about their new room. This letter will also include the name and a picture of the child's proposed new key worker. We will use Family as a platform to share this and introduce the parent to the room leader & key person, where they will also have the opportunity to ask any questions they may have.
- Before the child officially moves, the current key person must check the child's assessment is up to date.

If it has been completed within the last two months, it can be used along with current next steps. (It would be beneficial to provide a summary of the progress the child has made towards these next steps). If the assessment is more than two-months-old it would be best practice to complete a new assessment, before the quarterly assessment period is over.

When the child has moved, the new key worker is not required to complete a new assessment as their focus should be on building a strong relationship, identifying interests, and tracking development through observations and planning using the next steps provided. The new key worker will complete a new assessment in line with the quarterly assessment cycle.

- Current key workers are required to communicate with the new key worker, focusing on the child transitioning and what requirements need to be put in place. This should include current interests next steps, using the Transition Review Note format which is explained by example at the end of this policy.
- Taking into consideration the individual time limits of practitioners, we recommend you complete the Transition Review Note in a way that suits you, such as one section at a time is necessary.

Transition Review Notes must include:

- **Current next steps:** *what are the current assessment next steps as well as a general overview of areas in development which are currently being promoted through environment planning.*
- **Brief description of the child:** *interests, where they are achieving, summarise their personality, including likes and dislikes or where they may need support.*
- **Important information:** *highlight allergies, intolerances, routines such as sleep restrictions or sleep times and any comforters.*
- **Key worker notes:** *An overview of a child's time in the room, including key conversations with parents or their new key worker*

School Transitions

The transition between nursery and school for children is very important, especially as it builds a child's foundational experience of school.

To help us achieve the best transitions to school, we should:

- Work with parents to prepare children for the transition. A parents evening will be offered at the end of April once parents know what school their child will be going to. In the meeting we will discuss how the nursery will support children for this transition, how parents can support children at home, provide more information about what to expect in the first year of school and answer any questions parents may have.
- Staff working within the Pre-School room will begin planning activities with the theme of starting school, to raise the children's awareness of the upcoming transition. Children will be given the opportunity to have discussions about school, share and explore their feelings about this. Staff will also provide children with a role play area for children to use their imagination about school alongside books about school.
- Each child's key worker will complete the Local Authority School transition document from all Family data held of the child's achievements at nursery, which will be sent via recorded delivery to the school. This includes all the areas in which the child has met and completed a requirement of the Early Years Foundation Stage (EYFS).
- There will be a nominated 'Transition Co-ordinator' who will focus on overseeing the transition, liaising between schools, parents and staff where needed, including to enable planned visits for teachers to meet the children.
- We will continue to support children who are not transitioning to school and it is important to be aware of the effects of transitions on everyone. For example, children who are not transitioning to school may find it upsetting that their friends are leaving.

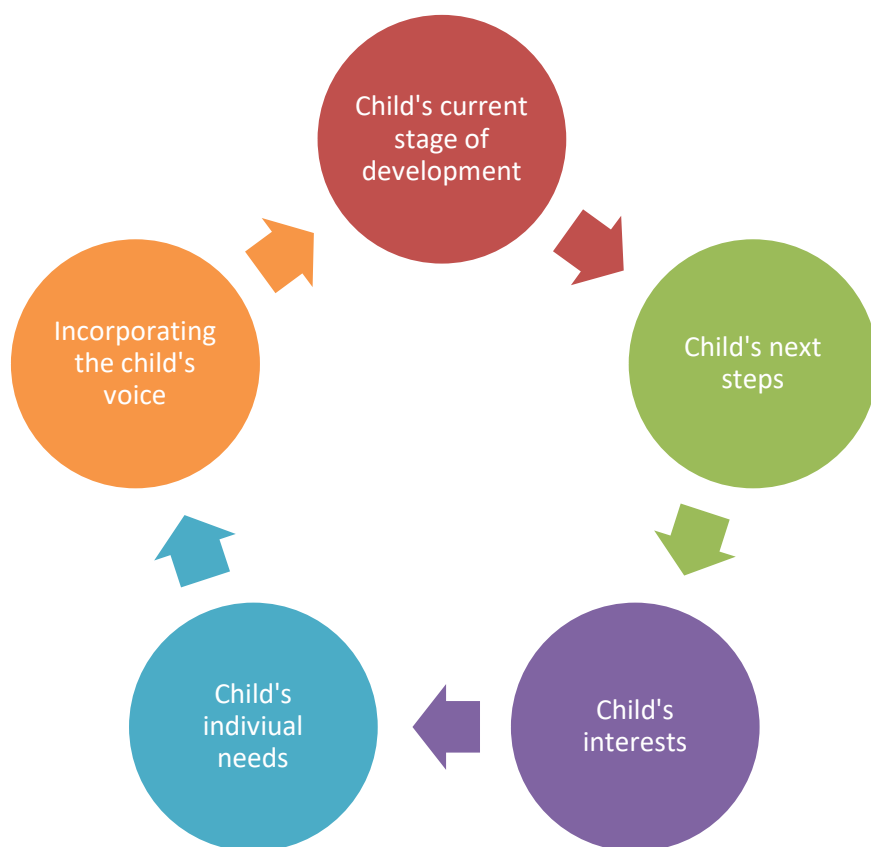
Guidance on Transitions

How can we as Key Workers ensure contribute to a smooth transition?

Practitioners need to understand their key children; this is an important element in the transition process, using the key workers knowledge of the child transitioning to help promote a successful transition.

The chart demonstrates the important information and elements, which are significant for a key worker to communicate with the child's next key worker and the child's parent.

Following the guidance already shared in this policy alongside a positive attitude throughout, the key worker should be able to achieve a smooth transition.



Parents will receive regular feedback on their child's transition process, either via Family or verbal feedback.

Parents will also have access to the Transition Feedback Questionnaire a few weeks after transitions start, to provide feedback and comments on both theirs and their child's personal experience of the transition process. What has worked and what hasn't and if there's anything they feel could help make the process easier.

Transition Review Note example: (completed in the Family system notes section)

Child's name: Child A

Date of Transition: 22nd of February

Name of new room: Bakery

Current Key worker: Carla Village

New key worker: Magdalena Cottage

Current next steps:

Personal, Social and Emotional: Managing Feelings and Behaviour: 8-20: "Growing ability to soothe themselves and may like to use a comfort object".

Communication and Language, Speaking, 16-26, "Beginning to put two words together (e.g., 'want ball', 'more juice')".

Brief description of the child:

Child A is very outgoing and enjoys participating in activities which allow her to express herself through physical actions, for example Child A really enjoys musical yoga and in a recent yoga activity enjoyed showing her friends her yoga stances. Child A will clap her hands when she is excited and will smile when she is happy. Child A does need support at times with her communication (see next steps and current assessment for more information). Child A can struggle to communicate and become frustrated leading to her becoming upset and making undesirable behaviour choices. Child A has a Behaviour Support Plan in place and we are working with parents on techniques to help support Child A and help her make more positive behavioural choices, alongside providing activities which focus around communication and language to help develop Child A's language skills (see next steps). The best way to support Child A when she becomes upset is to take her to a quiet area and involve her in play. Child A enjoys physical play (dancing, running, riding on the bikes, exercising and as I have mentioned musical yoga). Child A Loves messy play (please note allergy to eggs when participating in baking activities) and Child A really enjoys group activities such as action song games.

Important information:

Child A has a confirmed allergy towards egg and may require an EpiPen, and as already discussed I will ensure on the days she is visiting I hand Child A's EpiPen over to yourself in her new room. Please see Child A's Healthcare Plan for information on how we are currently managing her allergy, and what reactions to look out for. Child A no longer sleeps at nursery, but parents are very happy for her to sleep if she requires it.

Key Persons notes:

Child A has developed so much in Cottage and I cannot wait to see her achieve more in Bakery. Please note I have already given you Child A's Behaviour Support Plan and update, but I would suggest having a conversation with her parents, so you are both on the same page.

If you have any questions or need support in this please do not hesitate to ask. I have had a conversation with Child A's parents, they are really excited about her move up and cannot wait to meet you. Mum has expressed concerns about Child A coping with the change in room, I have explained our transition procedure and that both of us will keep her up to date.

k. Feeding & Baby Led Weaning Policy**Our Aims:**

The purpose of this policy is to ensure consistency amongst all Nursery Village staff and specifically the baby room team. All Nursery Village staff should work to ensure that this policy is implemented within setting and in their everyday practice.

Nursery Village is committed to providing a high standard of care to babies in our settings, including:

- Working collaboratively with parents, midwives, health visitors and any other organisations providing support for parents and young babies.
- Ensuring babies individual needs are met regarding feeding and best practice.

Policy

- All Nursery Village staff are familiarised with this policy on commencement of employment.
- All staff receive training on how to implement standards as appropriate to their role.
- All materials and resources used in feeding reflect our procedures and standards.
- Parental engagement in both planning and evaluation around feeding is encouraged to ensure the child's needs are fully met.

Procedures

Nursery Village will endeavour to make meal times a fun and social event between the baby room staff and the babies as a peer group.

Our policies and procedures are designed to ensure babies have a pleasant experience with feeding or weaning and staff can use this time as a social bonding experience, led by each child's key worker.

An All About Me Form and child baseline should be completed by the parent during their settling in period and saved to Famly under the child's notes, which the key worker and room staff must all have read thoroughly.

- Children will sit together around the tables in the baby room with our special baby high-low chairs.
- While waiting for food to be served, staff will create a circle time event which can include reading a story or signing rhymes and songs together.
- If a child is asleep during communal feeding, their meal will be put aside and they will then be offered food, accompanied by staff for company on waking.
- Every effort to support the child with feeding will be made, to make meal times a positive experience such as finger food or blending if required
- Should a child become upset or refuse attempts at offering food, staff will follow the child's wishes and no further attempts will be made. Alternatives will be offered such as a bottle or porridge.
- Parents will be informed via Famly of a child's meals, food or milk intake that day.

- With the exception of expressed breast milk or formula, in line with our [Health & Safety Policy](#) we cannot allow food not provided by Nursery Village to be brought in by parents, unless under special circumstances, pre-planned and arranged with a member of our team.
- Catchy bibs will be worn by all children to support independent feeding and individual face cloths are used after eating for hands and face.
- All sippy cup lids, locking rings, teats and bottles are cleaned and sterilised overnight before use.
- Each child has their own sippy cup for the duration of their session, clearly labelled with their picture and name attached. Bottles will also be labelled and any bottles brought from home are required to be labelled when brought in for use in session.

Baby Led Weaning

Working in partnership with parents and depending on the child's individual needs and abilities, we can begin to introduce solids into a baby's diet when the child is between the ages of 4 and 6 months, supporting and advising parents on the introduction of solid foods and following government guidelines.

We embrace parents wishes when using the "child led weaning" approach and continue this while their child is with us, working alongside parents who must keep us up to date and informed of any changes. Most babies, by the age of 6 months are ready to start with solid food to add bulk to their diet, as they need more iron and nutrients than milk alone can provide.

We may suggest to parents if we feel their child is not satisfied with just milk and encourage introducing a varied diet, following government health guidelines and taking advice from the baby's health visitor. We will then start and offer pureed fruit or vegetables, introducing different food to try along with our nursery menu so every child gets to try something new.

All food is prepared on a 3 week rolling menu and then served by us on the premises. The menu is low in sugar and salt, following the governments healthy eating guidelines. A copy of the menu is always available on request.

We recognise that all children are individuals, some start introducing solid food earlier, others later, some are choosy, others like everything and anything. Solid food is offered at snack time, lunchtime and tea.

Babies will take part in these meal times in a social environment surrounded by their peers at the table in high-low chairs and will also be offered milk or water from a beaker, cup or bottle depending on their ability.

6 – 9 Months

During this age, we will begin to introduce the majority of new food such as pasta, bread, fish etc.

Our aim is that by the time the child is 6 months they will be eating food from the general nursery menu and can experience a wider variety of tastes and textures. Initially using a hand held blender to puree food, then slightly blending, mashing by hand.

Finger foods will be introduced, to promote chewing, such as cucumber sticks, bread, carrot sticks, pitta bread and pieces of fruit.

It is vitally important to develop this action, as chewing helps develop jaw muscles. These are then used to help pronunciation and the formation of sounds and words. Once children can manage finger foods, we will reduce the type of pureed food offered at meal times.

9 – 12 Months

Babies from 9 to 12 months are given one or two spoons to help assist in self-help skills as they try to feed themselves.

The baby is now usually ready to sit at the table, so it becomes more of a social occasion for everyone. By 12 months we are trying to discourage bottles and start to solely use a beaker cup. We find by that time many children are ready to begin or have already weaned themselves off the bottle.

We also encourage children to have full fat cow's milk (or an alternative if the child cannot have cow's milk) as their main drink, after their first birthday. We work very closely with parents and children will move on to the complete nursery menu as and when they are ready.

Children will have a fruit based snack in the morning for example melon or banana pieces with yogurt, a savoury meal with a drink of water at lunchtime, then offered milk or water in the afternoon with tea which will have a number of finger foods to try, usually a small sandwich, quiche or veggie roll for example, usually provided with veggie sticks or cheese.

Responsive Feeding

The term responsive feeding is used to describe a feeding relationship which is sensitive, attentive and about more than simply providing food for a baby. Staff should ensure that mothers with children attending our setting have an opportunity to discuss feeding and behaviour cues.

If we are bottle feeding our babies, we will ensure we are careful not to over-feed the baby by being responsive and interactive during this time and recognising feeding cues, holding the baby close and pacing the feed so that the baby does not take more milk than they need.

Breastfeeding

Mothers are welcome to breastfeed in all areas of the nursery setting and staff will endeavour to make sure this can be a comfortable experience for mum and baby.

