

Fledgelings Day

Nursery

Policies For Parents

Introduction

Policies and procedures help you to provide good quality provision. They do this by making clear to staff and parents what sort of setting you want to be and what has to be done to make this happen. Section 3.8 in the Statutory Framework of the Early Years Foundation Stage requires providers to have written policies and procedures and to ensure all staff are given copies at their induction and that they are provided and explained to parents.

The Welfare Requirements within the Statutory Framework of the Early Years Foundation Stage replace the National Standards for Under 8s Daycare & Child minding. There are five overarching general requirements, as follows.

Safeguarding and promoting children's welfare

The provider must take necessary steps to safeguard and promote the welfare of children. The provider must promote the good health of the children, take necessary steps to prevent the spread of infection and take appropriate action when they are ill. Children's behavior must be managed effectively and in a manner appropriate for their stage of development and particular individual needs.

Suitable people

Providers must ensure that adults looking after children, or having unsupervised access to them, are suitable to do so. Adults looking after children must have appropriate qualifications, training, skills and knowledge. Staffing arrangements must be organised to ensure safety and to meet the needs of the children.

Suitable premises, environment and equipment

Outdoor and indoor spaces, furniture, equipment and toys must be safe and suitable for their purpose.

Organisation

Providers must plan and organize their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

Documentation

Providers must maintain records, policies and procedures required for the safe and efficient management of the setting and to meet the needs of children.

Each general requirement is set out in three sections:

- The overarching general requirements.
- The specific requirements.
- Statutory guidance.

Providers must meet all the statutory requirements and have regard to statutory guidance.

The required policies and procedures within this document have been organized under each of the five general requirements as they appear in the statutory guidance document. Also included are policies or procedures that we recommend as good practice. Where appropriate, links to the corresponding EYFS Key Themes and Commitments are made.

Section 3.10 in the Statutory Framework of the Early Years Foundation Stage requires providers to carry out formal risk assessments and constantly re-appraise the environment and activities to ensure safety is maintained. Therefore risk assessments have also been included, as in some cases these stand alongside procedures, especially, for example, for health and safety. Templates for, and a brief guide to, risk assessment have been included as well as links to relevant legislation or guidance.

In this book, the overarching policy statement is set out at the start of each section followed by the relevant procedure describing how the policy will be fulfilled in a consistent and standardized way.

Overview of the Aims & Objectives

- To work within the framework of The Early Years Foundation Stage and other guidance that Ofsted/Havering Early Years might give.
- To provide a safe and healthy environment for children and adults.
- To progressively develop the full potential of each child as an individual and to carefully monitor their development.
- To take a positive interest in children's cultural background and to recognise and respect the aims and values of parents.
- To provide a calm, relaxed and stable atmosphere where the children feel secure.
- To respect each child as an individual and help to promote a positive self image.
- To support parents in child rearing, gather and exchange relevant information and complement changing patterns of family life.
- To make time to meet together to discuss; -
 - 1) Ways of providing an appropriate curriculum that will enable the children learn and develop new skills.
 - 2) Ways of working together to develop a consistent approach to varying patterns of behaviour.
 - 3) Review policies, practices and procedures on a regular basis and revise and adapt, as and when necessary.
- To keep up to date with current codes of practice and further our professional and personal development by seeking ongoing training opportunities.
- To communicate effectively with parents/carers and team members.
- To demonstrate and promote an awareness of equal opportunity.
- To have up to date understanding and knowledge regarding issues of safeguarding children.
- To promote and develop links with local schools and other support agencies.
- To work professionally at all times and provides good role model

Section 1.0

Safeguarding children

Safeguarding and promoting children's

welfare

CHILDREN'S RIGHTS AND ENTITLEMENTS

Safeguarding children

1.1 Children's rights and entitlements

Policy statement

- We promote children's right to be strong, resilient and listened to by creating an environment in our setting that encourages children to develop a positive self image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
- We promote children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence.
- We promote children's right to be strong, resilient and listened to by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

What it means to promote children's rights and entitlements to be 'strong, resilient and listened to'.

To be **strong** means to be:

- **secure** in their foremost attachment relationships where they are loved and cared for, by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;

- **safe and valued** as individuals in their families and in relationships beyond the family, such as day care or school ;
- **self assured** and form a positive sense of themselves – including all aspects of their identity and heritage;
- **included equally and belong** in early years settings and in community life;
- **confident in abilities** and **proud** of their achievements;
- **progressing optimally** in all aspects of their development and learning;
- **To be part of a peer group** in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world; and
- **To participate and be able to represent themselves** in aspects of service delivery that affects them as well as aspects of key decisions that affect their lives.

To be **resilient** means to:

- **be sure** of their self worth and dignity;
- be able to be **assertive** and state their needs effectively;
- be able to **overcome** difficulties and problems;
- **be positive** in their outlook on life;
- be able to **cope** with challenge and change;
- have a **sense of justice** towards self and others;
- to develop a **sense of responsibility** towards self and others; and
- to be able to **represent** themselves and others in key decision making processes.

To be **listened to** means:

- adults who are close to children recognize their need and **right to express and communicate** their thoughts, feelings and ideas;
- adults who are close to children are able to **tune in** to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated;
- adults who are close to children are able to **respond appropriately and, when required, act upon their understanding** of what children express and communicate ; and

- Adults **respect children's rights** and **facilitate children's participation and representation** in imaginative and child centered ways in all aspects of core services.

Safeguarding children

1.2 Safeguarding children and child protection

Policy statement

At this nursery, we comply with all the legal requirements set out in the 'Statutory Framework for the Early Years Foundation Stage' – May 2008.

- All members of staff are registered with OFSTED and have undergone enhanced CRB checks.
- All Students are supervised at all times (see policy on students).
- Written parental permission will be obtained before children are taken on outings.
- Staff will keep records/observations of all children in the setting.

- Staff will inform Ofsted without delay, of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation related to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place.

- Staff will also notify local children's services and, if appropriate, the police of any allegations as above.

- All concerns will be kept confidential.

Our Lead Officer for Safeguarding children is Sarah Porter & Nikki Edwards who has attended child protection training on 23rd April 2010

All staff at this nursery has an up-to-date understanding of safeguarding children issues and is aware of how to respond to:

- Significant changes in children's behaviour
- Deterioration in their general well-being
- Unexplained bruising, marks or signs of possible abuse
- Neglect
- Comments children make which give cause for concern

The Nursery manager is available to discuss initial concerns with parents/carers and offer support and assistance. Should a member of staff have concerns about the well being of a child they will inform the Nursery manager or officer in charge who will take the following action:

- Speak to the child's key worker
- Speak to Parents/carers

If the manager still has concerns about the child:

- Contact Social Services, Ofsted and if necessary, the police, and take advice.

All members of staff have a responsibility to ensure that appropriate steps are taken. Where staff suspect sexual abuse has occurred the Lead Officer for Safeguarding Children and the Nursery Manager may contact Social Services without first speaking to parents. For all other concerns, parents will be consulted immediately.

Safeguarding children

1.3 Confidentiality and client access to records

Policy statement

At this nursery staff understand that all information about children and their families is confidential and should never be discussed outside the nursery. The nursery manager ensures that all staff members are aware of the need to maintain privacy and confidentiality.

All information kept on children will only be shared with the parents/carers, key worker and Nursery Manager. Occasionally we may need to share records with other staff or outside agencies. Parents/carers will always be consulted first about this.

Staff will not discuss any child with anyone other than parents/carers.

All members of staff and students will have this policy explained to them and be expected to sign to say they agree to it.

Records of progress across the Early Years Foundation Stage are usually passed on to schools when the child leaves our Nursery. If parents prefer this not to happen then their wishes will be respected.

No information will be passed on to other agencies without permission from parents/carers. Where there is an issue about child protection then the child's welfare will be put first and the Safeguarding Children policy will be followed.