The nursery can help Breastfeeding mothers find local services provided to support continued breastfeeding such as services, groups or peer support.

Breastfeeding is valued by staff within the setting, and mothers are of course encouraged to provide breastmilk for their child's session.

I. Mealtime Policy

Our Aims:

High quality relationships from Practitioner to Child, provide protective and supportive environments that support children to engage and interact with their own environment and the people around them.

Meal times at setting play a huge part in this from role modelling how to sit nicely, eat food, use a knife and fork, not talk with your mouth full and pour your own drink and on to being polite, conversing about your day with your friends and enjoying a positive social interaction.

Nursery Village regards snack and meal times as an important part of the settings routine, representing a social time for children and adults whilst children also learn about healthy eating.

Creating a good culture around meal times has the potential to support and develop children's cognitive and emotional development, self-regulation, and social skills.

Policy

At snack and meal times, we provide nutritious food, which meets the children's individual dietary needs. Water will always be made available at every meal time and throughout the day.

We do not allow children to bring in their own food to setting to ensure there is no cross contamination and that we maintain control over allergens, in line with our [Health & Safety Policy](#). We ask that parents do not put any food or snack items in children's bags as this can cause upset amongst children and could be potentially very dangerous.

Children from 2 years, are encouraged to bring in their own water cups from home which will be accessible throughout the day, whilst for under 2's we provide labelled water cups which will be offered to the babies throughout their day at nursery.

Children in every room follow a routine throughout the day, helping the children understand exactly what is happening and when, which is vital for a child's development, confidence and well-being.

Leading up to meal and snack times, children are firstly encouraged to tidy up the room together and put away resources they were playing with. They then join with the whole group for circle time, this usually involves singing or a story together.

After group time Children are encouraged to wash their hands at the sink with soap and water, a staff member should be present in the bathroom to aid with hand washing where needed to ensure all children wash their hands and to supervise to ensure no slips or falls. Children should then find a chair at a table of their choice, before their food is served.

Children will be actively encouraged to clear up after themselves after each meal time e.g. hand back dishes, throw away rubbish/recycle.

At Nursery Village we have 3 main meal times:

Morning snack is at 10:00am which is usually a fruit based snack with yogurt and a glass of milk or water depending on your child's preferences. Unless you are joining us for breakfast with an Early Start booking (7:30 – 8:30) we ask that children are given breakfast before attending setting.

Lunch time is 12:00-12:30pm (sometimes staggered by groups) and is a warm meal properly constituted and nutritionally balanced to sustain the children for the day and always incorporate dietary restrictions. Children will always have access to and be encouraged to have a glass of water with lunch.

After 2pm Children at nursery have access to a small snack on a free flow basis if they are hungry between meal times, usually crackers or oatcakes.

Tea is served around 4:00pm this is normally a cold snack, usually a wrap or sandwich with salad or vegetables, again with access to drinking water.

We must emphasise that tea is not meant to replace a child's evening meal, as we know most parents look forward to sharing that with their children at the end of the day. The aim of tea is to bridge the gap between lunch and going home, as many children stay until 6pm.

We include foods from a variety of cultural backgrounds, providing children with familiar foods and introducing them to new foods and flavours. Specific food allergies, intolerances and food preferences including for cultural and religious beliefs, are observed using the child's profile information held on our Family system.

Staff will encourage children to be polite and courteous, using please and thank you at meal times in line with our [British Values Policy](#), whilst supervising at the children's level at all times.

Procedures

- Before a child first attends nursery, we collect information from parents/carers regarding their children's dietary needs, including any allergies or cultural preferences and we record this information on our Family Childcare system as set out in our [Settling In & Key Workers Policy](#).
- Regular consultation with parents will ensure that our records of their children's dietary needs, including any allergies are up to date and Parents are asked to update this on the Family system immediately if anything changes.
- Current information about individual children's dietary needs must be made available in each room whilst this information is also available on the Family system.
- To ensure that children receive only food and drink which is consistent with their dietary needs and their parents' wishes, all food is labelled, kept separately and a food allergy list is on display in the kitchen and is available in each room.
- We provide nutritious food at all meals and snacks, avoiding large quantities of fat, sugar, salt and artificial additives, preservatives and colourings following guidelines and portion control regulations specific to Education. Nursery Village does not provide dessert with any meals for this reason.

- Food is brought to nursery pre-prepared by our suppliers, however staff should ensure that elements of the food that may present difficulty are removed (such as skins or peels) where necessary and food given is suitable for the child's age and ability. Staff should sit at children's level whilst babies will need extra support and supervision at meal times.
- Staff should use designated serving utensils to serve food, ensuring they have tied their hair back, washed their hands properly and ensure they are wearing gloves and apron before handling any food items.
- Separate containers and utensils must be used where food is provided based on a preferences or allergy requirement.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
- We organise meal and snack times so that they are social occasions in which children and staff participate. Staff are encouraged to sit and eat meals with the children at the table and interact with all children.
- Staff should role model behaviours e.g. not standing and eating, not sitting on tables, being polite and using please and thank you's.
- Staff will not eat unhealthy snacks within the room. Chocolate bars and sweets etc should never be eaten in front of the children or within any childcare rooms. Staff eating in the room should be aware of any allergies children may have before bringing their own food into the room.
- Staff may only have drinking water within their own bottles in any childcare room to keep them hydrated, whilst juice or fizzy drinks are not permitted. Hot drinks must not be taken into a childcare room at any time to avoid accidental spillages or burns.
- Frangible containers like glass or ceramic pose a risk if broken and must not be used or taken into any childcare room.
- We use meal and snack times to help children to develop independence through making choices, which can include: Getting their own food and drink, cutting up food and feeding themselves, however staff will always be close by to help if needed.
- We provide children with utensils which are appropriate for their ages and stages of development. This is normally plastic reusable cutlery.
- Staff must ensure children have access to drinking water freely throughout the day, ensuring they are reminded and supported in obtaining water and that they can ask for water at any time during the session or day.
- Staff supervision must ensure children not sharing and swapping their food with one another in order to protect children with food allergies and intolerances and for food hygiene reasons.
- For children who drink milk, we provide whole pasteurised milk. Any special milk requirements must be provided for by the parents/carers.
- For each child, parents are provided with daily information about the menu, food intake and toileting via the Family app.
- Parents may by arrangement bring in a cake on children's birthdays. This must be shop bought cake, with full list of ingredients. Children will be offered the cake at the end of their session following permission from their parents. It will not be offered during the nursery session to allow for the children who are unable to eat it due allergies or parental preference.
- All meals including Lunch and snacks are eaten at the table, meals should take place in the eating area to avoid damage to carpets and for hygiene purposes.

- Meals take place within the child's room most days however on sunny days we may take trips out for lunch or eat in the nursery garden. If so all allergen and food preparation guidelines & policies must be adhered to.

m. Arrival and Departures Policy – Children, Staff, Parents & Visitors**Our Aims:**

- To ensure that the arrival and departure of children is carried out safely and to promote the welfare of the children in our care.
- The Nursery will give clear information to children, parents and carers how they access the Nursery and how to drop off or their child.

Procedures

- Parents must notify the Nursery in good time about attendance and non-attendance of their child.
- Staff will sign children in and out on Famly confirming they are being collected by the appropriate person before allowing the child to leave the Nursery premises.

Arrival of Children

- On arrival, a staff member will record the child's attendance and time of arrival in the daily register, signing them in on Famly.
- Parents must give the written information about names and contact details of all people authorised to collect their child on the Famly Contact record.
- Parents are asked at drop off to state clearly the name of the person who will be collecting their child each day, which will be recorded on the Famly sign in screen.
- Only persons named on the Famly system will be able to take the child, unless prior arrangements, in exceptional circumstances, have been made known to the Nursery Manager or Room Leader. In the event that someone else should arrive without prior knowledge, the Nursery will contact the parent or carer immediately.

If someone other than a Registered Parent with Photo ID recorded on Famly is required to collect your child, we will require confirmation from you of who this person will be including:

- a contact record must be completed on Famly.
- a password must be agreed by yourself for the collector to use, otherwise we will not be able to release your child.
- **Photo ID must be shown and recorded on Famly if the adult is unknown.**

Departure of Children

- Children will not be allowed to leave the premises unaccompanied.
- Children will not be allowed to leave with anybody under the age of 16, unless that person has parental responsibility for that child.
- If staff do not recognise the person collecting the child, they will check who they are and ask for proof of identity. If there is any doubt, the child's parent or carer must be contacted and the child will not be allowed to leave.

- The person collecting the child must approach a staff member, so that staff know who is being collected, and by whom, and they can witness the parent or carer signing the child out and pass on any relevant information.
- The person collecting the child will sign the child out on Famly to show that the child has left the premises. The time of departure will also be recorded.

Late Collection

- If the person collecting the child has informed the Nursery they will be late, the child will be looked after and the Late Pick Up Charge will be applied, in accordance with our Terms & Conditions. The child will be looked after by at least 2 members of staff.
- If the person collecting the child is late and has not informed the Nursery, the Uncollected Child Procedure will be followed. The Late Pick Up Charge will be applied, in line with our Terms & Conditions.
- If a parent or carer is persistently late in collecting their child, the Room Leader will record those details and pass the information onto the Nursery Manager and services may be withdrawn in accordance with our Terms & Conditions.

Staff

Details of staff working on site will be recorded by signing in and out on Famly and will include their arrival and departure times.

Visitors

Visitors will be asked for proof of their identity and will sign in and out, either by recording their full details using the visitor's book. Details recorded will include name, organisation (if applicable), purpose of the visit, arrival and departure times.

Record-Keeping

The register and emergency contact list is available on all company Famly devices, however a hardcopy will be kept in an accessible location on the premises at all times.

Records of daily registers will be kept by the Nursery for at least three years.

Information

Under the Children Act 1989 parents do not lose parental responsibility except through an adoption order. This means that divorced parents retain rights to have contact with their children unless the courts have made an order that they should not do so. Staff do not have the right to stop divorced or separated parents from collecting their children unless they are aware of a court order preventing contact between the child and a parent.

Parental responsibility is given to both parents if they are married at the time the child is born or subsequently. Otherwise only the mother has parental responsibility. An unmarried father has parental responsibility if the child was born after 1 December 2003 and his name is on the birth certificate or they acquire parental responsibility through a court application.

We have a legal responsibility to involve anyone who has Parental Responsibility in your child's care and education, regardless of whether this is your wish or not until such time that an order from the Court directs us otherwise. Where any family disputes arise during your child's time at Nursery we ask that our staff are not put in any difficult situations.

If a member of staff has good reason to suspect that a parent or carer is under the influence of drugs or alcohol or otherwise impaired when they drop off or collect their child, to the extent that the safety of the child is threatened, they have a duty to inform both the Room Leader or Nursery Manager and the Designated Safeguarding Person, according to the provisions of the [Safeguarding Policy](#).

In such circumstances, the staff member and Designated Safeguarding Person will then be responsible for deciding upon the appropriate course of action, ensuring that the safety and protection of the child remains paramount at all times.

Staff will make all possible efforts to ensure that children are not allowed to travel in a vehicle driven by someone who is clearly under the influence of drugs or alcohol or otherwise impaired.

Where an illegal act is suspected to have taken place, the Police will be contacted.

n. Whistle Blowing Policy

Our Aims:

- To encourage staff and volunteers to feel confident in reporting serious concerns about any aspects of the Nursery's work.
- To provide ways for staff and volunteers to report concerns.
- To ensure that staff and volunteers get a response to their concerns and that they know what to do if they are not satisfied with this.
- To reassure staff and volunteers that they will not be penalised for coming forward with their concerns.

Definitions

Whistle blowing is reporting a serious concern about another member of staff, volunteer or the organisation to a more senior member of staff or to an appropriate external organisation if necessary.

A serious concern might be;

- a criminal offence
- abuse or neglect of children
- bullying or victimisation of staff, volunteers or children
- financial malpractice
- a health and safety risk
- a failure to deliver appropriate standards of care

There may be other serious concerns, which do not fit into these categories.

Procedures

How to report a concern

- Any staff member or volunteer can report a concern.
- Concerns can be reported verbally or in writing.
- In most circumstances this would be to the Nursery Manager.
- If the concern involves the Nursery Manager or it is felt they are unlikely to take any action, the member of staff should contact the Designated Safeguarding Person or Child Protection Officer for Nursery Village.
- If the concern involves the management of the organisation and there is no one internally to report to safely, then a report should be made to an appropriate external organisation.
- Staff who feel unsure about whether or how to raise a concern or want confidential advice can contact the independent charity Public Concern at Work (PCAW), who can give free confidential advice on how to raise a concern.
- Staff can also contact the Ofsted Whistleblowing Hotline, (if the concern relates to areas covered in the Safeguarding and Welfare Requirements), NSPCC Whistle Blowing advice line (if the concern relates to child protection), the Police and/or The Health and Safety Executive.

What will happen next

- All reported concerns will be investigated.
- Verbal concerns will be recorded in writing.
- The person to whom the concern has been reported to will assess what action needs to be taken. This could be an internal enquiry or more formal enquiry, for example involving Ofsted and the Police.
- In some cases, the concern may be better addressed under another policy or procedure, such as Safeguarding, Disciplinary & Grievance or Health & Safety.
- The person reporting the concern will be advised of the outcome as soon as possible, normally within 2 weeks of the date of their disclosure. Where a longer period is needed for investigation, the person will be informed in writing.
- Where a person is not satisfied with the outcome, they should put their concerns in writing to the Child Protection Officer or a Company Director.
- If the staff member has needed to report their concerns externally in the first instance, then they should be guided by the external organisation in term of what will happen next.

For allegations of abuse or neglect of children made against staff, please also refer to the [Safeguarding Policy](#).

Confidentiality

Staff are encouraged not to report concerns anonymously as this makes them more difficult to investigate. Any concerns raised will be dealt with confidentially wherever this is possible, however if other organisations need to be involved, it may not be possible to conceal the source of the information.

Safeguards

Nursery Village will not tolerate any harassment or victimisation and will take appropriate action to protect those who report a concern in good faith. Please also refer to the Staff Handbook Safeguards section.

No action will be taken against anyone who makes an allegation in good faith, reasonably believing it to be true, even if the allegation is not subsequently confirmed by the investigation.

The Public Interest Disclosure Act 1998 protects employees against detrimental treatment or dismissal as a result of any disclosure of normally confidential information in the interests of the public.

Public Concern at Work (PCAW)

Phone: 020 7404 6609 or Email: whistle@pcaw.org.uk

OFSTED Whistle Blowing hotline

Phone: 0300 123 3155 or Email: whistleblowing@ofsted.gov.uk.

o. Complaints Policy

We aim to provide a high quality, efficient and accessible service to parents or carers and children. At regular intervals the management and staff meet to discuss and review the daily running of the Nursery, as well as possible improvements to the services offered by Nursery Village.

However, from time to time a complaint may arise about some aspect of the Nursery, an individual member of staff or even another parent or child. Usually it should be possible to resolve any problems informally, as soon as they occur.

Procedures

Stage One

Misunderstandings often arise through a simple breakdown in communication, and if we do not know of concerns, we can do nothing to resolve them. A straightforward informal discussion between those involved may be all that is needed to set things right. We hope that any issues of concern can be resolved at this stage.

If it is not possible to resolve the issue informally, there is a formal complaints procedure that must be followed.

Stage Two

Your complaint or concerns should be raised with the Nursery Manager or Company Director. You do not have to discuss the complaint with another staff member.

Contact the Nursery Manager and voice your complaint. They may deal with the complaint directly or call a meeting with other members of management and yourself, to discuss the complaint in detail.

If a meeting is called the Nursery Manager will investigate the complaint within 10 working days. If the complaint involves another parent/child/staff member they may be asked to attend as well, to answer appropriate questions. Any witness to the complaint or incident may also be called to attend the meeting. A written record of the meeting will be made.

Stage Three

If informal discussions of a complaint or problem have not produced a satisfactory resolution to the situation, you should put your complaint in detail and in writing to the Registered Person for Nursery Village.

Relevant names, dates, evidence and any other important information on the nature of the complaint should be included.

Anyone can raise a complaint or concern confidentially via email:

complaints@Nurseryvillage.co.uk

We will acknowledge receipt of the complaint within 3 working days and fully investigate the matter within 10 working days. If there is any delay, we will advise you of this and offer an explanation. The Registered Person will be responsible for sending you a full and formal response to the complaint.

The formal response to the complaint will be sent to you and copied to all relevant members of staff if appropriate. The response will include recommendations for dealing with the complaint and for any amendments to our policies or procedures emerging from the investigation.

The Registered Person will arrange a time to meet with you and any other relevant individuals, such as members of staff, to discuss the complaint and our response to it.

The Registered Person will judge if it is best for all parties to meet together or if individual meetings are more appropriate.

If you are still unhappy

If you are unhappy with the result, and your complaint relates to one or more of the Early Years Foundation State Safeguarding and Welfare Requirements, you may raise your complaint with OFSTED:

OFSTED
Applications, Regulatory and Contact (ARC) Team
Piccadilly Gate
Store Street
Manchester
M1 2WD

Phone: 0300 1231231
Website: www.ofsted.gov.uk

Further Information

- As a registered provider all written complaints relating to the Safeguarding and Welfare requirements must be investigated and the complainant notified of the outcome of the investigation within 28 days of having received the complaint.
- Registered providers must provide Ofsted, on request, with a written record of all complaints made during any specified period, and the action which was taken as a result of each complaint.
- The record of complaints will be kept for at least 3 years from the date of completion, or longer if there is an outstanding query.

p. Uncollected Child Policy

Nursery Village is committed to child safety at all times. In the event that a child is not collected by an authorised adult at the end of their session or day, we have a set policy in place.

Our Aims:

To ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. The child will receive a high standard of care in order to cause as little distress as possible.

Policy

If a child is not collected at the end of a session, the following procedures will be followed:

- Two members of staff will stay with the child, including the Nursery Manager or their Room Leader. Staff will not work alone at any time.
- The child's Family digital record and daily communication notes are checked for any information about changes to the normal collection routines.
- Staff will contact parents or carers at home or at work. If this is unsuccessful the Emergency Contact phone numbers on the child's Family record will be contacted.
- **30 minutes** after the Nursery has closed, if no contact has been made, staff will contact the Designated Safeguarding Person or the Child Protection Officer. Staff will continue to keep them advised of the situation.
- **One hour** after the Nursery has closed, if no contact has been made, Social Care or First Response (depending on the time of day) and the Police must be contacted, and staff will seek their advice.
- Incidents will be recorded within Family by the Room Leader and discussed with the parent or carer at the earliest opportunity.
- If we have passed the incident onto any other agency, we will ensure that the agency concerned is given all assistance in pursuing any investigations.
- The Nursery Manager will notify OFSTED as soon as possible and within 14 days.
- The Late Pick Up Charge will be applied, in line with our Terms & Conditions.

First Response (9-5pm)

Tel: **0117 903 6444**

Emergency Duty Team - emergencies outside office hours

Tel: **01454 615165**

Avon & Somerset Police - (non-emergency calls)

Tel: **101**

OFSTED

Tel: **0300 123 1231**

q. Missing Child Policy

Our Aims:

To ensure that there is a clear procedure which is understood and implemented effectively by all staff, to enable a missing child to be located as quickly as possible, minimising risk to the child as a result.

Policy

Children's safety is maintained as the highest priority at all times both on and off the premises. This occurs through robust arrival and departure procedures, secure premises, regular head counts, appropriate supervision levels, talking to children about how to keep themselves safe and positive relationship building to enable children to come to staff with concerns if they are upset.

If for any reason staff cannot account for a child's whereabouts then following procedure will be used:

Procedures

If a child is missing from the premises:

- If a staff member believes a child is missing, then they will inform the Room Leader immediately, who will then make a check of all the children present to confirm who is missing.
- The Room Leader & Nursery Manager will organise a check of all exit doors, outside areas, rooms, cupboards and possible hiding places. This check will be carried out quickly and calmly and without panicking the other children.
- The other children will be kept together with an appropriate staff level while the check is being carried out.
- If the search is unsuccessful and the child is still missing, the Nursery Manager must contact the **Police on 999** and the parent or carer of the missing child. This contact will take place as soon as the search has been concluded and must take place within 15 minutes.

The Police will be given the following information:

- The name of the staff member who realised the child was missing
- The address of the Nursery
- What has happened so far
- Child's name, age and address
- Time of incident
- Any further supportive information for example, if the child has any medical or additional needs, what the child was wearing and any distinguishing features.

The search for the child will continue after calling the Police and the Child Protection Officer **MUST** be informed.

If a child is missing off the premises:

- If a staff member believes a child is missing, then they will inform the senior staff member present immediately, who will then make a check and headcount of all the children present to confirm who is missing.
- The group should stay still and keep together. One staff member will retrace their steps (to a pre-agreed distance, for no more than five minutes), to look for the child, if the rest of the children can safely be supervised during this time.
- If the search is unsuccessful and the child is still missing, the senior staff member will:
 - inform the staff of the site they are visiting and ask for their help in finding the child
 - inform the Nursery Manager, by phone if possible
 - contact the **Police on 999** and contact the parent or carer of the missing child. This contact will take place as soon as the search has been concluded and must take place within 15 minutes.

The Police will be given the following information:

- The name of the staff member who realised the child was missing
- The address of the venue and contact number for the senior staff member
- The address of the Nursery
- What has happened so far
- Child's name, age and address
- Time of incident
- Any further supportive information for example, if the child has any medical or additional needs, what the child was wearing and any distinguishing features.

The search for the child will continue after calling the Police and the Child Protection Officer **MUST** be informed.

In all cases, an Incident record will be completed on Famly and the child's parent's informed whenever a child has been missing; whether for a few minutes and then located, or if the search has been unsuccessful and Police have been called.

The Nursery Manager will decide whether Ofsted need to be informed; Ofsted will always be informed if a child has left the premises.

A full review will take place considering how the incident occurred and whether any lessons can be learned, or changes made for the future to prevent any recurrence.

Known Risks

In exceptional circumstances, where a child is known to be liable to run off the premises, or to go missing on trips, we will work within our [Behaviour Support Policy](#) to formulate an individual Behaviour Support Plan in partnership with the parent's or carers of the child to explore the strategies and actions needed to reduce the risk of the child going missing.

r. Lock Down Policy**Our Aims:**

Nursery Village has a Lockdown Policy where on very rare occasions, it may be necessary to seal off the premises so that it is not accessible from the outside. As part of our Safeguarding responsibilities, this will ensure that children, staff and visitors are safe in situations where there is a hazard in the grounds of the Nursery or outside in the near vicinity.

Policy

A lockdown will be implemented whenever there are considered to be serious safety or security risks to the premises due to, for example, near-by chemical spillage, proximity of dangerous dogs, serious weather conditions or attempted access by unauthorised persons failing to follow clear staff instructions and may be intent on causing harm or damage.

Preparation

In order for lockdown procedures to run smoothly and help ensure the safety of all children and adults, we will:

- Carry out and regularly review risk assessments associated with a lockdown.
- Make staff aware of any associated risks and ensure they receive appropriate training for a lockdown and understand their responsibilities within this.
- Key roles will be allocated to required staff.
- Carry out a lockdown procedures drill, at least twice a year.
- Display the procedure on the notice board and/or other key locations.

Notification of Lockdown

The signal that the Lockdown Procedure is to be followed is **3 short and then 1 long blast** on a whistle ensuring that the signal cannot be confused with a fire evacuation. When heard, Room Leaders will repeat the Lockdown signal in their area.

Procedures

- On discovering a hazard or being informed that Lockdown needs to occur, activate the signal without delay.
- One member of staff (usually a Manager or Room Leader) **MUST** call the Police and any other appropriate emergency services as necessary and follow their advice.

If outside:

- Staff must usher the children inside the building. If it is unsafe to do this, an alternative must be communicated.
- One member of staff to check all areas to ensure no-one is left outside, followed by a headcount when indoors.
- On entering, all external doors to be closed and locked.

If inside:

- Keep children, staff and visitors indoors, in an area that is considered safe, practiced frequently during the Lock Down Drill (this will vary depending on the reasons for lockdown).
- Staff to close and lock all windows and doors.
- Position children away from possible sightlines and hazards and pull any curtains or blinds.
- Lights, smart boards and computer monitors may need to be turned off.
- If there is smoke or fumes, turn off ventilation fans etc.
- Complete a headcount to ensure all children are safely inside and advise the Nursery Manager of any unaccounted for children.
- A member of staff must check all inside areas for children not present, only if safe to do so.
- Staff should support children in keeping calm and quiet and ensure that nobody moves around.
- Everyone must remain in lockdown until informed otherwise by the Nursery Manager or Emergency Services.

Communication with Parents

- If necessary, parents will be notified as soon as it is practical to do so via the Family app, phone or email taking ONLY after advice from the Police as appropriate.
- Depending on the type and severity of the incident, parents might be asked NOT to collect their children as this might put them at risk.
- Children will not be allowed to go home during a lockdown.
- Parents are asked not to contact the Nursery as this may tie up emergency lines.
- If the lockdown continues past the end of the session, parents will be notified and given information about the time and place children can be picked up.

Note

The actual procedure followed and the order in which things are done might vary, depending on the reason for a lockdown on the day. For this reason a variety of safe assembly places should be identified for a lockdown, depending on the type of incident.

s. Behaviour Support Policy

At Nursery Village believe that children flourish best when they know how they are expected to behave. Children gain social and self-regulation skills through interaction with caring adults who show them respect and value their individual personalities. Positive, caring and polite behaviour will be encouraged and praised at all times in an environment where children learn to respect themselves, other people and their surroundings.

We aim to establish clear boundaries according to the child's level of understanding and encourage children to be aware of the Nursery routines and procedures.

We share our Behaviour guidance Policy with staff, parents and with the children in our care to ensure that all are aware what is expected from them.

Our Aims:

- Maintain a caring community in which effective learning can take place and where the children, staff and parents show a mutual respect
- To help children develop a sense of self-worth, identity and achievement
- To help children make positive choices and accept responsibility for their actions where age appropriate
- To develop in all children the ability to listen to others, cooperate and appreciate other ways of thinking and behaving
- Our starting point is always to take into account child's age and stage of development

Unacceptable behaviour includes:

- Bad language and derogatory language
- Not complying with turn taking sharing and other social skills.
- Physical harm of the other children/self or staff.
- Repetitive damage of nursery property or of that belonging to another child.
- Persistent or targeted bullying. (See child on child abuse policy for more information)

Policy

Nursery Village will:

- Provide a structure for positive behaviour within the Nursery.
- Provide flexibility in the responses of staff to children's behaviour.
- Provide a supportive framework for children to learn self-regulation and to understand the effect their behaviour has on others.
- Provide support to parents and carers in regards to supporting their child through emotions and undesirable behaviours.
- We never compare two children in order to gain positive behaviour e.g. "Look that child is sitting nicely and you're not".

We have a variety of strategies that we use to deal with unwanted behaviour. These vary according to the age and development stage of the child, the situation and other factors such as tiredness or hunger.

Strategies include:

- Encouraging children to take responsibility for their own behaviours.
- Explaining unacceptable behaviour.
- Being good role models for our children.
- Praising good behaviour.
- Removal of equipment or resources, where necessary.
- Distraction or removing a child from the situation.
- Self-regulation techniques.