Parents and Carers have free access to all information kept on their own child. (Except in exceptional cases where data protection laws stipulate it is against the best interests of the child to do so.)

Safeguarding children

1.4 Information sharing

“Practitioners need to understand their organization’s position and commitment to information sharing. They need to have confidence in the continued support of their organization where they have used their professional judgment and shared information professionally.”

Policy statement

We recognise that parents have a right to know that information they share will be regarded as confidential as well as be informed about the circumstances, and reasons, when we are obliged to share information.

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

- it is to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult; or
- Not sharing it could be worse than the outcome of having shared it.

The decision should never be made as an individual, but with the back-up of management team. The three critical criteria are:

- Where there is evidence that the child is suffering, or is at risk of suffering, significant harm.
- Where there is reasonable cause to believe that a child may be suffering, or at risk of suffering, significant harm.
- To prevent significant harm arising to children and young people or serious harm to adults, including the prevention, detection and prosecution of serious crime.

Safeguarding children

1.5. Privacy Notice - Data Protection Act 1998

Privacy Notice - Data Protection Act 1998

We Fledgelings Day Nursery are the Data Controller for the purposes of the Data Protection Act. We collect information from you, and may receive information about you from your previous school. We hold this personal data and use it to:

- support your teaching and learning;
- Monitor and report on your progress;
- provide appropriate pastoral care, and
- Assess how well your school is doing.

This information includes your contact details, national curriculum assessment results, attendance information^A, characteristics such as ethnic group, special educational needs and any relevant medical information.

We will not give information about you to anyone outside the school without your consent unless the law and our rules permit it.

We are required by law to pass some of your information to the Local Authority (LA), and the Department for Children, Schools and Families (DCSF).

If you want to see a copy of the information we hold and share about you then please **Contact Sarah Porter or Nikki Edwards.**

If you require more information about how the LA and/or DCSF store and use this data please go to the following websites:

- <http://www.havering.gov.uk/index.aspx?articleid=16992>
- <http://www.teachernet.gov.uk/doc/13856/DCSF%20what%20we%20do%20with%20Children's%20data%20v4%20final.doc>

If you are unable to access these websites, please contact the LA or the DCSF as follows:

- Business Team Early Years on 0800 678 1991

Public Communications Unit

Department for Children, Schools and Families

Sanctuary Buildings

Great Smith Street

London

SW1P 3BT

website: www.dcsf.gov.uk

email: info@dcsf.gsi.gov.uk

tel: 0870 000 2288.

Safeguarding children

1.6 ARRIVAL AND DEPARTURE OF CHILDREN AND ADULTS

On arrival and departure all children will have their hours of attendance recorded in the register which parent sign in and out. In addition to this we have a Biometric Finger thob system which records entry of parents in the morning and entry of parents in the evening. It is the responsibility of the Parent to sign their child in and out on a daily basis.

Staff, students, volunteers and visitors will also be expected to sign the register. However Room-leaders will take the register and also mark the child in. Visitors who are in the building for a short period of time i.e. delivery people, do need to also sign in the Staff & Visitors register, but a member of staff must stay with them all the time if they are in the building. Visitors will be required to show proof of identity and will not be admitted into the building until they have done so.

We will only let children go home with someone whom we know has legitimate access. Parents are required to give information regarding anyone who is likely to collect their child from nursery on their enrolment form and will need to keep us up to date with any changes to that information.

If a parent/carer informs a member of staff that someone else will be collecting their child, either when dropping them off or by phone during the day, this will be recorded in the daily diary along with a description of the person and a password which the nursery will create to give the person picking up the child.

1.7 Uncollected child

Policy statement

In the event that a child is not collected by an authorised adult at the end of a session/day, the setting puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. We will ensure that the child receives a high standard of care in order to cause as little distress as possible.

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

Procedures

- Parents of children starting at the setting are asked to provide the following specific information which is recorded on our Registration Form:
 - Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
 - Place of work, address and telephone number (if applicable).
 - Mobile telephone number (if applicable).
 - Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
 - Who has parental responsibility for the child.
 - Information about any person who does not have legal access to the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.

- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child, this is usually done with a password on the day.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number.
- We inform parents that we apply our child protection procedures as set out in our child protection policy in the event that their children are not collected from setting by an authorised adult within one hour after the setting has closed and the staff can no longer supervise the child on our premises.
- If a child is not collected at the end of the session/day, we follow the following procedures:
 - The child's file is checked for any information about changes to the normal collection routines.
 - If no information is available, parents/carers are contacted at home or at work.
 - If this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting - and whose telephone numbers are recorded on the Registration Form - are contacted.
 - All reasonable attempts are made to contact the parents or nominated carers.
 - The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
 - If no-one collects the child after one hour and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
 - We contact our local authority children's social services care team:
 Havering Duty and Referral team **01708 433999**
- The child stays at setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker.

- Social Care will aim to find the parent or relative if they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances do staff to go to look for the parent, nor do they take the child home with them.
- A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
- Ofsted may be informed:

Safeguarding children

1.7 MISSING/LOST CHILDREN

It is highly unlikely that a child could go missing from the nursery, however we are required by Ofsted to have procedures in place in the event of a child being 'lost'.

In the event of a member of staff realizing that a child is missing she/he must inform the Manager, or in his/her absence the Deputy Manager immediately. The Manager/Deputy Manager will then make a search of the road and front gardens near to the Nursery, initially in the direction of the ring road.

Other members of staff will make a thorough search of the nursery premises including first and ground floors, garden area, toy sheds and playhouse.

All members of staff will be asked for information on the movements of the child in the nursery, before his or her disappearance. This will include contacting staff who have finished their shift and left the premises. If necessary they will be asked to return to the nursery and assist in the search, or to help care for the remaining children.

If not already on the premises the proprietors will be informed.

The child's parents will be contacted to determine whether they, or someone else has already collected the child without a member of staff being informed. If this were not the case then we would then advise them that their child was missing. The police will be informed and they would take responsibility for continuing the search.

In order to avoid confusion regarding who is in the building, it is imperative that the arrival and departure times of children are recorded in the register as they arrive/leave. It is the responsibility of the member of staff answering the door to a parent/carer to record this information.

In the event of a member of staff realising that a child has gone missing during an outing from the nursery, she/he will inform the Manager/deputy manager and other staff members as appropriate, by phone or verbally, depending on the situation. An immediate search of the vicinity will be made, calling on members of the public if deemed necessary. The Police /other security services will be informed and would be responsible for continuing the search.

Other measures as stated above would be taken appropriate to the circumstances/situation.

Ofsted and Childcare and Information Services will be informed in due course.

Safeguarding children

1.8 Supervision of children on outings and visits

Policy statement

Children benefit from being taken out of the setting to go on visits or trips to local parks or other suitable venues for activities which enhance their learning experiences. Some settings do not have direct access to outdoor provision on their premises and will need to take children out daily. Staff in our setting ensures that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures below.

Procedures

- Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the setting.
- This general consent details the venues used for daily activities.
- There is a risk assessment for each venue carried out, which is reviewed regularly.
- Parents are always asked to sign specific consent forms before major outings.
- A risk assessment is carried out before an outing takes place.
- All venue risk assessments are made available for parents to see.
- Our adult to child ratio is high, normally one adult to two children, depending on their age, sensibility and type of venue as well as how it is to be reached.
- Named children are assigned to individual staff to ensure each child is individually supervised, to ensure no child goes astray, and that there is no unauthorized access to children.
- Outings are recorded in an outings record book kept in the setting stating:
 - The date and time of outing.

- The venue and mode of transport.
- Names of staff assigned to named children.
- Time of return.
- Staff takes a mobile phone on outings, and supplies of tissues, wipes, pants etc as well as a mini first aid pack, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.
- Staff takes a list of children with them with contact numbers of parents/carers.
- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.
- A minimum of two staff should accompany children on outings and a minimum of two should remain behind with the rest of the children

Safeguarding children

1.9 Maintaining children's safety and security on premises

Policy statement

We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us.