Early Years Foundation Stage Statutory Framework (2021)

3.53 - Providers are responsible for managing children's behaviour in an appropriate way.

3.54 - Providers must not give or threaten corporal punishment to a child and must not use or threaten any punishment which could adversely affect a child's well-being.

Procedures

- All interactions with children will be in ways which are appropriate for the children's ages and stages of development.
- Staff will be positive role models for behaviour.
- Play opportunities and activities will be varied and well planned so that children are engaged and interested.
- Staff will take active steps to not label children, for example as difficult or naughty, and to consider the underlying reasons for behaviour before acting.
- Staff should not discuss any behaviour issues in front of children.
- Staff will work as a team by discussing incidents and resolving to act collectively and consistently.
- Staff will ensure that the individual children feel valued and respected at all times.
- Staff will encourage children to express their strong feelings in different ways without physical or verbal aggression for example through art or physical exercise.
- Staff will support children to manage behaviour themselves by helping them find solutions to situations and deal with their emotions appropriately.
- Staff will praise positive behaviours and give feedback to parents, including updates posted on the Family app daily record.
- Staff will never use fear or shame to correct a child's behaviour such as "Stop screaming, you're being a baby"
- Staff will only use physical restraint, such as holding, to prevent physical injury to others and/or serious damage to property.
- Staff will not shout or raise their voices at any point or speak in a threatening or punitive way.
- Staff will never use physical punishment such as smacking or shaking and children will never be threatened with these.

Supporting Self Regulation

Emotion regulation is not just about expressing emotions in an appropriate manner. It is a process that involves teaching children to identify emotions, helping them identify what triggers those emotions, and teaching them to manage those emotions by themselves.

With the correct support and guidance from adults emotional regulation helps children develop independence, self-discipline, interpersonal skills and emotional intelligence and this therefore makes children less prone to emotional outbursts, aggression or physical violence when confronted with their feelings.

Self Regulation steps:

- Ask them to name their emotion. If you think they may struggle with this give them the name of the emotion they are feeling and link it to a cause such as “*you are angry because Johnny is playing with your favourite toy*”.
- Practice empathy. Put yourself in the child’s shoes, think about when you felt a similar emotion, and try to remember what it felt like for example, my sister took ages in the bathroom and I really needed to get ready for work.
- Once they are calm and the situation has diffused, offer some reflection on what happened and why it happened such as “*I think you were angry because you thought you wouldn’t get a turn?*” This gives them the tools to notice their feelings happening next time.
- End with Problem Solving and Setting Limits: Whenever possible, try to end the situation by guiding and involving the child in problem solving. Ask them what they could do differently next time and offer examples like counting to 5 and breathe and then ask the child if they can have a go afterwards.

Responsibilities

The Behaviour Management Lead will:

- Keep up to date with the latest legislation and guidance.
- Research current behaviour practices, where appropriate.
- Identify additional behaviour strategies for children with additional learning needs, and working within the [Special Educational Needs or Disabilities \(SEND\) Policy](#).
- Access other agencies, where necessary and provide support to staff around behaviour issues.
- Ensure they and other staff have relevant up to date training and that they record details of this.

Recurring Inappropriate Behaviour

Where inappropriate behaviour is ongoing, staff will:

- Try to find if there is an underlying cause or trigger.
- Liaise with parents, carers, the SENCo and the Behaviour Lead
- Work with the child’s parents or carers to develop and implement a Behaviour Support Plan where manageable targets will be set and regularly reviewed.
- Contact other professionals, or external agencies for support or advice.
- If we deem a child’s actions to be of a dangerous nature or their behaviour towards other children or staff is seen as an immediate risk, we reserve the right to suspend them pending a review in accordance with our Terms & Conditions.

Adult Intervention

In situations that require adult intervention, staff will remain calm and consider the most appropriate response, dependent on what led up to the behaviour and also the age and level of understanding of the child.

Staff should:

- Stop hurtful or aggressive behaviour immediately.
- Avoid negative phrases like “No” or “Naughty” and focus on instructions like “Stop” or descriptions like “that’s unkind because”.
- Gather information, ask the children what happened and then restate the problem.
- Acknowledge children’s feelings whilst explaining why their behaviour was not acceptable.
- Explain the consequences that may occur or ask the children for solutions and choose one together. Offer ideas if children struggle with this.
- If physical or verbal aggression occurs, this must be addressed immediately. The child may be moved to another area of the room to talk it through, this will not involve negative phrases like ‘Time out’

Physical Intervention Procedure

As a Nursery, we will consider the age of the children in our care and what are appropriate approaches regarding physical intervention.

Physical intervention will only be used as a last resort, if all other strategies detailed in this policy have not been successful and only if you reasonably believe a child is at risk of significant injury or to prevent serious damage to property.

Staff will first consider emotion coaching, distraction, withdrawing adults and children and making the environment safe.

- Physical Intervention will be used for the minimum amount of time and with the minimum amount of force.
- Staff will consider the emotional impact of physical intervention on the child, witnesses and staff.
- Staff will hold a child safely, with adults arms wrapped around them in a bear hug pose to stop any lashing out or kicking.
- Staff will ensure they do not obstruct the breathing or speech of the child.
- Staff should always use a calm, empathetic tone or singing to diffuse the situation.
- Staff will ensure they are never left alone with the child while restraining.
- Where physical intervention was used, the SENCo, Nursery Manager and the child’s parents must be advised, and an Incident Report completed on Family .

If physical contact is necessary, the staff member will keep their body language calm, acknowledge the child’s feelings and explain their own actions for example, *“I need to hold you or lift you up to keep everyone safe”*

When the child is calm, explanations should be given as to why their behaviour was not acceptable and why this may place them or others at risk.

Very Young Children

The strategies for dealing with children under two, may need to differ from those for older children. When very young children show inconsiderate behaviour, such as tantrums and biting, staff will:

- Intervene, ensuring any dangerous or undesirable actions are halted as soon as possible.
- Remain calm and patient, explain why this behaviour is not acceptable, for example “*you have made them sad, that’s unkind*” avoiding phrases like “naughty”.
- Move the child away from the situation if necessary.
- Offer comfort to intense emotions and try to calm children through holding, cuddling or singing.

We believe in a positive approach to behaviour regulation. We aim to provide a stimulating, inviting environment, in which children are encouraged to be helpful, polite, caring and understanding to others.

This approach ensures any behaviour issues can first be avoided but any dysregulation of emotions are supported with care and explanation.

At Nursery Village we:

- Recognise the individuality of all children and that some behaviours are normal in young children such as biting.
- Encourage self-discipline, consideration for each other, our surroundings and property.
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills.
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them.
- Encourage all staff at our nursery to accept their responsibility for implementing the goals in this policy and are consistent.
- Provide a [Settling In & Key Worker Policy](#) enabling staff to build strong and positive relationships with children and their families.
- Have a named Behaviour Lead who has overall responsibility for issues concerning behaviour.
- Encourage self-regulation and consideration for each other.
- Focus on the behaviour and not the child, for example we do not say “*that is, or you are naughty*” we explain why the behaviour or action is wrong and how it may affect or hurt others.
- Give the child reassurance and verbal praise when the child reacts positively.
- Be a step ahead and anticipate problems before they arise, such as be mindful of when a room is becoming too loud or may be overwhelming for some.
- Encourage the child into a positive activity and praise all efforts.
- Alert children to change before it happens, for example tidy up time.
- Give clear but simple instructions.

Assessing for further support

Nursery Village use four actions to put behaviour support in place, in a very similar way to our [Special Educational Needs or Disabilities \(SEND\) Policy](#):

Assess - Plan - Do - Review

- When it is identified that a child may have difficulties with self-regulation or issues with temperament, an Behaviour Concern Form should be completed by the child's Key Worker or their parents at home, detailing the concerns along with a supporting observation.
- The Behaviour Lead will then review the initial concerns with the Key Worker, before making their own observations using a Behaviour Assessment Record to ensure they understand and agree with the main concerns, and to understand the child's needs.
- The Behaviour Lead will then discuss any findings and concerns, with parents views being recorded on the Behaviour Assessment Record, before parents are asked to complete an Observation Form at home. This observation at home should take place when their child is showing undesirable behaviour, in order to assess triggers and how best to support the child going forward.
- If the Behaviour Lead believes the child may benefit from additional support, their parents or carers will be invited to a consultation meeting with the child's Key Worker. They should jointly review the initial assessment and either agree to a Behaviour Monitoring Record being started or if necessary a Behaviour Support Plan to be started and completed during this meeting.
- A behaviour support file for the child should be started in order to track monitoring and any progress experienced. The file should include any supporting observations, forms and detail any links to other files included such as Safeguarding or SEN.
- The Behaviour Support Plan (BSP) provides guidance on how to best support the child and is continually reviewed in consultation with the child's parents or carers.
- Room Leads should be kept informed of any changes or adaptations needed.
- The Behaviour Support Plan or Behaviour Monitoring Record will then be followed and completed for up to 6 weeks by the child's Key Worker.
- The Behaviour Lead will complete an observation after 6 weeks when an outcome meeting will be held with the child's Key Worker and parents to review the progress and the overall effectiveness of the Behaviour Support Plan or Behaviour Monitoring Record. New aims for the child may be necessary and this may mean a new Behaviour Support Plan or further monitoring has to be completed.
- Aims should last no longer than 6 weeks even if uncompleted and if needed, the Behaviour Support Plan cycle should recommence and new aims agreed for a further 3 to 6 weeks.

- If a child or their family would benefit from support from more than one agency, for example where a child may have difficulties linked to poor housing or difficult domestic circumstances, we may request or carry out an interagency assessment to get early help for the family. This early help assessment aims to ensure that early help services are co-ordinated and delivered correctly.

Rough and Tumble Play

Inappropriate behaviour refers to non-negotiable actions and may include discriminatory remarks, harm to self or others, bullying or destruction of equipment.

It is important to consider the reasons why children might present certain types of behaviour; boredom, feeling unsettled or unhappy, not feeling listened to, an un-stimulating play environment, and medical reasons for example.

We regard rough and tumble play and play that has aggressive themes, such as superhero and weapon play, as normal for young children and acceptable within limits.

Staff will judge if such play becomes hurtful or inconsiderate and will then deal with it by using the procedures outlined for dealing with inappropriate behaviour such as adult intervention.

We endorse the following strategies to manage this kind of play:

- Recognise that this is pro-social play rather than aggressive.
- Set boundaries for the games to be set out in.
- Use planning opportunities to discuss the concept of 'good' and 'bad'.
- Support the play to find alternative solutions to weapon play, exploring different scenarios.

i. Weapon Play Policy

When we talk about weapon play it can relate to a number of scenarios. Weapon play can describe children playing with toy or replica guns but it can also relate to using a pretend gun made from sticks, Lego bricks, or even a banana.

Many of the concerns with gun play can also relate more widely to weapons play, or even aggressive play. Games involving pirates and swords, knights and armour or super heroes with immense power.

Research into weapon play in nurseries has concluded that banning such play does not in fact stop it, but encourages children simply to deceive more effectively or do it in secret because it then becomes more desirable.

Much of children's play revolves around good vs bad, particularly boys who enjoy not just gun play but also pirates with swords, star wars with lightsabres and more.

Policy

Nursery Village staff do not impose an adult perspective on children's ideas and play. We let them explore, experiment and importantly, have fun being in their own world imagining the possibilities. We do not actively encourage Gun or Weapon play, but we do not stop it if imaginative play happens.

At Nursery Village we believe that children's creativity is a hugely important aspect of their development. Banning this play all together, risks suppression of their creativity and sends a message that it is not valued.

Instead, we choose to encourage them to develop their play and ideas further than just shooting at things. For this reason, we do not allow toy or replica guns or weapons into setting. We are however happy for them to create their own using sticks, Lego etc and play. This is because 'weapons' that have been 'constructed' will often develop into something different and it allows this transition.

Children often use play to act out their fears and concerns in a safe environment and we will support this and endeavour to educate them, that guns are not toys and can really hurt people. Equally, we will not tolerate violence within the nursery and any such behaviour (pushing, kicking etc) will be halted according to our [Behaviour Guidance Policy](#).

It helps children make sense of the world around them

Children will see violence, guns and weapons use all around them. It is in the movies they watch, their cartoons, their superheroes battling on a daily basis. A few children even see them being used as part of a rural lifestyle. Engaging in gun or weapons play can help children process gun use, and potentially the violence that goes with it.

At Nursery Village we believe that it is better this play goes on where it is out in the open, can be supported, monitored and discussed if needed, rather than it becoming an act of subterfuge or something that only happens in secret.

- Approaches to teaching and learning in role play should reflect the interests of the children and not exclusively those of the adults.
- All children's emotional welfare, wellbeing and involvement should be assessed in relation to this style of play.
- Weapon or superhero play should motivate and challenge children.
- Nursery Village will acknowledge the positive aspects of the character of the superhero and highlight the negative aspects of weapon use and physical violence, at a level that is appropriate to the age and needs of the children. This will usually be achieved through story, drama and appropriate discussion.
- Ongoing opportunities for quality imaginative play are not overlooked or left to chance, but thought about and planned in advance.
- All children should enjoy the play opportunity, if at any point a child seems upset or worried by the play we should acknowledge that and support the child(ren) with any anxieties.
- Parents and carers should be well informed about and comfortable with the approach to weapon and superhero play and the principles that underpin it.

Procedures

- At Nursery Village we believe gun play is a part of a child's imaginative and fantasy play and should be allowed to carry on if used in play.
- During Gun or weapons play, staff will help children understand boundaries and rights and wrongs and gives them the tools to resolve conflict peacefully.
- Practitioners will monitor all play for signs of aggression or violence in line with our [Behaviour Support Policy](#) and immediately stop play if it is deemed dangerous or of a violent nature.
- We will not actively encourage this sort of play but it will be supported through adult intervention and monitoring.
- Staff should pay close attention to concerning or overly aggressive language or behaviour.
- Children may demonstrate expertise, knowledge or experiences in their play which may sometimes be a cause for concern. In their play children give signals to practitioners and parents about what they know, how much they know, and what they need to know in order to make more sense of their world and their place in it. Any concerns should be recorded on a Cause for Concern Form.
- Staff and families should remember this 'type' of play allows the children to experiment with rules and boundaries; pushing them to their limits, it usually has strict guidelines, rules, and outcomes which have been created collaboratively.

t. Bullying Policy

Bullying is not always easy to define and can take many forms, however it may include:

- Physical – pushing, kicking, hitting, pinching and other forms of violence or threats.
- Verbal – name calling, sarcasm, spreading rumors, persistent teasing.
- Emotional – exclusion, tormenting, ridicule or humiliation.
- Racist – Racial taunts, graffiti or gestures.
- Social – Unwanted physical contact or abusive comments
- Homophobic – any hostile or offensive action against lesbian, gay or bisexuals or those perceived to be any of these above.

All of the above forms of bullying may not just be delivered on a personal, face to face basis, but also by using existing and new technology, known as cyber bullying. We can sum up bullying as actions taken by one or more people with the deliberate intention of hurting another person (in any of the above ways).

Our Aims:

This policy is designed to support the Nursery Village [Behaviour Support Policy](#), [Diversity and Equality Policy](#) and our [Inclusion Policy](#).

Bullying is about a pre-meditated act, which relies on a stage of cognitive development in order to think the process through.

- Bullying is wrong and is damaging to individual people. Nursery Village proactively implements policies and procedures to prevent this, by developing a nursery in which bullying is regarded as unacceptable.
- We aim to deliver a safe and secure environment where all children can play and learn without fear or anxiety.
- This policy aims to produce a consistent response to any bullying incidents that may occur.
- We aim to make all those connected with the nursery aware of our opposition to bullying and staff have a responsibility to eradicate bullying in any form within their nursery, leading by example.
- We do not tolerate any kind of bullying as stated above on any grounds whatsoever, and support all parties involved to gain a full understanding of our ethos.

Policy

Rough & Tumble Play

The Pre-School Learning Alliance has acknowledged and highlighted the need to recognise rough and tumble play, as distinct from inappropriate or aggressive behaviour. Television or films, which include superheroes, often influence young children or weapon play and they will mimic this behaviour through their play.

We endorse the following strategies to manage this kind of play:

- Recognise that this is pro-social play rather than aggressive.
- Set boundaries for the games to be set out in.
- Use planning opportunities to discuss the concept of 'good' and 'bad'.
- Support the play to find alternative solutions to weapon play, exploring different scenarios.

Hurtful Behaviour

Very young children are 'egocentric' which means that they put their own feelings before others, and even the most considerate child will have the occasional outburst due to frustration, anger or over exuberance. We acknowledge that this is a developmental area that needs to be nurtured and supported and that very young children do not intentionally wish to cause hurt.

If hurtful comments are made, our strategies are:

- To recognise that very young children are not always able to manage their own feelings and deliver them appropriately.
- Assist in this management to support their biological and cognitive development.
- Offer support to both parties and to discuss the issues through play, story times and circle time activities.

Anti-Bullying Procedure

The role of the Manager:

- It is the responsibility of the Manager to implement the Nursery Anti-Bullying strategy and to ensure that all staff and volunteers, are aware of the policy and know how to deal with incidents of bullying.
- The Manager ensures that all children begin to learn that bullying is wrong and that it is unacceptable behaviour in the nursery, drawing everyone's attention to this fact through staff meetings and regular monitoring.
- The Manager ensures that all staff are in receipt of sufficient training to be equipped to deal with any incidents of bullying.
- The Manager sets the nursery climate of mutual support and praise for successes, so making bullying less likely. When people feel they are important and belong to a friendly and welcoming setting, bullying is far less likely to occur.

The role of Staff:

- Staff in the nursery take all forms of bullying seriously and intervene to prevent incidents from taking place.
- A record is kept of all incidents of bullying that happen in the nursery and these are shared with the Manager.
- If staff witnesses an act of bullying, they will do all they can to support the person or persons who are being bullied.
- If a child is being bullied over a period of time, then, after consultation with the Manager, the Key Worker informs the child's parent.
- For all incidents of bullying, a Cause for Concern Form should be completed. We record all incidents of bullying that occur within the nursery.
- If practitioners become aware of any bullying taking place between members of a group, we deal with the situation immediately. This will involve supporting all parties to understand that it is not acceptable to be bullied, to be the recipient of bullying, and that the nursery will deal with the situation very seriously.
- If there are repeated patterns of bullying, the child's parents should be asked to meet with the Manager.

The role of Parents:

- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the Nursery Manager.
- Parents have a responsibility to support the nursery's Anti-Bullying policy and actively encourage their child to be a positive member of the nursery.
- Parents are expected to help develop their child's social skills at all times, in support of the nursery ethos.

i. Child on Child Abuse Policy

At Nursery Village we work in line with Keeping Children Safe in Education 2022, which states that childcare providers should ensure their child protection policy, includes procedures to minimise the risk of child-on-child abuse and sets out how allegations of child-on-child abuse will be investigated and dealt with.

This policy also states it is important to ensure opportunities seeking the voice of the child are heard, our setting will ensure the child's wishes and feelings are considered when determining what action to take and what services to provide.

Systems will be in place for children to express their views and give feedback. Ultimately, any system and process should operate with the best interests of the child at their heart.

At Nursery Village, we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child, with full consideration given to the impact on that individual child's emotional, mental health and well-being.

Our Aims

Children and young people may be harmful to one another in several ways which would be classified as child-on-child abuse. The purpose of this policy is to explore the many forms of child-on-child abuse and include a planned and supportive response to the issues.

At Nursery Village we have the following policies in place that should be read in conjunction with this policy:

- [Safeguarding Policy](#)
- [Behaviour Support Policy](#)
- [Weapon Play Policy](#)

Introduction to abuse and harmful behaviour

Abusive behaviour can happen to children in early years settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual, and what preventative strategies may be put in place to reduce further risk of harm.

Abusive or targeted behaviour between children should never be tolerated.

Types of Abuse

There are many forms of abuse that may occur between children and this list is not exhaustive.

Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

- Physical abuse may include, hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally, before considering the action to be taken.
- Sexually harmful behaviour or sexual abuse can include inappropriate sexual language, inappropriate role play, touching or sexual assault. Sexually harmful behaviour from young children is not always contrived or with the intent to harm others. There may be many reasons why a young child engages in sexually harmful behaviour and it may be just as distressing to the child who instigates it as well as the child it is intended towards.
- Prejudiced Behaviour and prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices to do with disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Procedures

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts, before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred, as soon after the event the child(ren) may have forgotten.

It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved.

In all cases of child on child abuse it is necessary that all staff are trained in dealing with such incidents, talking to children and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

Investigations

Speak to all staff who were present as well as children dependant on age and understanding, using consistent language and open questions. Try to gain clarity with open questions:

- What happened?
- Who observed the incident?
- What was seen?
- What was heard?
- Did anyone intervene?

- Track evidence through observations, incident reports and staff testimony.
- Consider the intent of the behaviour; Can you define a trigger or was this random?
- Has this been a deliberate or contrived incident?
- Is there a significant history of physical or verbal abuse from this child?
- Are staff involved and consistent with behaviour guidance and monitoring?
- Are all staff in the room informed of the circumstances and required amount of supervision?
- Are the parents working together with the setting using the same strategies? Are the parents consistent at home?
- Decide on your next course of action in conjunction with our [Behaviour Support Policy](#).

If from the information that you gather you believe any child to be at risk of significant harm, you must make a safeguarding referral immediately (where a crime has been committed the police should also be involved). If this is the case, once a referral is made, you should make a decision on what will happen next such as an Behaviour Support Plan or even suspension from nursery pending review.

It may also be that First Response feel that it does not meet their criteria, in which case you may challenge that decision, if you do not agree.

Points to Consider

What is the age of the children involved? In relation to sexual exploration for example, children under the age of 5, in particular 1-4-year olds who are learning toileting skills, may show a particular interest in exploration at around this stage. This, however, should not be overlooked if other issues arise.

Where did the incident or incidents take place? Was the incident in an open, visible place to others? If so was it observed? If not, is more supervision required within this area?

What was the explanation by all involved? Can anyone give the same explanation of the incident and also what is the effect on the child involved? Is the incident seen to be bullying for example, in which case is it regular and repetitive? Is the version given by one child different from another and why?

What is each of the children's own understanding of what occurred? Does the child or children know or understand what they are doing? For example, do they have knowledge of body parts, of privacy and what is inappropriate to touch?

Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour?

Is the behaviour deliberate and contrived? Does the young person have understanding of the impact of their behaviour on the other child? Does the child seem to enjoy being disruptive or abusive?

In dealing with an incident of this nature the answers are not always clear cut. If you are concerned or unsure as to whether or not there is any risk involved, please seek advice from another trusted practitioner, Children's Services or Families in focus.

Repetition- Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

Next Steps

Once the outcome of the incident(s) has been established, it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

For the child who has displayed harmful behaviour, it is important to find out why the young person has behaved in such a way. Particular support from identified services may be necessary through early help referral and the child may require additional support from family members.

Even following the conclusion of any investigation, the behaviour that the child has displayed may continue to pose a risk to others, in which case an individual risk assessment may be required. This should be completed via a multi-agency response, to ensure that the needs of the child and the risks towards others are measured by all those agencies involved including the child and their parents.

This may mean additional supervision of the child or protective strategies if the child feels at risk of engaging in further inappropriate or harmful behaviour.

Informing Parents

You should inform parents at your earliest opportunity, providing you feel it is safe to do so and will not cause the child any harm.

If in the event of a serious incident, once appropriate advice has been sought from police or social care where relevant and you have agreement to inform parents, then you need to inform the parents as soon as possible.

If services are not going to be involved, this information may need to be shared with parents.

The best way to inform parents is face to face. However, depending on the situation this isn't always possible, due to the nature of the incident and the type of harm or abuse a child may be suffering, this can cause fear and anxiety for parents whether their child is the child who was harmed or who harmed another.

After Care

It is important that following the incident the parents and children involved continue to feel supported and receive help, even if they have stated that they are managing the incident.

Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident.

It is important to develop appropriate strategies in order to prevent the issue of child on child abuse rather than manage the issues in a reactive way.

It is necessary that staff consider each issue and everyone in their own right, before taking any action. Support strategies should be offered to children and parents involved.

Ultimately, following investigation and a thorough review, Nursery Village reserve the right to terminate a Childcare Agreement in line with our Terms and Conditions if we feel that we have exhausted every possible strategy to avoid a child hurting another child; we have evidence that the child's behaviour is not being dealt with consistently at home; or advice to take child to an outside agency such as GP or Health Visitor is not followed.

u. Babysitting Policy

Nursery Village does not offer a babysitting service out of our hours; however, we understand that parents sometimes ask members of our staff team to babysit for their children.

Our Aims:

This policy aims to ensure clarity regarding this private arrangement between staff and parents, should a parent engage a member of the Nursery Village team.

Parents are reminded of our Terms & Conditions, which are accepted in order for Nursery Village to provide our childcare service, specifically clause 7 – Employment of Staff.

Policy

- Nursery Village will not recommend or be responsible for any private arrangements or agreements that are made between staff and families.
- Out of hours work arrangements must not interfere with a staff member's employment at Nursery Village.
- Confidentiality of employment must be adhered to and respected.
- Parents should be aware that other adults accompanying the babysitter may not have the relevant Disclosure and Barring Service clearance, and it may not be appropriate for them to care for children.
- Nursery Village will not be held responsible for any Health & Safety or other issues that may arise from these private arrangements.
- Nursery Village has a duty to safeguard all children whilst on our premises and in the care of our staff, but this duty does not extend to private arrangements between staff and parents outside of our business hours. However, if a staff member has concerns for a child following a private babysitting arrangement, they are obligated to report these concerns on to the Designated Safeguarding Person within their Nursery.
- If a staff member is to take a child out of the Nursery at the end of their session, the parents must inform the Nursery so that this can be recorded within the Family app.
- No staff member or child will be covered under Nursery Village insurance for any private arrangements and Nursery Village cannot be held liable or responsible for any occurrence or eventuality once the child has left the premises.
- Requests for babysitting should be made privately and must not be made during Nursery time or through direct contact with the Nursery during the day.
- The rate for babysitting should be agreed in advance. However, payment for babysitting is a private arrangement between the member of staff and the parents and Nursery Village takes no responsibility for any issues around payment for babysitting.

v. Off Site Trips Policy

Our Aims:

Nursery Village recognise the value of external activities in broadening children's horizons and providing them with opportunities to express themselves in different environments, away from the regular Nursery setting. They extend the realm of experience for both the child and our staff and can help to strengthen relationships and provide enhanced opportunities to feel part of the Nursery setting.

Policy

External activities do require some extra thought and a number of measures need to be put into place to ensure they are safe and fun for everyone.