Procedures

Children's personal safety

- We ensure all employed staff has been checked for criminal records by an enhanced disclosure from the Criminal Records Bureau.
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessment to ensure children are not made vulnerable within any part of our premises, nor by any activity.

Security

- Systems are in place for the safe arrival and departure of children.
- The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults - staff, volunteers and visitors - are recorded.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- The personal possessions of staff and volunteers are securely stored during sessions.

Safeguarding children

1.10 Complaints Procedure

At Fledgelings, we recognize the importance of working in partnership with parents. We endeavour at all times to provide a happy, caring and stable environment for the children and a place where parents feel confident leaving their children. We aim to form good relationships with parents so that nursery staff and parents can easily exchange information regarding the children. However we do recognise that very occasionally things can go wrong. In the event of any complaint from a parent every effort will be made to respond quickly and appropriately in order to resolve the matter.

If a parent feels they have cause for complaint regarding the care of their child, or practices within the nursery, they should initially speak to the child's key worker or Manager/Deputy.

In the event of any complaint made to a member of staff, the Manager/Deputy and proprietors will be informed of the complaint immediately afterwards and be given full details of what had been said by all parties concerned.

If the key worker feels able to deal with the complaint by reassuring the parent, explaining a certain procedure, or by asking if the parent would like to speak to senior member of staff then they will do so.

If the matter cannot be resolved at this stage then the parents will be given the opportunity to meet with the manager and/or proprietors when both parties will be given the opportunity to voice their views and every effort made to resolve the problem.

Written notes will be kept detailing the initial complaint and any subsequent conversations relating to the complaint, along with any correspondence from the parents and the nursery. These will be kept in the child's file.

Whilst we would be anxious to resolve any complaints quickly and do appreciate that a parent who felt they had a grievance might be angry, in any situation where a parent was rude, abusive or behaved in a threatening manner toward any members of staff, the meeting would immediately be stopped and the parent asked to leave the building. The meeting would be continued at a later date.

Following any complaint relating to the welfare requirements, a complaints form will be completed by the manager/deputy, giving full details of the investigation, action taken and outcomes. Individuals will not be named on the form.

In accordance with Ofsted regulations, we will give a full account of the investigation to the parent who made the complaint, within 28 days of the complaint. We will also make available to all other parents, an account of the complaint within 28 days.

A record of complaints made will be kept for at least three years.

In the event of a parent feeling that they have not received a satisfactory response to their complaint, they have the right to take the matter further and can contact

Ofsted at,
National Business Unit
Royal Exchange Buildings
St Anne's Square
Manchester, M2 7LA
Telephone: 08456 404040

Records

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

- The outcome of all complaints is recorded in the Summary Complaints Record which is available for parents and Ofsted inspectors on request.

Equality of Opportunity

1.11 Valuing diversity and promoting equality

(See also Behaviour Management Policy, admissions policy and Special Educational Needs Policy)

This Nursery works in accordance with all relevant legislation. Staff at this nursery believe in promoting equal opportunities for everyone and value diversity in children, parents, carers, staff and visitors. We believe that all children have an entitlement to have equal access to a broad balanced, relevant and differentiated curriculum. Staff strive to ensure that all children develop self-confidence and high esteem whilst recognising and valuing differences between themselves and others.

The diversity of individuals and communities is valued and respected. No child or family is discriminated against.

The member of staff with responsibility for Equal Opportunities is: Tammy Marshall

It is this member of staff's responsibility to review, monitor and evaluate the effectiveness of our inclusive practices.

However it is the responsibility of all staff to promote equal opportunities through:

- Attending suitable training.
- Encouraging children to recognise their own unique qualities and the characteristics they share with other children.
- Working with families to ensure that individual information is gained for each child about such things as family customs and beliefs, home language, dietary requirements etc.

- Monitoring the curriculum and use of resources to ensure a broad and balanced curriculum that reflects our culturally diverse society and which is suitable for both active and more passive children.
- Promoting an anti-bias curriculum to actively challenge negative feelings towards and stereotyping of others. This will be partly through using dolls, puppets and books to tell stories which help children to question their own feelings and views and to promote a sense of justice and fairness.
- Challenging negative comments from both children and adults.
- Providing a range of equipment which reflects a diverse society such as dual language books, home corner equipment which reflects a range of home cultures, stories which reflect the diversity of our society, small world equipment etc.
- Celebrating a wide range of cultural festivals using appropriate teaching materials.
- Writing notices in a variety of community languages.
- Ensuring that all staff receive appropriate training

All children, irrespective of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability will have the opportunity to experience a challenging and enjoyable programme of learning and development.

Equality of Opportunity

1.12 Special Educational Needs

Principles

- This nursery understands it has responsibility to ensure positive attitudes to diversity and difference – not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society.
- We aim to meet the needs of each child as an individual regardless of difference and diversity.
- All children are entitled to enjoy a full life in conditions which will help them take part in society and develop as an individual, with their own cultural and spiritual beliefs.
- We believe that all children should feel valued and confident and should be cared for in a warm and loving environment. We will work with parents at all stages of the child's education and care to ensure our principles are put into practice.

Our Special Educational Needs co-ordinator is

Rebecca Crawley & Maria Trinder

In line with guidance from the E.Y.F.S. and in line with the S.E.N. Code of Conduct we will endeavour to:

- Be alert to the early signs of needs that could lead to later difficulties and respond quickly and appropriately, involving other agencies as necessary.
- Stretch and challenge all children.
- Encourage children to recognise their own unique qualities and the characteristics they share with other children.
- Maintain records suitable for sharing with colleagues in an inter-agency team while acting as a point of contact for a child and their family.

Where staff feel that a child is not progressing in line with his/her peers they will speak to parents in the first instance to seek their opinion and to discuss how the child can best be helped. No outside agencies will be contacted without parental permission

Where children are identified as needing extra support within the setting this is called **Early Years Action** and involves the SENco, the parents/carers and the child's key person working together to write a plan to identify how the child will be given extra support.

When outside agencies are involved also, this is called **Early Years Action Plus**.

For the very small number of children whose needs cannot be met in this way and whose needs are more severe and complex, the nursery staff will, with parent's/carer's permission request a formal assessment from the Local Education Authority.

When children transfer to their next setting we will work closely with that setting and the child's parents to ensure a smooth transition for the child.

If one or both parents have significant needs, we will support them to the best of our ability whilst keeping a focus on the child's needs.

Equality of Opportunity

1.13 Behaviour Management Policy

Our named practitioner responsible for Behaviour Management is:

Rebecca Crawley & Nikki Edwards

Our aim is to provide an environment where children have happy, stimulating lives thus preventing children feeling the need to behave inappropriately. To this end we will:

- Praise children for good behaviour on a regular basis.
- Model good behaviour by treating children and adults around us with respect.
- Provide interesting and stimulating activities within a child friendly environment thus preventing children from becoming bored and irritable.
- Observe children closely and use our weekly planning to provide for their individual needs.
- Work closely with parents to support children's exploration of appropriate and inappropriate behaviour.

If children behave in a consistently inappropriate manner e.g. hurting other children, verbally abusing children or staff, destroying play equipment, then we will:

- Use our observations to try to pinpoint trigger points and to improve our environment if appropriate.

- Help children who find it difficult to get on with others by showing them how to play and be friendly with other children.
- Give the child more one to one time in which they may be able to explain why they are behaving in this way
- After consultation with parents, use a time out system for children aged over 2 years, of around 2 minutes when they will be removed from the play area to a quiet area. During these 2 minutes the child's key person will explain why they have been taken away from the play area. This system will be used consistently by all staff. Children under two years of age will be distracted from any situation which the staff feel is a problem and supported to join in more appropriate activities.

Where this does not result in an improvement of behaviour we will ask parents for permission to seek outside help.

Staff at this nursery will not use corporal punishment or any other punishment which physically hurts the child or may humiliate them. Parents are asked not to smack their children or shout at them whilst on nursery property in order to ensure consistency for all children.

Physical intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour will be recorded and parents will be informed about it on the same day.

Biting

Many children go through a stage of biting other children and staff. We know this is an emotive subject and when this occurs, particularly if a child bites regularly, the following procedure will be followed:

The victim will be comforted by their key person and any required medical treatment given.

The perpetrator will be taken from the play area and told, in a manner appropriate to the child's age that the behaviour was unacceptable. The child will not be shouted at and only one member of staff, preferably the child's key person will deal with this.

Sanctions will be applied as stated in the behaviour management policy.

Staff will use their written observations and knowledge of the child to try to pinpoint trigger points and reasons.

The incident will be reported in the accident book

Parents of both children will be informed.

1.14 Promoting Health and Hygiene

Administering Medicine

We have a duty to ensure that all children at our nursery are helped to stay healthy therefore we cannot care for children in nursery if they are sick. When a child is absent from nursery due to illness, parents should inform nursery as soon as possible of how their child is and when they are likely to return. Also if the child has a specific diagnosis it would be helpful for staff to have that information. We also need to have sufficient information about the medical condition of any child with long-term medical needs.

If a child becomes ill at nursery staff will:

- Care for the child appropriately
- Inform parents so that the child can be collected as soon as possible.

Medication

We are happy to administer medicine to your child where it has been prescribed by a doctor, dentist, nurse or pharmacist. Parents will be asked to sign a form showing the name of the medicine, dosage and times the medicine is to be given.

For non-prescription medication e.g. pain and fever relief or teething gel we require prior written consent of the parent and will only administer this when there is a health reason to do so. We will never administer aspirin based medication unless it has been prescribed by a doctor.

Staffs working with children are not legally obliged to administer medication and therefore the person giving the child medicine may not be the child's key person.

When medicines are administered, an extra member of staff will be present to ensure the correct amount is given at the correct time. Both members of staff will

sign a form giving details and this will be passed to the parent/carer at the end of each day.

If we have reason to believe that any child is suffering from a notifiable disease identified as such in the Public Health (Infectious Diseases) Regulations 1988 we will inform Ofsted. We will act on any advice given by the health Protection Agency and inform Ofsted of any action taken.

Intrusive Medication

If a child needs to have intrusive medication at nursery such as suppositories then the parents must first speak to the nursery manager to arrange this. In cases such as this where the administration of prescription medicines requires technical/medical knowledge then individual training should be provided for staff from a qualified health professional. Training should be specific to the individual child concerned.

Promoting health and hygiene

1.16 Managing children with allergies, or who are sick or infectious

Policy statement

We provide care for healthy children and promote health through identifying allergies and preventing contact with the allergenic substance and through preventing cross infection of viruses and bacterial infections.

Procedures for children with allergies

- When parents start their children at the setting they are asked if their child suffers from any known allergies. This is recorded on the registration form.
- If a child has an allergy, a risk assessment form is completed to detail the following:
 - The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc).
 - The nature of the allergic reactions e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.
 - What to do in case of allergic reactions, any medication used and how it is to be used (e.g. Epipen).
 - Control measures – such as how the child can be prevented from contact with the allergen.
 - Review.
- This form is kept in the child's personal file and a copy is displayed where staff can see it.
- Parents train staff in how to administer special medication in the event of an allergic reaction.

- Generally, no nuts or nut products are used within the setting.
- Parents are made aware so that no nut or nut products are accidentally brought in, for example to a party.

SYMPTOMS, TREATMENT, AND EXCLUSION PERIODS FOR INFECTIOUS DISEASES

Chickenpox Cold symptoms, temperature, itchy rash, blister like spots.
Exclusion period: For five to seven days from onset of rash and when no new spots.

Cold sores Tingling, burning or itching in the area where the cold sore going to appear. Reddening and swelling, resulting in one or more fluid filled blisters, which can be painful and uncomfortable. These break down to form ulcers, which weep and crack. They then dry up and crust over.
Treatment: Ask advice from GP or pharmacist.
Exclusion period: If lesions are sore, weeping or discharging exclude until healed.

Conjunctivitis Itching/gritty feeling in one or both eyes, a sticky yellow or green discharge, eye(s) red and swollen.
Treatment: Topical treatment prescribed by GP
Exclusion period: Until better or improving on treatment from GP

Diarrhea & Vomiting If symptoms severe or prolonged then advisable to visit GP who may give treatment and request a stool sample
Exclusion period: Until at least 48 hours after diarrhea/vomiting has stopped.

Fifth disease An infectious disease of children caused by a virus, which is spread by coughing and sneezing. A rash appears on one or

both cheeks that look like a slap mark. The child is only slightly unwell and the rash spreads over the body then fades. The rash may come back, on and off for several weeks.

Treatment: Advisable to visit GP for confirmation of the disease. Pain and temperature control in some cases.

Exclusion period: Exclude until feeling well.

Hand, foot and mouth disease

An acute, self-limiting viral disease. It is spread by direct contact with nose and throat discharges, by coughing or sneezing or direct contact with the faeces of infected persons. Small greying blister-like lesions appear in the mouth and may also occur on the palms, fingers and soles of feet.

Treatment: Seek advice from GP

Exclusion period: None necessary if feeling well.

Head lice

Head lice are small insects, which live in the hair, close to the scalp. The female lays eggs at the base of a hair, which hatch in about seven days. Symptoms can include itching of the scalp and occasional secondary bacterial infection of bites.

Treatment: Chemical insecticide, available from chemist or the wet combing method or a combination of both.

Exclusion period: None once treatment has started.

Impetigo

An infectious skin disease caused by bacteria. It consists of vesicles which appear particularly on the face and which dry up leaving a yellowish-brown scab from which the discharge is infectious. The scabs fall off, leaving no scars, but the Disease can spread from place to place all over the skin and may last for months if untreated.

Treatment: Seek advice from GP, as antibiotics may be required.

Exclusion period: Until lesions are healing and there is no discharge.

Measles

Measles is a highly infectious virus spread by direct contact with nasal and throat secretions and by coughing and sneezing. Symptoms include, runny nose, conjunctivitis, cough, inflamed tonsils, temperature and a red blotchy rash.

Treatment: Seek advice from GP. Treatment may consist of pain/temperature control and TLC.

Exclusion period: Five days from onset of rash and when well.

Meningitis

Meningitis not due to meningococcal infection can be caused by both bacteria and viruses. The illness is characterised by a sudden onset of fever, headache, vomiting, dislike of light, confusion, drowsiness, and unconsciousness.

Treatment: Consult GP or A & E department urgently. Bacterial meningitis can be treated with antibiotics.

Exclusion period: None once better.

Meningococcal Disease

The course of meningococcal disease can be very rapid.

Urgent medical attention should be obtained for any child with rapidly declining health.

Symptoms of meningococcal meningitis can include, a red pinprick rash, which does not fade on pressure, fever, vomiting, drowsiness, severe headache, stiff neck, and dislike of bright lights.

Treatment: Seek medical advice urgently. Urgent treatment in hospital is essential.

Exclusion period: None once better.

Molluscum

This is a benign self-limiting disease cause by a virus and is

contagiousum common in infants and children. Lesions may be single or multiple and appear anywhere on the body as discrete raised pearly papules with a central dip. Occasionally giant solitary lesions occur. Infection is spread by close skin to skin contact and can last for many months.

Treatment: Seek advice from GP

Exclusion period: None necessary.

Mumps Mumps is a highly infectious virus spread by coughing and sneezing and by direct contact with the saliva of an infected person. Symptoms include headache, temperature, and general malaise followed by painful swelling of the glands under the jaw, on one or both sides of the face.

Treatment: Seek advice from GP

Exclusion period: For five days after onset of swollen glands.