Safety

- A risk assessment for each type of external activity **MUST** be undertaken before leaving. This will include the nature of the venue, activities or transport and **MUST** be recorded on file at the Nursery before any external activity can be undertaken.
- Nursery Village will check that any transport employed, carries an appropriate Public Transport certification and safety equipment suitable for the age and number of children travelling.
- Transporting children in private vehicles is **NOT** permitted, given the risks to Child Protection and Safeguarding or securing suitable insurance criteria.
- The staff ratio will be at least 1 adult to every 5 children, or a lower ratio where the age of children would require, for example 1 to 3 for under twos.
- Staff will be allocated a named group of up to 5 children they will be responsible for during the trip.
- Staff will not be left alone with any children, if this can be avoided and must abide by our [Lone Working Policy](#) at all times.
- The nominated trip leader will take an accurate register of the day's children and staff on all trips, recorded on the Famly app. This will include emergency contact information for parents and medical information for individual children.
- Staff must take a Nursery First Aid Kit and Company Tablet Device on all trips, as well as any medication needed, such as inhalers which must be clearly labelled with specific guidelines on their administration and use.
- The nominated leader will carry a mobile phone, fully charged, at all times and phone reception at the venue should be checked beforehand wherever possible.
- Staff will take 'sick bags', plastic bags, tissues, wet wipes and water on trips, whilst spare children's clothes, towels or other specific items may also be needed.
- The leader will take a headcount when the children get onto and off any transport and at regular intervals, not exceeding 1 hour, throughout the trip.
- All children will wear Nursery Hi Viz jackets and labels displaying the name of the Nursery and phone number so if they are lost the leader can be contacted. Under no circumstances will the children's names be included on labels.
- Children will have regular refreshments and access to toilet facilities.
- In the event of a child being lost, the Missing Child procedure will be followed.

Involving Children

- When a venue is being chosen, children will be asked where they would like to go.
- Feedback from children and their parents will be encouraged and will inform future external activities.
- Staff will discuss with the children who their keyworker is, and what to do if they are lost or concerned. This will include establishing a base at the venue on arrival.
- Staff will let children know what will be happening throughout the day so they know what to expect. This may include talking through any special rules and assessing particular risks with children beforehand, for example *“we aren’t going to feed the animals because…”*
- Clear routines will be established, staff will explain to the children what is expected of them in terms of their behaviour and children will be encouraged to take care of their belongings.
- Staff must be clear on the importance of questioning strangers and staff will also talk to the children about stranger danger risks before each outing.

Providing Opportunities

- Full consideration will be given to ensuring trips are physically accessible, age appropriate, culturally appropriate and that activities are non-discriminatory.
- Periods of quiet time and breaks will be built into the day wherever possible.

Working with Parents

- Any external activity **MUST** be recorded as a new event on Famly, for which a child's parent or carer **MUST** respond to confirm their child's attendance is with their permission.
- Each child **MUST** also have “Permission” granted through Famly for external activities, which appropriately covers the trip being taken.
- If a parent or carer has not granted permission through Famly or confirmed their child's attendance at the external event, Nursery Village will not be able to take the child on the visit. Nursery Village will not be able to offer alternative childcare for children unable to attend off-site visits.
- All external activities will be timed to coincide with the booked sessions of the children invited to attend, or parents will be advised of the need to amend their booking to cover the planned activity and this will be made clear to parents.
- Every attempt will be made to keep costs low and affordable for all families, however external activities may incur an extra charge and parents will be advised of this accordingly beforehand.
- External activities are **ONLY** open to children who have previously spent at least one week at their Nursery setting and we reserve the right to exclude children from external activities if their behaviour is likely to jeopardise the safety of the Nursery.

w. E-Safety Policy

Nursery Village has a commitment to keeping children safe and healthy and the e- safety policy operates at all times under the umbrella of the [Safeguarding Policy](#). The e-safety policy is the implementation of the Safeguarding policy in relation to electronic communications of all types.

The Internet is now regarded as an essential resource to support teaching and learning. Computer skills are vital to accessing life-long learning and employment. It is important for children to learn to be e-safe from an early age and the nursery can play a vital part in starting this process.

In line with other nursery policies that protect children from other dangers, there is a requirement to provide children with as safe an internet environment as possible and a need to begin to teach them to be aware of and respond responsibly to possible risks.

This policy should be read in conjunction with our [Mobile Phone & Digital Media Policy](#).

Our Aims:

- To begin the learning process with the children on how to be e-safe, to recognise when information or material is inappropriate or makes them feel uncomfortable and how to ask for help.
- To ensure the safe use of technology to enhance learning and development.

Procedures**Digital Images**

- Staff must only use the setting's own iPads to take any photographs and these must be deleted every week
- Staff cannot use any other digital device to take photographs in the setting.
- Parent's or Carer's permission will be obtained for all images taken, used outside the child's Learning Journey recorded securely on the Famly system.
- Where photographs are used with parental permission on the website or for promotional purposes, no child will be named.

Computer and Internet Use

The computer systems and iPads are owned by Nursery Village and have appropriate software to ensure safe internet use.

The Directors and Nursery Manager are responsible for nursery systems and will ensure that the appropriate filters are applied to internet apps and software.

If staff discover unsuitable sites have been accessed, they must report their findings to the Nursery Manager or Child Protection Officer immediately so that filters can be reviewed.

- A member of staff will observe the children when they are using the internet and ensure that it is appropriate.

- Activity that is found to be unsuitable or that attacks or corrupts other systems is forbidden.
- Users are responsible for all e-mails and messages sent and received
- Use for gambling is forbidden.
- Copyright of materials must be respected.
- Use of the computer system to access inappropriate materials such as pornographic, racist or offensive material is forbidden and will result in disciplinary action.
- Work email accounts may only be accessed on the Nursery devices unless permission is given from the Directors.
- Nursery Internet access will be tailored expressly for educational use and will include appropriate filtering. Children will learn appropriate Internet use. Staff will guide children in online activities that will support their learning journeys.
- The Internet is also used in nursery to support the professional work of staff, to allow effective planning, training and to enhance management information. Eg. rostering and payroll.
- Social networking sites will not be accessed during work hours.
- Children will only use age appropriate software in the setting.

Mobile Phones

Staff or volunteers cannot carry or use their personal mobile phones whilst working in the setting. The phone must be on silent in their staff locker during their working hours.

Staff may not use any camera facility on any of their personal devices whilst anywhere on the premises, in line with our [Mobile Phone & Digital Media Policy](#).

Parents and E-Safety

As a parent or carer you play a key role in helping your child to stay safe online.

You don't need to be an expert on the internet to help keep your child stay safe online. Our advice and resources are here to support you as you support your child to use the internet safely, responsibly and positively.

It is really important to discuss with your children on an ongoing basis about staying safe online. Not sure where to begin? These conversation starter suggestions can help:

- Ask your children to tell you about the sites they like to visit and what they enjoy doing online.
- Ask them about how they stay safe online. What tips do they have for you, and where did they learn them?
- What is OK and not OK to share?
- Ask them if they know where to go for help, where to find safety advice.
- Ensure they know who they can talk to if something worries them.
- Encourage them to help someone! Perhaps they can show you how to do something better online or they might have a friend who would benefit from their help or support.
- Think about how you each use the internet. What more could you do to use the internet together? Are there activities that you could enjoy as a family?

3. Health & Safety

a. Health & Safety Policy

Our Aims:

Nursery Village believe in a safe and nurturing environment, where we aim to make children, parents and staff aware of Health & Safety issues and to minimise the hazards and risks to enable the children to thrive in a safe and healthy environment.

Overall and final responsibility for Health & Safety rests with your Nursery Manager.

Policy

Our Policy is to provide and maintain a safe and healthy environment for all of those affected by our activities, especially children and their families, staff and visitors.

The policy will be kept up to date and to ensure this, the policy and the way in which it has operated will be reviewed every year.

Nursery Village carries Public Liability and Employer's Liability insurance, the certificate for which is displayed within the entrance reception or the Nursery Managers office.

Staff Responsibilities

Management and staff must ensure that Health & Safety remains our first priority.

Each staff member is responsible for Health & Safety and must notify their Nursery Manager if they notice a Health & Safety issue that they are not able to rectify.

Nursery Village as a company have an overall duty to act upon and oversee any Health & Safety issues that are brought to their attention and **MUST** ensure that risk assessments are completed, and the appropriate policies are in place and implemented.

As a team we will strive to;

- Create an environment that is safe and without risk to health.
- Prevent accidents and cases of work related ill health.
- Use, maintain and store equipment safely.
- Ensure that all staff are competent in the work in which they are engaged.

Health & Safety Executive

Tel: **0845 345 0055**

Fire Safety

We will abide by current legislation outlining our roles and responsibilities in the event of a fire, including having the appropriate fire detection and control equipment which is in working order, where the safety of the children and our staff is the top priority.

We will also complete a fire risk assessment for our premises and carry out weekly fire alarm tests, to include staff awareness of alarm and evacuation procedures.

Premises and Outdoor Space

We will abide by regulations as laid out in the EYFS and other current legislation when it comes to the Health & Safety of our premises and outdoor space. We make a commitment to ensuring our premises, outdoor space and equipment are safe and appropriate for their use.

We will ensure rooms used by the Nursery will be used solely by the Nursery during the hours of operation and that space allocations meet the minimum requirements for children.

- Minimum of 2.3 m² per child for 3 - 7 year olds.
- Minimum of 2.5 m² for 2 years olds.
- Minimum of 3.5 m² for under 2's.

Materials and Equipment

We believe a child's play experience will be considerably enhanced if they have access to a wide range of materials. All materials used in the Nursery will be child friendly and without exception, will be subject to regular safety checks and used in line with their manufacturers guidelines and our own risk assessments for any activities.

Food Hygiene and Allergies

For Health & Safety reasons we cannot allow food not provided by Nursery Village to be brought in by parents, unless under special circumstances, pre-planned and arranged with a member of our team. Whilst our staff are trained to at least Food Hygiene Level 2 standard, food prepared at home, cannot be assured as free from certain ingredients or allergens, which may pose a risk to some children in our care.

Staffing and Supervision

We will abide by current legislation in regard to staffing qualifications, safe recruitment and vetting of staff and staff induction training. Workers under 17 years of age are not counted in the staff to child ratio.

We will abide by current legislation in regard to staff to child ratios.

Control of Substances Hazardous to Health (COSHH)

We will abide by the COSHH regulations to prevent any staff or children coming into contact with substances hazardous to health and wherever possible, we will avoid the use of those

substances. We maintain a COSHH Register, COSHH Risk Assessments and further information such as safety data sheets on any chemicals that are used in the Nursery.

We will make staff aware of this information and train, support and monitor them in carrying out safe working practices.

Record Keeping

We will abide by current legislation in regard to documentation, providers records, registration and information of children, staff and visitors. We will also ensure that all records will be held securely and kept confidential (except as legally obliged).

First Aid

Please refer to our [First Aid Policy](#).

In regard to allergies, dietary or medical requirements, a record will be maintained for each child within their Family digital profile, accessible to all staff responsible for that child.

The Nursery Manager and Room Leader will make all staff aware of any allergies or specific dietary or medical requirements of children in attendance and all details held for this can be found on our secure Family system.

Information

We also hold a number of other policies and procedures that support the general Health & Safety of those who work in, attend and visit our Nursery, including:

- [Fire & Evacuation Policy](#)
- [Smoking, Alcohol & Drugs Policy](#)
- [Safer Recruitment Policy](#)
- [Missing Child Policy](#)
- [Uncollected Child Policy](#)
- [Arrival and Departures Policy](#)
- [First Aid Policy](#)
- [Safeguarding Policy](#)
- [Mobile Phone & Digital Media Policy](#)
- [Confidentiality & Data Protection Policy](#)
- [Medication Policy](#)
- [Children's Sickness Policy](#)
- Risk Assessments
- Control of Substances Hazardous to Health (COSHH)
- Insurance Certificates
- Staff Handbook
- Fire Test Record
- Visitor's Record Book
- Registration Details

b. Children's Sickness Policy**Our Aims:**

To provide a safe and healthy environment for all children, staff and visitors.

Policy

We cannot accept any child who is unwell or who has had a serious infectious illness and, any child who becomes ill at nursery must be treated promptly.

It is vital that we follow the advice given to us by our registering authority and specific NHS guidelines relating to children under 5.

Nursery Village staff are trained in Paediatric First Aid.

Procedures**Control of Illness**

There may be occasions when a child is not so ill as to require medical care but nevertheless childcare would be unsuitable. If a child arrives at Nursery and their Room Leader or Nursery Manager does not consider them well enough to attend, the parents or carers will be advised accordingly.

We will make every effort to stop the spread of infection within the Nursery but can only do this with the co-operation of parents or carers. We follow set advice on common childhood ailments and their exclusion periods:

- **Coughs, Colds and Sore Throats** - We appreciate that children often pick up cold viruses without being ill and accept they do not need to stay away from the Nursery. However, if they have a raised temperature, continued cough, or are unable to eat, then exclusion will be necessary.
- **Sickness or Diarrhoea** - Any child with sickness and/or diarrhoea must be kept away from the Nursery for at least 48 hours after the last episode. This procedure applies equally to all staff, in the interests of a healthy environment for all.
- **Temperatures** - Any child with a raised temperature, even if not accompanied by any other symptoms, should be kept away until their temperature returns to normal. A normal temperature for children **under 5** is around **36.4C** and whilst this can vary slightly, a fever is usually considered to be a temperature of **38C** or above, when a child will need to be sent home.
- **Conjunctivitis** - Any child with symptoms of conjunctivitis, should be kept away from Nursery until the symptoms have been clear for 48 hours, or where prescribed medication has been taken for the condition for 24 hours.

Further information on infectious diseases can be found on the Public Health England section of the www.gov.uk website.