Ringworm Ringworm is a fungal infection of the skin, which can affect the feet, body or scalp. On the body it usually produces circular rashes, which spread in ever enlarging circles while healing in the centre. The edge is the active growing area of the rash.

Treatment: Ringworm of the skin - anti-fungal cream.

Ringworm of the scalp - a special antibiotic taken by mouth.

Exclusion period: None once GP has initiated appropriate treatment.

Roseola Roseola is an acute illness caused by a virus and is usually seen in the under four age group, but is most common in two year olds. It is spread by direct contact with nose and throat discharges and by coughing and sneezing. Symptoms include a fever, which lasts for three to five days, followed by a rash which appears on the trunk and spreads to the rest of the body but not the face. This fades quickly.

Treatment: Seek advice from GP to confirm disease.

Rubella

Rubella (German Measles) is an infectious virus spread by coughing and sneezing and by direct contact with nasal and throat discharges. Symptoms include sore throat, cough and runny nose, the glands at the back of the neck may also be enlarged. A fine pink rash appears on the face and spreads to the rest of the body over 24 hours.

Treatment: Seek advice from GP.

Exclusion period: Five days from onset of rash.

Scabies

Scabies is caused by a tiny mite, which burrows into the skin and is spread by prolonged skin to skin contact. It is not spread by towels, bedding or clothing. Scabies causes itching which is often worse at night and scratching can lead to secondary bacterial infection of the skin.

Treatment: Seek advice from GP who will prescribe a chemical insecticide.

Exclusion period: Until treated.

Scarlet Fever

Scarlet fever is spread by coughing and sneezing or direct contact with infected individuals. Symptoms include a rash which appears most often on the neck, chest, underarms, elbows, groin, and inner surfaces of the thighs. The rash feels like sandpaper. Other symptoms may include high fever, nausea and vomiting.

Treatment: Seek advice from GP who may prescribe antibiotic treatment.

Exclusion period: Three days from starting antibiotics.

Threadworm

Symptoms include itching around the bottom, disturbed sleep

and sometimes secondary bacterial infections. Transmission occurs by direct transfer of infective eggs from anus to mouth of the same or another person.

Treatment: Consult GP who will prescribe appropriate treatment.

Exclusion period: None necessary.

Whooping cough A highly infectious bacterial disease spread by coughing and sneezing and direct contact with nasal discharge. Symptoms include runny nose followed quickly by a repeated violent cough. The child may become blue while coughing due to lack of oxygen.

Treatment: Consult GP who will prescribe antibiotics. Hospitalization is common in babies and toddlers.

Exclusion period: Until five days after starting antibiotics.

Reporting of 'notifiable diseases'

- If a child or adult is diagnosed suffering from a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988, the GP will report this to the Health Protection Agency.
- When the setting becomes aware, or is formally informed of the notifiable disease, the manager informs Ofsted and acts on any advice given by the Health Protection Agency.

HIV/AIDS/Hepatitis procedure

- HIV virus, like other viruses such as Hepatitis, (A, B and C) are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults.
- Single use vinyl gloves and aprons are worn when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Protective rubber gloves are used for cleaning/sludging clothing after changing.
- Soiled clothing is rinsed and either bagged for parents to collect or laundered in the nursery.

- Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and mops; cloths used are disposed of with the clinical waste.
- Tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit are cleaned using a disinfectant.
- Children do not share tooth brushes which are also soaked weekly in sterilizing solution.

Nits and head lice

- Nits and head lice are not an excludable condition, although in exceptional cases a parent may be asked to keep the child away until the infestation has cleared.
- On identifying cases of head lice, all parents are informed and asked to treat their child and all the family if they are found to have head lice.

1.17 Nappy changing

Policy statement

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

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

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

Procedures

- Key persons have a list of personalized changing times for the young children in their care who are in nappies or 'pull-ups'.
- Young children from two years should wear 'pull ups' or other types of trainer pants as soon as they are comfortable with this and their parents agree.
- Key persons undertake changing young children in their key groups; back up key persons change them if the key person is absent.
- Changing areas are warm and there are safe areas to lay young children if they need to have their bottoms cleaned.
- Each young child has their own basket to hand with their nappies or 'pull ups' and changing wipes.
- Gloves and aprons are put on before changing starts and the areas are prepared. Paper towel is put down on the changing mat freshly for each child.

- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- In addition, key persons ensure that nappy changing is relaxed and a time to promote independence in young children.
- 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.
- They should be encouraged to wash their hands and have soap and towels to hand. They should be allowed time for some play as they explore the water and the soap.
- Anti-bacterial hand wash liquid or soap should not be used for young children.
- Key persons are gentle when changing; they avoid pulling faces and making negative comment about 'nappy contents'.
- Key persons do not make 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.
- Nappies and 'pull ups' are disposed of hygienically. Any soil (faeces) in nappies or pull ups is flushed down the toilet and the nappy or pull up is bagged and put in the bin. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are rinsed and bagged for the parent to take home.
- NB If young children are left in wet or soiled nappies/'pull ups' in the setting this may constitute neglect and will be a disciplinary matter. Settings have 'duty of care' towards children's personal needs.

Promoting health and hygiene

1.18 No-smoking

Policy statement

We comply with health and safety regulations and the Welfare Requirements of the EYFS in making our setting a no-smoking environment - both indoor and outdoor.

Procedures

- All staff, parents and volunteers are made aware of our no-smoking policy.
- We display no-smoking signs.
- The no-smoking policy is stated in our information brochure for parents.
- We actively encourage no-smoking by having information for parents and staff about where to get help to stop smoking if they are seeking this information.
- Staffs who smoke do not do so during working hours. Unless on a break and off the premises.
- Staffs who smoke during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues.

Promoting health and hygiene

1.19 Food and drink

Policy statement

This setting regards snack and meal times as an important part of the setting's day. Eating represents a social time for children and adults and helps children to learn about healthy eating. We promote healthy eating using resources and materials. At snack and meal times, we aim to provide nutritious food, which meets the children's individual dietary needs.

Procedures

We follow these procedures to promote healthy eating in our setting.

- Before a child starts to attend the setting, we find out from parents their children's dietary needs and preferences, including any allergies. (See the Managing Children with Allergies policy.)
- We record information about each child's dietary needs in her/his registration record and parents sign the record to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs - including any allergies - are up-to-date. Parents sign the up-dated record to signify that it is correct.
- We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes.
- We plan menus in advance, involving children and parents in the planning.
- We display the menus of meals/snacks for the information of parents.

- We provide nutritious food for all meals and snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
- We include a variety of foods from the four main food groups:
 - meat, fish and protein alternatives;
 - dairy foods;
 - grains, cereals and starch vegetables; and
 - fruit and vegetables.
- We include foods from the diet of each of the children's cultural backgrounds, for example Halal and Kosher, providing children with familiar foods and introducing them to new ones.
- We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.
- Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.
- We provide a vegetarian alternative on days when meat or fish are offered and make every effort to ensure Halal meat or Kosher food is available for children who require it.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
- We organise meal and snack times so that they are social occasions in which children and staff participate.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day.
- In accordance with parents' wishes, we offer children arriving early in the morning - and/or staying late - an appropriate meal or snack.

- In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.
- For children who drink milk, we provide whole pasteurized milk.
- For all children, we provide parents with daily written information about feeding routines, intake and preferences.

Legal Framework

- Regulation (EC) 853/2004 of the European Parliament and of the Council on the hygiene of foodstuffs

Promoting health and hygiene

1.19 First Aid Policy

Policy statement

Nursery staff will administer first aid for children with minor injuries or in the event of serious incidents whilst awaiting medical assistance

All staff will be required to be trained in paediatric first aid and to maintain these qualifications with appropriate ongoing training

Parental/Guardian consent is required to authorise first aid and medical attention. This consent will be taken upon registration.