Staff Procedures

- If a child becomes ill during the nursery day, the parent or carer will be contacted and asked to pick their child up as soon as possible. During this time the child will be cared for in a quiet, calm area with their key person or another familiar member of staff within the child's room.
- If a contagious infection is identified in the Nursery, parents will be informed to enable them to spot the early signs of this illness. All equipment and resources that may have come into contact with a contagious child will be cleaned and sterilised thoroughly to reduce the spread of infection.
- **48 Hour Rule** - If a child has been unwell with a contagious condition (at home or at nursery), we will ask for exact details and remind them that our policy is to keep them away from Nursery for 48 hours after the final symptom has been clear.
- **24 Hour Rule** - In the case of a condition which is being treated with prescribed antibiotics, the child must be kept away from Nursery until 24 hours after starting the medication.
- **Fever** - Staff will check if a child feels hot to touch on their back, forehead or stomach, has flushed cheeks and feels sweaty or clammy. As soon as a child shows signs of feeling unwell, the child's key person or Room Leader will take their temperature with a thermometer under the armpit and continue to monitor them every 5 minutes for 15 minutes.

If a child's temperature reaches **38C** the Nursery staff will try and bring the temperature down by removing layers of clothing, offering water and turning the room temperature down. **If the child's temperature remains at or above 38C after 15 minutes, parents will be contacted immediately to collect their child.**

- Nursery staff have the right to refuse to administer any medication with which they feel uncomfortable. Please can all parents respect our staff team's decisions as our policies are in place to prevent infection from spreading around the nursery.
- Any decision to contact a child's parent or carer, must be made by a Room Leader or the Nursery Manager, using the contact details held within Famly. Should no contact be made, the next listed Emergency contact will be attempted.
- Where a parent or carer cannot be contacted, cannot arrive to collect the child in good time or the child's condition deteriorates, the Nursery Manager should consider treating the situation under our [Serious Accident & Emergency Policy](#).
- **Calpol** may be given when a child has a high temperature or for mild pain relief, therefore if a child has been given Calpol on 3 consecutive days they will not be able to return to the nursery until they have been seen by a GP. The 3 days include any days when a child is not at the nursery. We will not administer more than 1 dose of Calpol in a day, therefore if symptoms persist, the child must be sent home.

Ongoing Medical Needs

For chronic illnesses or children with additional medical needs, we will administer as necessary, any medication we have prior consent for. A Prescribed Medication Form must be completed, in accordance with our [Medication Policy](#).

With the exception of Calpol, no non-prescribed medication that must be orally ingested, can be administered at nursery.

Serious Illness

If a child should suddenly become seriously ill during their session, we will immediately seek medical attention.

The Nursery will follow our [Serious Accident & Emergency Policy](#).

RIDDOR

RIDDOR means the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations and there are certain things that have to be reported to RIDDOR.

Reportable diseases include certain poisonings, some skin diseases, lung diseases and infections such as hepatitis, tuberculosis, anthrax, legionellosis and tetanus. If we are unsure, we will ask a Health Professional for advice or refer to the RIDDOR web-site at www.hse.gov.uk/RIDDOR/

We will keep a record of the incident on Famly and mark as reported to RIDDOR, which will include the date, time and place of event, the personal details of those involved and a brief description of the nature of the event or disease.

- To report to RIDDOR online visit: **www.hse.gov.uk/RIDDOR/report.htm**
- To report fatal, specified and major incidents only Tel: **0345 300 9923**

As well as reporting the outbreak to RIDDOR, we must also notify OFSTED

OFSTED

Tel: **0300 123 1231**

You may also need to contact your local Public Health England office:

Avon, Gloucestershire and Wiltshire HPT (Health Protection Team)
Public Health England South West
2 Rivergate
Temple Quay
Bristol BS1 6EH
Tel: **0300 303 8162**

c. Medication Policy

Medication, either prescribed or non-prescribed, may be required from time to time by children within our care.

Policy

- Non-Prescribed Medication **CANNOT** be administered for a child at Nursery, with the exception of **Calpol** provided by the nursery.
- **Calpol** may be given when a child has a high temperature or for mild pain relief, therefore if a child has been given Calpol on 3 consecutive days they will not be able to return to the nursery until they have been seen by a GP. The 3 days include any days when a child is not at the nursery.
- We will not administer more than 1 dose of **Calpol** in any one day, therefore if symptoms persist, the child must be sent home. A Family Calpol Permission must be correctly completed by the parent or carer for that child and they **MUST** confirm by Family message that Calpol can be administered on that day, even when contacted by phone.
- Prescribed Medication may only be administered for a child at Nursery, where a Prescribed Medication Form has been correctly completed and signed by the parent or carer, for the duration of that prescription.
- Medication will be administered by the child's Room Leader and witnessed by a second staff member, before signing the Medication form and making a visible note on the child's Family profile when complete.
- All medication must be clearly labelled in its original packaging and with the original pharmacy label in the child's name. Once handed over to a member of staff, it will be stored in a medicine cupboard or refrigerated as appropriate.
- Over the counter creams and non-ingested medicated treatments, can be administered by all nursery staff, when in their original packaging and clearly labelled for the child and a Family permission has been completed by the parent or carer.

For chronic illnesses or children with additional medical needs, then a 'Health Care Plan' is completed for the child and held at the Nursery.

- All medication must be stored correctly within the Nursery, within the Medicine cupboard within the child's room.
- Medicine which must be refrigerated may be kept either in the kitchen fridge or the milk station fridge as appropriate.
- All medicines must be clearly labelled with a child's name and be in date, or otherwise disposed of.

- All medicines without an accompanying Medication Form **MUST** not be used, until a Medication Form is correctly completed by the parent or carer.
- Parents must allow time at the beginning of the day to complete all relevant medicine forms.
- Medication **MUST NOT** be administered by a single staff member, but by the child's Room Leader or Nursery Manager and witnessed by a second staff member.
- Medicines should always be provided in the original container and include the prescriber's instructions. We will not administer any medicines if they have been taken out of their original container.
- Both the person administering the medicine and the witness will be held equally responsible for all medication given.
- Nursery staff will be aware of the needs of children on long-term medication, be aware and familiar with their Health Care Plan and work closely with the parents or carers to ensure that administration of medicines is consistent with the child's medical needs.

d. Virus & Infection Control Policy

Some viruses and infections can be easily passed from person to person by breathing in air containing the virus, or coming into contact with an infectious person or a surface they've touched. Viruses and infections can also be spread through coughs or sneezes, blood or fecal matter through hand or facial contact.

Our Aims:

Nursery Village aim to ensure a safe and nurturing environment, maintaining the good health and safety of all those on site, through minimised exposure and risk of any illness, virus or infection.

Policy

As set out in our [Children's Sickness Policy](#), we cannot accept any child who is unwell or who has had a serious infectious illness. It is vital that we follow the advice given to us by our registering authority and specific NHS guidelines relating to children under 5.

In addition, further restrictions or specific policies may be used from time to time, such as our Covid-19 Nursery Policy (May 2020). These policies will set out specific measures that apply in that case, which may detail further exclusions and their criteria.

Nursery Village staff are trained in Paediatric First Aid.

Procedures

The best way to prevent a virus or infection from moving around the nursery environment, is to maintain thorough hygiene standards in the nursery. To do this we will always follow our Policies and Procedures, current best practice guidelines as well as specific guidance below:

- Ensure where possible staff and children use tissues when coughing or sneezing to catch all germs.
- Ensure all tissues are disposed of in a hygienic way and all children and staff wash their hands once the tissue is disposed of.
- Encourage all children to do the above by discussing the need for good hygiene procedures in helping them to stay healthy.
- Staff all wear the appropriate Personal Protective Equipment (PPE) when changing nappies, toileting children and dealing with any other bodily fluids. Staff are requested to dispose of these in the appropriate manner and wash hands immediately.
- All potties and changing mats are cleaned with Anti Bacterial spray before and after each use.

- All toilets are cleaned at least daily and, in the event of contact with an infectious illness they should be cleaned after each use.
- Appropriate hand washing and cleaning procedures should always be followed when handling food. All staff are trained in Food Hygiene practices.
- Staff are to remind children to wash their hands before eating, after visiting the toilet, playing outside or being in contact with any animal and explain the reasons for this.
- All toys, equipment and resources will be cleaned on a regular basis by following a comprehensive cleaning rota and using an antibacterial cleanser or washing machine.
- All equipment used by babies and toddlers, may be washed or cleaned additionally on an as needed basis, for example when the children have placed it in their mouth.
- Dummies will be stored in children's bags which should be labelled with the child's name to prevent cross-contamination.
- If a dummy or bottle falls on the floor or is picked up by another child, this is cleaned immediately and sterilised where necessary.
- Individual bedding will be used by children and labelled. This will be washed at least once a week and not used for any other child.
- Parents and visitors will be required to remove all outdoor footwear or use shoe covers when entering rooms where children may be crawling or sitting on the floor.
- During specific measures from time to time, Parents or Visitors may not be permitted to enter the nursery at all, such as our Covid-19 Nursery Policy (May 2020).
- When children are ill, we will follow the [Children's Sickness Policy](#) or any additional policies or Government guidance to prevent the spread of any infection in the nursery. Children and Staff may be required to stay at home if they are contagious.
- Overall and final responsibility for Health & Safety rests with the Nursery Manager, including the right to refuse entry to any children, parents, staff or visitors who are deemed contagious and may impact on the welfare of the rest of the nursery.
- Parents will be made aware of these procedures, in order for them to follow these guidelines whilst in the nursery at any time.
- Periodically, each room in the nursery undergoes a deep clean routine, including all equipment, surfaces and soft furnishings to minimize the spread of infection. These routines are brought forward or increased, if and when the risk requires it.
- The nursery maintains stocks of tissues, antibacterial hand washing and cleaning equipment, sterilising fluid and PPE as required.

In the event of an outbreak or case of infectious illness, extra measures may be considered and put into place which may include but are not limited to:

- Deep clean of all toilets twice daily including anti bacterial cleaning of each toilet after use.
- A Toilet Monitor may be put into place, to support and ensure children's safety and hygiene whilst using toilets.
- Hand washing procedures and routines will be put into place to increase hand hygiene and stop any spread of infection or virus.
- A full deep clean of the nursery will be carried out by staff at the end of each day, including door handles and touch plates, changing areas, chairs and tables.
- We may deem it necessary to employ an external agency for periodic deep cleaning after the nursery closes to ensure nothing is missed.

A full risk assessment will be carried out to decide if any extra measures are needed on a case by case basis.

e. First Aid Policy**Our Aims:**

Nursery Village aim to ensure the good health and safety of all those on site, and to provide for effective action should anyone become ill or suffer injury.

Policy

Only First Aid qualified staff are allowed to administer First Aid and give First Aid advice.

A 12-hour Paediatric First Aid course is necessary for registered childcare provisions and our staff, which is required for all new staff members and must be renewed every 3 years before being recorded under the Family Qualifications section.

- There MUST be at least one person who has a current paediatric first aid certificate on the premises and available at all times when children are present, and accompany children on external activities.
- Nursery Village will take into account the number of children, staff and layout of premises to ensure that a paediatric first aider is always available and able to respond to emergencies quickly.
- There is a First Aid kit accessible at all times with appropriate content for use with children.
- All Accidents & Incidents are recorded as they occur on Family, including first aid treatment given.
- Parents or carers are notified through the Family app of any accident or injury sustained by a child on the same day, or as soon as reasonably practicable, of any first aid treatment given. This must be acknowledged to complete the record.
- All staff act in “loco parentis” during the time that the Nursery is open for children, which means “in the place of a parent” and refers to the legal responsibility of a person or organisation to take on some of the functions and responsibilities of a parent.
- Names of qualified First Aid staff are displayed within the Nursery.

Staff responsibilities are:

- To be aware of the Nursery’s first aid arrangements, policies and procedures.
- To take charge in the situation where personal injury or illness has occurred and where further medical help is needed.
- To ensure that a First Aid kit is provided and stocked with appropriate items and to refer any issues to their Nursery Manager or Designated Safeguarding Person.
- To always take a First Aid kit and accident book on all external activities.
- In cases of injury, the staff members responsibility ends when the patient is handed over to a medically trained professional or the parent or carer.

Accident forms

For all injuries (whether involving the children, staff or visitors) an accident form must be completed on Family at the first possible opportunity.

This must include the member of staff who witnessed the injury or who was closest at the time it occurred, plus any additional staff who were present at the time.

In the case of an injury involving a child, the form must be sent to the parent or carer who must acknowledge the record electronically, which should be confirmed when the child is collected from Nursery.

Near misses must also be recorded. (A near miss is an event or situation that could have, but didn't result in injury, damage or loss). Accident forms for all eventualities, including children and staff, are then stored confidentially, in date order on the Famly digital system.

Accident forms will be reviewed periodically by the Nursery Manager, making enquiries about the appropriate supervision and organisation, or use of materials, to help prevent further accidents occurring. This may assist in informing a review of Risk Assessments.

First Aid kits

First Aid kit locations are displayed on Nursery notice boards and prominently throughout.

Nursery Village will have a checklist inside the First Aid kit for when the kit was last checked and by whom and will ensure that disposable plastic gloves are available in the First Aid kit, along with plastic bags for the disposal of soiled dressings and bio hazards.

Change of Clothes

The Nursery will have a range of spare clothes to cover boys and girls across the age range.

- Wherever possible, children should change into their own clothes.
- The Nursery will take care to respect the child's privacy and dignity.
- Disposable gloves will be worn when assisting a child, which will be disposed of in a bio hazard "yellow bagged" bin.
- Dirty clothes will be placed into a plastic bag ready for the parents or carer to collect.

f. Serious Accident & Emergency Policy

In the event of a child sustaining an injury or serious illness, a paediatric first aider will be called to the scene.

Before going to the child, the member of staff will ensure that they are not putting themselves in any danger and may call or shout to the child in order to gain a response and to reassure them. Remaining members of staff present will take all of the other children away from the area.

The first aider will then proceed to treat the child and injury, following their training.

- The Nursery's first priority must be to ensure the safety of all present and to give necessary first aid attention.
- Parents or carers must be contacted as soon as possible.
- An ambulance should be called for anyone requiring hospital treatment and staff should be ready to give the following information:
 - The name of the person calling.
 - The address of the Nursery.
 - Name and age of the person who needs the ambulance.
 - Reason for calling the ambulance, including any deterioration in the person's condition.