An incident form will be completed where any first aid is administered and parents will be asked to read and counter sign this note on collecting their child

Separate policies are in force for illness to cover the need for medical assistance. Staff will administer any first aid necessary, commensurate with their training, whilst awaiting medical assistance.

Procedures

Cuts, grazes and 'bumps and bruises'

'Cuts and bumps' can be dealt with by any of the nursery staff. Providing comfort and reassurance is as important as treating minor injuries. First aid boxes are present in both units and outside the office. Cuts should be cleaned with water and impact injuries (bumps and bruises) treated with a cold compress.

Cuts will usually be left open to the air unless there is continued mild bleeding or if the cut would be likely to be re-opened by continued involvement in normal activity. In these cases, cuts will be dressed with the appropriate dressing from the first aid box providing this is acceptable with a child's medical action plan notes) if bleeding does not stop. (Cuts that are deep, continue to bleed through light dressing or that raise concerns in other ways will be treated as requiring medical assistance)

Nose bleeds will be treated with a cold compress, with the head held steady (not tilted backwards) Impact injuries will be treated with a cold compress and any sprain injuries checked to determine severity. Impact injuries that result in unconsciousness or concerning behaviour (drowsiness, grogginess etc) will be treated as in need of further assistance.

Asthma and allergic reactions

Children who suffer from asthma and known allergies will have an action plan for managing these conditions. This action plan is the basis for first aid. If a child has what appears to be an asthma attack or to be suffering an allergic reaction and does not have an action plan then the following procedure will be followed:

Make the child as comfortable as possible Contact parents to ask if there is an undisclosed history and to make them aware of the situation If the reaction does not subside or changes parents will be re-contacted If the child is has difficulty breathing or if staff have any concerns over the nature of the reaction – then medical assistance will be sought.

Minor ailments

Children with stomach upsets, high temperatures or any ailments that raise concerns will be monitored and reported to parents where necessary. Actions for these issues are covered in the children's illness policy.

Appendix 1: First Aid Box contents

- ❖ First aid box (outside office / in units)
- ❖ Date checked:
- ❖ Contents

- ❖ X2 triangular bandage
- ❖ Vent aid
- ❖ Gauze swabs (sterile)
- ❖ Disposable gloves
- ❖ Assorted plasters
- ❖ Mirco pore tape
- ❖ Eye pad
- ❖ scissors
- ❖ safety pins
- ❖ sterile dressings x2 L, x2 M, x2 S
- ❖ personal protection pack
- ❖ WASP-EZE

Section 2.0

Suitable People

2.0 Suitable People

Employment

Policy Statement

(Including vetting, contingency plans, training and development)

We provide a staffing ratio in line with the Welfare requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and we carry out checks for criminal and other records through the Criminal Records Bureau in accordance with statutory requirements.

Procedures

Ratios

- To meet this aim we use the following ratios of adult to children:
 - children under two years of age: 1 adult : 3 children;
 - children aged two years of age: 1 adult : 4 children; and
 - Children aged three to seven years of age: 1 adult: 8 children.
- A minimum of two staff/adults are on duty at any one time.
- We use a key person approach to ensure that each child has a named member of staff with whom to form a relationship and who plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to

Vetting and staff selection

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff has job descriptions which set out their staff roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We use Ofsted guidance on obtaining references and enhanced criminal record checks through the Criminal Records Bureau for staff and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006 for the vetting and barring scheme.
- We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced CRB check.

Changes to staff

- We inform Ofsted of any changes in the person responsible for our setting.

Training and staff development

- Our setting leader and deputy hold the CACHE Level 3 Diploma in Pre-school Practice or an equivalent qualification and a minimum of half of our staff hold the CACHE Level 2 Certificate in Pre-school Practice or an equivalent or higher qualification.
- We provide regular in-service training to all staff - whether paid staff or volunteers - through the Pre-school Learning Alliance and external agencies.
- Our setting budget allocates resources to training.
- We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy and Safeguarding Children and

Child Protection Policy. Other policies and procedures will be introduced within an induction plan.

- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

Managing staff absences and contingency plans for emergencies

- In all year round settings, managers organise staff annual leave so that ratios are not compromised.
- Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
- Sick leave is monitored and action is taken where necessary in accordance with the contract of employment.
- We have contingency plans to cover staff absences, as follows:

Gwen Vaughan
Jackie Sweeney
Dawn Sheppard

Employment

2.2 Induction of staff, volunteers and managers

Policy Statement

We provide an induction for all staff, volunteers and managers in order to fully brief them about the setting, the families we serve, our policies and procedures, curriculum and daily practice.

Procedures

- We have a written induction plan for all new staff, which includes the following:
 - Introductions to all staff and volunteers, including management committee members.
 - Familiarising with the building, health and safety and fire procedures.
 - Ensuring our policies and procedures have been read and are carried out.
 - Introduction to parents, especially parents of allocated key children where appropriate.
 - Familiarising them with confidential information where applicable in relation to any key children.
 - Details of the tasks and daily routines to be completed.
- The induction period lasts two weeks. The manager inducts new staff and volunteers. The chairperson or senior manager inducts new managers.
- During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.
- Successful completion of the induction forms part of the probationary period.

Employment

2.3 Student placements

Policy Statement

This setting recognizes that qualifications and training make an important contribution to the quality of the care and education provided by early years settings. As part of our commitment to quality, we offer placements to students undertaking early year's qualifications and training. We also offer placements for school pupils on work experience.

We aim to provide for students on placement with us experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.

Procedures

- We require students on qualification courses to meet the 'suitable person' requirements of Ofsted and have CRB checks carried out.
- We require schools placing students under the age of 17 years with the setting to vouch for their good character.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in our setting on a short term basis are not counted in our staffing ratios.
- Trainee staff employed by the setting may be included in the ratios if they are deemed competent.
- We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.
- We require students to keep to our confidentiality policy.
- We co-operate with students' tutors in order to help students to fulfill the requirements of their course of study.

- We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.

We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of

Suitable premises,

Environment and

Equipment

Health and safety

3.1 Risk assessment

Policy statement

This setting believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers by assessing and minimizing the hazards and risks to enable the children to thrive in a healthy and safe environment.

The basis of this policy is risk assessment. Fledgelings Day Nursery risk assessment processes follow five steps as follows:

- Identification of risk: Where is it and what is it?
- Who is at risk: Childcare staff, children, parents, cooks, cleaners etc?
- Assessment as to the level of risk as high, medium, low. This is both the risk of the likelihood of it happening, as well as the possible impact if it did.
- Control measures to reduce/eliminate risk: What will you need to do, or ensure others will do, in order to reduce that risk?
- Monitoring and review: How do you know if what you have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution.

Procedures

- Our risk assessment process covers adults and children and includes:
 - checking for and noting hazards and risks indoors and outside, and in our premises and for activities;
 - assessing the level of risk and who might be affected;
 - deciding which areas need attention; and

- Developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.
- Where more than five staff and volunteers are employed the risk assessment is written and is reviewed regularly
- We maintain lists of health and safety issues, which are checked daily before the session begins as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.

Legal framework

- Management of Health and Safety at Work Regulations 1992

Health and safety

3.2 Health and safety general standards

Policy statement

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

- We aim to make children, parents and staff aware of health and safety issues and to minimize the hazards and risks to enable the children to thrive in a healthy and safe environment.
- Our member of staff responsible for health and safety is:
Nicola Sharon Brown
- He/she is competent to carry out these responsibilities.
- He/she has undertaken health and safety training and regularly updates his/her knowledge and understanding.
- We display the necessary health and safety poster in
The 3-5 Room

Insurance cover

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

The 3-5 Room

Procedures

Awareness raising

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

Safety of adults

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store equipment or to change light bulbs they are provided with safe equipment to do so.
- All warning signs are clear and in appropriate languages.
- Adults do not remain in the building on their own or leave on their own after dark.
- The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues that need to be addressed.
- We keep a record of all substances that may be hazardous to health - such as cleaning chemicals, or gardening chemicals if used. This states what the risks are and what to do if they have contact with eyes or skin or are ingested. It also states where they are stored.

- We keep all cleaning chemicals in their original containers.

Windows

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

Doors

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

Floors

- All floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged.

Electrical/gas equipment

- All electrical/gas equipment conforms to safety requirements and is checked regularly.
- Our boiler/electrical switch gear/meter cupboard is not accessible to the children.
- Fires, heaters, electric sockets, wires and leads are properly guarded and the children are taught not to touch them.
- Storage heaters are checked daily to make sure they are not covered.
- There are sufficient sockets to prevent overloading.
- The temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas including storage areas.

Storage

- All resources and materials from which children select are stored safely.

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

Outdoor area

- Our outdoor area is securely fenced.
- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- Where water can form a pool on equipment, it is emptied before children start playing outside.
- Our outdoor sand pit is covered when not in use and is cleaned regularly.
- All outdoor activities are supervised at all times.

Hygiene

- We regularly seek information from the Environmental Health Department and the Health Authority to ensure that we keep up-to-date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the setting which includes play room(s), kitchen, rest area, toilets and nappy changing areas.
- We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
- The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.
- We implement good hygiene practices by:
 - cleaning tables between activities;
 - cleaning toilets regularly;
 - wearing protective clothing - such as aprons and disposable gloves - as appropriate;
 - providing sets of clean clothes;
 - providing tissues and wipes; and
 - Ensuring individual use of flannels and towels.

Activities and resources

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials, including paint and glue, are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children who are sleeping are checked regularly.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded.
- Large pieces of equipment are discarded only with the consent of the manager and the chairperson or owner

Legal Framework

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

Health and Safety

3.4 Fire safety and emergency evacuation

Policy Statement

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The person in charge and staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as our Fire Officer, or Fire Safety Consultant.

Procedures

- The basis of fire safety is risk assessment. These are carried out by a 'competent person'.
- The manager has received training in fire safety sufficient to be competent to carry out risk assessment; this will be written where there are more than five staff. This will follow the guidance as set out in the *Fire Safety Risk Assessment – Educational Premises* document.
- Fire doors are clearly marked, never obstructed and easily opened from the inside.
- Smoke detectors/alarms and fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
 - clearly displayed in the premises;
 - explained to new members of staff, volunteers and parents; and
 - practised regularly at least once every six weeks.
 - Records are kept of fire drills and the servicing of fire safety equipment.

Emergency evacuation procedure

Every setting is different and the evacuation procedure will be suitable for each setting. It must cover procedures for practice drills including:

- How children are familiar with the sound of the fire alarm.
- How the children staff and parents know where the fire exits are.
- How children are led from the building to the assembly point.
- How they will be accounted for and who by.
- How long it takes to get the children out safely.
- Who calls the emergency services and when in the event of a real fire.
- How parents are contacted.

The fire drill record book must contain:

- Date and time of the drill.
- How long it took.
- Whether there were any problems that delayed evacuation.

Health and safety

3.6 Recording and reporting of accidents and incidents (Including procedure for reporting to HSE, RIDDOR)

Policy Statement

We follow the guidelines of the Reporting Injuries, Diseases and Dangerous Occurrences (RIDDOR) for the reporting of accidents and incidents. Child protection matters or behavioural incidents between children are NOT regarded as incidents and there are separate procedures for this.

Procedures

Our accident book:

- is kept safely and accessibly;
- is accessible to all staff and volunteers, who know how to complete it; and
- is reviewed at least half termly to identify any potential or actual hazards.

Ofsted is notified of any injury requiring treatment by a general practitioner or hospital doctor, or the death of a child or adult.

When there is any injury requiring general practitioner or hospital treatment to a child, parent, volunteer or visitor or where there is a death of a child or adult on the premises, we make a report to the Health and Safety Executive using the format for the Reporting of Injuries, Diseases and Dangerous Occurrences.

Dealing with incidents

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

- any accident to a member of staff requiring treatment by a general practitioner or hospital; and
- any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident but could have done, such as a gas leak.
- Any dangerous occurrence is recorded in our incident book. See below.

Information for reporting the incident to Health and Safety Officer is detailed in the Pre-school Learning Alliance's *Accident Record* publication.

Our incident book

- We have ready access to telephone numbers for emergency services, including local police. Where we are responsible for the premises we have contact numbers for gas and electricity emergency services, carpenter and plumber. Where we rent premises we ensure we have access to the person responsible and that there is a shared procedure for dealing with emergencies.
- We keep an incident book for recording incidents including those that are reportable to the Health and Safety Executive as above.
- These incidents include:
 - break in, burglary, theft of personal or the setting's property;
 - an intruder gaining unauthorised access to the premises;
 - fire, flood, gas leak or electrical failure;
 - attack on member of staff or parent on the premises or nearby;
 - any racist incident involving staff or family on the centre's premises;
 - death of a child, and
 - a terrorist attack, or threat of one.
- In the incident book we record the date and time of the incident, nature of the event, who was affected, what was done about it - or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, should also be recorded.

- In the unlikely event of a terrorist attack we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety Policy will be followed and staff will take charge of their key children. The incident is recorded when the threat is averted.
- In the unlikely event of a child dying on the premises, for example, through cot death in the case of a baby, or any other means involving an older child, the emergency services are called, and the advice of these services are followed.
- The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file.

Further guidance

- RIDDOR Guidance and Reporting Form
www.hse.gov.uk/riddor/index.htm

Health and safety

3.7 Food hygiene

(Including procedure for reporting food poisoning)

Policy statement

In our setting we provide and/or serve food for children on the following basis (delete which does not apply):

- Snacks.
- Meals.
- Packed lunches.

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

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

Procedures

- The person in charge and the person responsible for food preparation understands the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to their business. This is set out in *Safer Food Better Business*. The basis for this is risk assessment as it applies to the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.
- All staff follow the guidelines of *Safer Food Better Business*.
- At least one person has an in-date Food Hygiene Certificate.
- The person responsible for food preparation and serving carries out daily opening and closing checks on the kitchen to ensure standards are met consistently.

- We use reliable suppliers for the food we purchase.
- Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.
- Food preparation areas are cleaned before use as well as after use.
- There are separate facilities for hand-washing and for washing up.
- All surfaces are clean and non-porous.
- All utensils, crockery etc are clean and stored appropriately.
- Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have unsupervised access to the kitchen.
- When children take part in cooking activities, they:
 - are supervised at all times;
 - understand the importance of hand washing and simple hygiene rules
 - are kept away from hot surfaces and hot water; and
 - do not have unsupervised access to electrical equipment such as blenders etc.

Reporting of food poisoning

- Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.
- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the setting, the manager will contact the Environmental Health Department and the Health Protection Agency, to report the outbreak and will comply with any investigation.
- If the food poisoning is identified as a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988 the setting will report the matter to Ofsted.

Legal Framework

- Regulation (EC) 853/2004 of the European Parliament and of the Council on the hygiene of foodstuffs

Further guidance

- *Safer Food Better Business* (Food Standards Agency)
www.food.gov.uk/foodindustry/regulation/hygleg/hyglegresources/sfbb/sfbbcaterers

Organisation

Administration

4.1 Admissions

Parents wishing to use the Fledgelings Day Nursery must complete a detailed form regarding their child's details. They must also provide an original copy of the child's birth certificate; the nursery will photocopy this and the original returned to the parents.