Policy

- Staff should not use their own transport unless their insurance policy specifically permits this and there is another member of staff available to accompany them.
- The child's Registration record (Family) and any Medication form or Health Care Plan must accompany the child to the hospital unless the parents or carers go with them.
- If necessary, a Senior Practitioner will go with the child in the ambulance and stay with them until a parent or carer arrives.
- The Nursery will record all serious accidents, both on Family and the Accident and Incident book.
- The Nursery will notify OFSTED of any serious accidents or injuries as soon as possible and within 14 days of the incident.
- The Nursery will immediately report fatal or serious injuries by telephone to OFSTED and the Health & Safety Executive (RIDDOR), followed up by an accident report submission.
- The Nursery will complete any reporting paperwork as required by their insurance company.
- The Nursery will record and report dangerous occurrences in the same way as fatal or serious injuries, and outline in the incident book what steps they will take to avoid a recurrence.
- In the event of a fatal or serious injury the Nursery will not move anything at the scene until an examination has been carried out, unless it is essential to do so in order to help the injured or prevent further injury.

Please refer to OFSTED's 'Early Years Compliance handbook' for further information on serious injuries and what is reportable to OFSTED.

Bristol Child Protection Agency for Serious Accident Reporting

First Response

Tel: **0117 903 6444**.

RIDDOR

RIDDOR means the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations and there are certain things that have to be reported to RIDDOR.

Reportable diseases include certain poisonings, some skin diseases, lung diseases and infections such as hepatitis, tuberculosis, anthrax, legionellosis and tetanus. If we are unsure, we will ask a Health Professional for advice or refer to the RIDDOR web-site at www.hse.gov.uk/RIDDOR/

We will keep a record of the incident on Famly and mark as reported to RIDDOR, which will include the date, time and place of event, the personal details of those involved and a brief description of the nature of the event or disease.

- To report to RIDDOR online visit: **www.hse.gov.uk/RIDDOR/report.htm**
- To report fatal, specified and major incidents only Tel: **0345 300 9923**

As well as reporting the incident to RIDDOR, we must also notify OFSTED within 14 days.

OFSTED

Tel: **0300 123 1231**

g. Fire & Evacuation Policy

Our Aims:

To protect and preserve life, in the event of a Fire Alarm or Evacuation, for whatever reason.

Policy

**In the event of a fire do not attempt to put it out yourself.
Ensure your safety and the safety of the children in your care.**

- The Nursery Fire Alarm and Door Release system will be tested and logged on a weekly basis, every Tuesday.
- We will have regular fire drills and all information will be recorded in the fire drill book, which is kept in the Nursery office.
- Fire extinguishers are installed and maintained by a qualified and authorised agent on an annual basis, with all exits kept in good repair.
- Fire extinguishers and firefighting equipment are installed only to facilitate your evacuation and include:
 - Water extinguishers throughout the Nursery
 - Powder extinguisher in the kitchen
 - Fire blanket in the kitchen
 - CO2 extinguisher

Procedures

In the event of a fire or other emergency requiring evacuation;

- An alarm call point should be pressed firmly until the alarm is triggered.
- In each room there is a notice of our Fire & Evacuation Procedure.
- If someone is injured and you can help them out do, if this puts you in danger you have to leave them and get out of the building.
- All Room Leaders need to take their electronic registers (Company Tablet Device) with emergency contact details sheet for each room to account for all children.
- Take the Emergency Mobile Phone.
- Take at least one First Aid kit, there is one is located in every room.
- Take the electronic registers (Company Tablet Device) when everyone has evacuated the building.
- Staff are responsible for the room they are in at the time of fire and will check the toilets and closed rooms to ensure everyone has got out of the building safely and is not trapped.
- **Do not re-enter the building under any circumstances.**
- In the event of an alarm all security doors will unlock, and you will be able to exit the building freely.
- Once safely outside, a Manager or Room Leader should call **999**.

Under Two's

- Children are to be ferried out of the room, with the use of evacuation cots if needed.
- Exit the building until everyone is together and proceed to the fire assembly point.
- The last member of staff to leave the room must remember the electronic registers (Company Tablet Device).

Over Two's

- Children are to be led out of the room swiftly.
- Exit the building until everyone is together and proceed to the fire assembly point.
- The last member of staff to leave the room must remember the electronic registers (Company Tablet Device).

Upstairs

- Where children are present on a first floor, they are to be led cautiously down the stairs, and exit the building using the nearest fire escape.
- Exit the building until everyone is together and proceed to the fire assembly point.
- The last member of staff to leave the room must remember the electronic registers (Company Tablet Device)

Staff Only Areas (Office, Kitchen, Staff Room)

- All staff duties must stop, and staff proceed to their assigned rooms to help evacuate children, where their route is clear and safe to proceed.
- The Nursery Manager or Deputy on the day, will call **999** and ensure all children and staff are accounted for.

h. Nappy Changing and Toileting Policy

Our Aims:

No child is excluded from participating in our Nursery who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent.

We work with parents and carers towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

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

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

All children are treated with dignity, care and compassion during nappy changing and toileting.

Policy

Staff will ensure this time is relaxed and never make negative comments about nappy, potty or toilet contents.

- Children are changed as and when necessary, not at set times, though we will aim to adhere to parents or carers wishes and children's established routines.
- Young children from two years should wear 'pull ups' or other types of training pants as soon as they are comfortable with this and their parents or carers agree.
- Only staff members with enhanced Disclosure and Barring Service (DBS) clearance and Staff Clearance Record Stage 2, will undertake nappy changing or toileting duties.
- A child's Keyperson will undertake changing and toileting where possible and their secondary Keyperson can step in if they are absent, so the task is undertaken by someone the child is familiar and comfortable with.
- Nappy cream can be applied if supplied by the parent or carer in original packaging and clearly labelled with the child's name.
- A child's Keyperson will be gentle when changing and avoid pulling faces and making negative comments about nappy contents. They will make no inappropriate comments about young children's genitals when changing their nappies
- Older children access the toilet when they have the need to and are encouraged to be independent.
- If children are left in wet or soiled nappies, pull ups or clothes in the Nursery, this may constitute neglect and will be a disciplinary matter.
- Toilet visits and nappy changes are recorded through Famly, to form part of the child's overall journey.
- Children should be encouraged to wash their hands, using the soap and hand towels provided, including time for some play as they explore the water and the soap.
- Young children are encouraged to take an interest in using the toilet. They may just want to sit on it and talk to a friend who is also using the toilet.

Procedures

- Blue gloves and aprons are put on first, before changing starts and the areas are prepared.
- All bodily waste including nappies and pull ups, are placed in a nappy bag and then disposed of in the “blue” bio hazard bin, which is emptied regularly into the main Nursery bio hazard bin.
- Anti-bacterial hand wash liquid or soap should not be used for young children. Young skin is quite delicate and anti-bacterial products kill off certain good bacteria that children need to develop their own natural resistance to infection.
- Changing areas must warm and there are safe areas to lay young children if they need to be changed or cleaned.
- Any soil (faeces) in cloth nappies, trainer pants or ordinary pants, should be removed and flushed down the toilet. The cloth nappy or pants that have been wet or soiled are rinsed and bagged for the parent to take home.
- The changing mat is wiped down with anti-bacterial wipes or spray after each nappy change.

Information

Offensive or Bio Hazard waste includes:

- Human and animal waste (faeces)
- Nappies
- Sanitary waste
- Vomit and soiled bedding from a non-infectious source
- Plasters (minor first aid or self-care) generated by personal use

This means that we have a duty of care to ensure that offensive or bio hazard waste is segregated from normal waste and only stored within safe and secure containers.

If bio hazard waste is not disposed of responsibly it could pose a serious health risk and even lead to substantial fines.

i. Smoking, Alcohol & Drugs Policy**Our Aims:**

Nursery Village believe in a safe and nurturing environment, where we aim to make children, parents and staff aware of personal choices that might affect the children in our care in a way that is unacceptable and potentially damaging.

PolicySmoking or Vaping

Smoking, including e-cigarettes or vaping is not permitted anywhere on the premises or directly outside the Nursery. This is especially pertinent when children are present or about to be present. This rule applies equally without exception to management, staff, students, volunteers, children, parents, carers or any other visitors.

If staff smoke before they start work or during their breaks, they must change their clothing or wear an outer layer that is then removed when they start or return to work. They must also wash their hands and freshen their breath. Smoking in uniform, is not permitted at any time and will be subject to our Disciplinary Procedures within the Staff Handbook.

Although e-cigarettes can be a useful tool in quitting, they are not permitted in the Nursery due to role modelling from adults and mimicking behaviour of children.

Alcohol & Drugs

Any person, who arrives at ANY Nursery Village premises and are clearly or are suspected of being under the influence of alcohol or drugs, will be asked to leave immediately.

This rule applies equally without exception to management, staff, students, volunteers, children, parents, carers or any other visitors. Where a staff member is involved, Disciplinary Procedures will follow in line with the Staff Handbook.

Alcohol is not permitted on the Nursery premises at any time and must not be purchased or consumed whilst wearing Nursery Village uniform or identifiable branding.

In cases where staff are taking over the counter or prescribed medicine that may affect their ability to function effectively at work, their Room Leader or Nursery Manager must be informed, and a risk assessment will be completed.

Staff should must seek medical advice regarding their ability to work with children whilst taking medication. In addition, they need to ensure that any medication, they have, is stored securely out of the reach of children in an approved location.

Parents and Carers

If a member of staff has good reason to suspect that a parent or carer is under the influence of alcohol or drugs when they drop off or collect their child, to the extent that the safety of the child is threatened, they have a duty to inform both their Room Leader and the designated Child Protection Officer, according to the provisions of the [Safeguarding Policy](#).

In such circumstances, the Room Leader and the Child Protection Officer will then be responsible for deciding upon the appropriate course of action, ensuring that the safety and protection of the child remains paramount at all times.

Staff will make all possible efforts to ensure that children are not allowed to travel in a vehicle driven by someone who is clearly under the influence of alcohol or drugs.

Where an illegal act is suspected to have taken place, the Police will be contacted immediately.

Parents or carers are reminded of their obligation to abide by all published policies under the Nursery Village Terms & Conditions and, may be asked to leave the Nursery if they are not following this or any other applicable policy.

j. Adverse Weather Policy**Our Aims:**

Nursery Village always strive to ensure the health & safety of the children in our care, as well as that of our staff, volunteers, parents and visitors. In providing a safe and secure environment we have to ensure that we maintain the staff to children ratios, in order to accommodate the children booked into Nursery at any one time.

Policy

If there are extreme weather conditions and/or travelling difficulties and we cannot guarantee meeting these ratios or the safety of the children, then the Nursery will close.

If we are concerned that the weather conditions could deteriorate and/or there will be travelling conditions during the day, potentially making collection dangerous, then we may decide to close the Nursery.

Nursery Role

We will endeavour to inform parents of our decision as early as possible if:

- We cannot open the Nursery because of extreme weather conditions and/or travelling difficulties and/or inadequate staffing.
- We need to close the Nursery earlier than scheduled.
- We plan to open the Nursery later in the day if possible.

Before making the decision to close the Nursery we will follow the example of Bristol Education Authority and in addition we will review the BBC Travel News and the Highways Agency websites for local weather conditions and advice.

Our Nursery management system (Famly) will enable us to message parents immediately upon a decision being made about opening and will form the primary notification.

Staff Role

Staff should make every effort to get to the Nursery but should not risk their safety. They are responsible for making this decision.

If a member of staff is not able to get to the Nursery or will be late in arriving at the Nursery, they should notify the Nursery by telephone, by 7.30am.

Parent role

Where a child is due to attend the Nursery and the parent decides that their child will not attend, they must endeavour to inform the Nursery at the earliest opportunity.

Where we are unable to open as a result of extreme weather conditions fees will not be refunded, in line with our Terms & Conditions.

Appendix A – Disability & Equality

Equality Act 2010

This replaces all existing equality legislation and brings together the law relating to different equality groups, of which disability is one. Nursery Village has a duty to:

- Not treat a child 'less favourably' than another for a reason relating to their disability, however it is lawful to treat a disabled child more favourably.
- Make reasonable adjustments for disabled children through policies, practice and provision of equipment or physical alterations to the building.
- Eliminate unlawful discrimination, harassment or victimisation against disabled children.
- Promote positive attitudes towards disabled children.
- Take steps to take account of disabled adult or children's impairments, even if this means treating them more favourably.
- Encourage the participation of disabled people where participation is disproportionately low.

As a result of the Act, children are not expected to 'fit in', Nurseries need to adjust their environment and activities to be ready to meet a wide range of children's needs

The Equality Act and the SEN Framework

Legally the definitions of SEN (Special Educational Needs) and disability are different; the definition of SEN is based on the concept of a learning difficulty that calls for special education provision. A child is defined as having a "learning difficulty" (Education Act 1996) if they:

- a) Have significantly greater difficulty learning than the majority of children of their age.
- b) Have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of their age in schools within the area of the local education authority.
- c) Are under the age of five and are or would be if special educational provision were not made for them, likely to fall within paragraph (a) or (b) when of or over that age.

The definition of disability in the Equality Act 2010 considers the impact of an impairment on the person's ability to carry out day to day activities.

Many disabled children also have SEN; some do not. The largest group of children who may count as disabled under the Equalities Act 2010 but who do not have SEN are those with a range of health conditions, such as diabetes, epilepsy, severe asthma or eczema.

SEND Code of Practice: 0 – 25 years

This is a statutory code that contains: details of legal requirements that must be followed without exception by early years providers and schools and statutory guidance that you must follow by law unless there's a good reason not to. It explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014.