- A non-returnable deposit must be paid in order to book the place.
- Fees are too paid once month in advance by either cheque or direct debit. Parents in receipt of grants will have their fees reduced in accordance.
- Parents will also be required to sign a contract and documents that are relevant to their child's well being and care.
- Parents will have a chance to meet the staff and view the nursery again if they wish. They will be invited to spend two morning or afternoons with their child in the nursery prior to the starting date. If the parents feels that they would still like to stay with their child after the start date this would be no problem. Parents are welcome into the nursery until they are sure the child is settled and they are happy to leave them.
- Parents are given every opportunity to have input into the nursery and welcome your views.
- Fledgelings day nursery will not reject any application to join our setting due to disability in any form. We will set out to resolve any problems that may occur with our layout or interior setting and will liaise with outside agencies for the support that may be required in such circumstances.
- Fledgelings Day Nursery adheres to our inclusion policy.

Administration

4.4 Fees & Government Grant

Fees are payable monthly, in advance and should be paid by the 10th of each month. Parents may pay by cheque (made payable to Fledgelings Day Nursery), standing order or childcare vouchers.

Monthly fees are calculated as follows: (Below is a sample of a child attending 3 days a week)

Number of Hours attended per week	30
Less Free early education entitlement hours	10.96
15 hours per week X 38 weeks per annum = 570 /52 weeks	19.04
Hours for which charge is made	£71.02
Standard rate per hour – 3.73 X 19.04 Hours	£5.10
Charge for Meals £1.70 X 3	£76.12
Weekly charge X 52	£3958.20
Monthly Payments	£329.85

Fees are payable for the full 52 weeks of the year including bank holidays, Christmas week closure, sickness and holidays.

Please note that we require a minimum of 4 weeks written notice should you wish to reduce sessions or terminate your child's place at Fledgelings. The initial 2 weeks deposit will be deducted from the final month's fees.

All parents are entitled to receive Government Funding from the term following their child's 3rd birthday. The entitlement depends on the number of sessions attended and the payment is split over each term. As of September 09 the full entitlement is £2029 per year.

The maximum entitlement is paid for children who attend five ½ day sessions or more a week.

Parents can claim funding from two settings if they wish, up to a total of five sessions. Please advise us if your child attends another setting and you would like to claim some of your entitlement there.

Child care practice

4.4 The role of the key person and settling-in

Policy Statement

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person 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.

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

The key person role is set out in the Welfare Requirements of the Early Years Foundation Stage. Each setting must offer a key person for each child.

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

Procedures

- We allocate a key person before the child starts.

- In some settings where a home visit is carried out before the child starts, this is done by the manager and the key person.
- The key person is responsible for the induction of the family and for settling the child into our setting.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parent to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- A key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
- The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day.
- We provide a back-up key person so the child and the parents have a key contact in the absence of the child's key person.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.

Settling-in

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting, information days and evenings and individual meetings with parents.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We may offer a home visit by the person who will be the child's key person, to ensure all relevant information about the child can be made known.

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

Child care practice

4.5 Curriculum

The curriculum at Fledgelings Day Nursery is based around the Early Years Foundation Stage framework.

There are four guiding themes in the framework and they describe how practitioners should support the development, learning and care of young children. The themes are in turn broken down into four commitments describing how to put the principles into practice.

They are as follows;

- A Unique Child - recognises that every child is a competent learner from birth who can be resilient, capable, confident and self-assured. The commitments are focused around development; inclusion; safety; and health and well-being.
- Positive Relationships - describes how children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person. The commitments are focused around respect; partnerships with parents; supporting learning; and the role of the key person.
- Enabling Environments - explains that the environment plays a key role in supporting and extending children's development and learning. The commitments are based around observation, assessment and planning; support for every child; the learning environment; and the wider context - transitions, continuity, and multi-agency working.
- Learning and Development - recognises that children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and inter-connected.

There are six areas of Learning and Development, they are all equally important and depend on each other to support a rounded approach to child development and learning.

They are as follows;

- Personal, Social and Emotional Development
- Communication Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

In the over two's area, the curriculum is planned around monthly topics which are linked to different seasons, festivals, the environment, families, etc. The topic for the month is displayed on the notice board and children will be given 'homework' each week which is linked to the topic. The activities for each day are also displayed on the notice board so you can see what your child has been learning that day.

Child care practice

4.6 DEVELOPMENTAL REPORTS

After your child has been at the nursery for six to eight weeks a progress report will be completed to assess how well your child has settled into the nursery. You will be given a copy of the report and invited to make comments if you wish.

Thereafter, developmental reports will be completed every four months for the under one's and every six months for the one to five year olds. We ask that you return all reports after reading them so that your child's key-worker can add to the report. You will be given the reports when your child leaves the nursery.

The reports detail the six areas of learning and how your child is progressing in each of these areas.

If you would like to arrange a meeting with your child's key-worker to discuss your son/daughter's progress this will be arranged at your convenience.

Partnership

4.6 Parental involvement

Policy Statement

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

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

Some parents are less well represented in early years settings; these include fathers, parents who live apart from their children but who still play a part in their lives as well as working parents. In carrying out the following procedures, we will ensure all parents are included.

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

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

Procedures

- We have a means to ensure all parents are included – that may mean we have different strategies for involving fathers or parents who work or live apart from their children.
- We consult with all parents to find out what works best for them.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.
- We encourage and support parents to play an active part in the governance and management of the setting.
- We inform all parents on a regular basis about their children's progress.
- We involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We inform parents about relevant conferences, workshops and training.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.
- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.

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

- Admissions policy.
- Complaints procedure.
- Record of complaints.
- Developmental records of children.

Partnership

4.8 Working in partnership with other agencies

Policy Statement

We work in partnership with local and national agencies to promote the well-being of all children.

Procedures

- We work in partnership or in tandem with, local and national agencies to promote the well-being of children.
- Procedures are in place for sharing of information about children and families with other agencies. These are set out in the Information Sharing Protocol, Safeguarding Children procedures and the Special Educational Needs Procedures.
- Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.
- We follow the protocols for working with agencies, for example on child protection.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child(ren) during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary we consult with local and national agencies who offer a wealth of advice and information that help us develop understanding of issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

5.0 Documentation

Record keeping

5.1 Children's records

Policy statement

There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act and the Human Rights Act.

This policy and procedure is taken in conjunction with the Confidentiality Policy and our procedures for information sharing.

Procedures

We keep two kinds of records on children attending our setting:

Developmental records

- *These include observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports.*
- *These are usually kept in the playroom and can be freely accessed, and contributed to, by staff, the child and the child's parents.*

Personal records

- These include registration and admission forms, signed consent forms, and correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.

- These confidential records are stored in a lockable file or cabinet and are kept secure by the person in charge in an office or other suitably safe place.
- Parents have access, in accordance with our Client Access to Records policy, to the files and records of their own children but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.
- We retain children's records for three years after they have left the setting. These are kept in a secure place.

Other records

- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- Students on Pre-school Learning Alliance or other recognized qualifications and training, when they are observing in the setting, are advised of our confidentiality policy and are required to respect it.

Legal Framework

- *Data Protection Act 1998*
- *Human Rights Act 1998*

Record keeping

5.2 Provider records

Policy statement

We keep records for the purpose of maintaining our business. These include:

- Records pertaining to our registration.
- Landlord/lease documents and other contractual documentation pertaining to amenities, services and goods.
- Financial records pertaining to income and expenditure.
- Risk assessments.
- Employment records of staff.

Our records are regarded as confidential on the basis of sensitivity of information, such as with regard to employment records and these are maintained with regard to the framework of the Data Protection Act and the Human Rights Act.

This policy and procedure is taken in conjunction with the Confidentiality and Client Access to Records policy and Information Sharing policy.

Procedures

- All records are the responsibility of the officers of the management committee who ensure they are kept securely.
- All records are kept in an orderly way in files and filing is kept up-to-date.
- Financial records are kept up-to-date for audit purposes.
- Health and safety records are maintained; these include risk assessments, details of checks or inspections and guidance etc.

- Our Ofsted registration certificate is displayed.
- Our Public Liability insurance certificate is displayed.
- All our employment and staff records are kept securely and confidentially.

Legal framework

- *Data Protection Act 1998*
- *Human Rights Act 1998*

