

First Steps Nursery Policies & Procedures



July 2022

Our policies are regularly updated. They are reviewed by Yateley School Governors 3 yearly. The next review is July 2025.

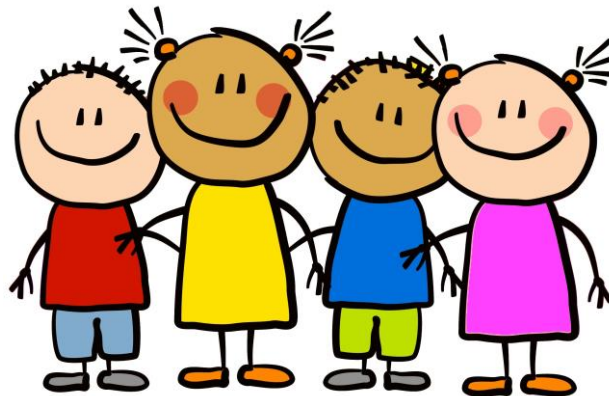


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Accident Policy

Any accidents or incidents on nursery premises must be recorded and escalated to the person in charge. Accident forms must be completed for children and adults on the First Steps system. Accident statistics will be collated quarterly and reviewed to check for any trends or patterns.

Accident procedure

The person responsible for recording accidents or incidents is the member of staff who saw the incident or was first to find the child where there are no witnesses. It is essential to remain calm at all times during an incident or accident involving a child so as not to cause any additional stress.

An accident form must be completed following any accident however minor. This should be done as soon as the accident is dealt with, whilst the details are still clearly remembered. This must be signed and dated by the staff witness, parent/carer and nursery manager.

An ambulance should be called immediately in the event of any serious accident or injury.

No Medical Treatment

In the event of a minor accident for which no treatment is required, the first aider most familiar with the child will administer the appropriate treatment.

An accident form will be completed and signed by the person who witnessed the accident and the first aider.

Parents/carers will be asked to sign the form at the time of collection.

The manager or deputy manager should be informed of the nature of the injury.

Non-Immediate Medical Treatment

In the event of an accident for which no immediate medical treatment is required, staff will:

Inform the nursery manager of the nature of the injury

Contact the child's parents so that medical advice and treatment can be arranged if required

Complete an accident form prior to the child being collected by their parents/carers

The child's parents/carers will be asked to notify the nursery of the diagnosis, treatment required and possible duration of recovery

The manager and another first aid qualified member of staff will make the decision as to whether treatment is non-immediate

Immediate Medical Advice

In the event of a major accident, for which immediate and urgent medical advice is needed:

The nursery manager or staff member will dial 999 for an ambulance, if necessary the nursery manager will be summoned immediately

The manager and the child's key person will accompany the child to hospital (ensuring that staff to child ratios are adhered to) and stay with them until their parent/carer arrives

The child's folder should be taken to hospital with them, registration form, relevant medical sheets, medication and the child's comforter

The parents/carers must be notified of the action taken and which hospital the child is going to

If you are unable to contact the parents/carers, a message must be left asking them to call the nursery on receiving the message

An accident form must be completed prior to the staff leaving the nursery for the day

If a RIDDOR form is to be completed follow the instructions at www.hse.gov.uk/riddor/report.htm to complete the form. The form should be signed off by the nursery manager

Inform EHO AND Ofsted of the accident and action taken. In cases of serious injury, EECU and LSCB also need to be informed

It is important to remain calm at all times

On return to nursery the parents/carers must be asked to sign the accident form

Staff/Visitor Accidents

Inform the manager and the named FAW immediately.

Appropriate treatment will be sought.

If immediate medical treatment is needed, the manager/deputy manager must notify the next of kin.

If necessary a RIDDOR form must be completed and EHO notified.

Guidance on administering first aid to children.

Some common accidents and ailments include:

Bump to the Head

If a child receives a bump to the head area, a first aide trained member of staff should be appointed to maintain close supervision of the child in order to spot any signs of concussion or other conditions that may require additional attention.

Nursery staff will normally apply a cold compress, reassure the child and assess whether or not the injury needs immediate hospital attention.

Should it be decided that a child does not need immediate hospital attention, staff will continue to monitor the child throughout their stay at nursery.

Nursery staff will make 10-minute observations on the child and record their condition on an observation form.

If signs or symptoms change significantly, and it is considered that the child needs hospital attention, an ambulance would be called and parents/carers contacted immediately.

The details of the incident will be recorded on an Accident form in accordance with the accident policy.

Parents/carers must be advised upon collection of the child of the injury type and cause and should sign the accident form and be given a bump to the head information sheet.

A record should be made on the accident form that a bump to the head information sheet was given to the parent/carer.

If any of these signs appear then medical attention should be sought:

Complaining of a severe headache

Dizziness

Vomiting

Any bleeding or discharge from the ear

Cuts and Abrasions

If a child sustains a cut to the skin, a micro pore dressing is to be used to dress the cut. A trained member of staff should always be consulted to dress the wound and consider if further medical treatment is necessary.

Swallowed Foreign Body

Young children often put things in their mouths - the following guidance should be followed:

Small smooth objects - reassure the child and call an ambulance or seek medical advice

Sharp or large objects - call an ambulance

Choking/Inhaled Foreign Body

If a child is choking, follow the procedure below:

Put child over knee and support with one hand

Apply sharp blows between the shoulder blades with the flat of the hand

Keep the child's head lower than the chest

If back blows fail, use 'abdominal thrust' or resuscitation, only if trained while waiting for an ambulance

If a baby is choking

Place baby along the forearm.

Slap between the shoulder blades, using less force than for a child.

If they become unconscious, begin resuscitation (only if a trained first aider) and arrange for an ambulance to be called.

Splinters or other Foreign Bodies in the Skin

Staff should not attempt to remove these. Possible remedies are soaking in warm soapy water and if necessary asking parents/carers to attend and deal with.

Foreign Body in the Eye, Ear or Nose

Children are inquisitive and will occasionally place small objects in the eye, nose and ears.

Eye

Do not touch anything sticking to or embedded in the eyeball.

Gently separate the eyelids with finger and thumb - examine every part of the eye.

If foreign object can be seen, try and wash it out using a clean glass or cup and clean preferably sterile water.

If object is under eyelid, grasping the lashes, pull the upper lid over the lower lid.

Blinking the eye under water may also help make the object float clear.

Nose

Do not attempt to remove the foreign body.

Keep child calm and advise them to breathe through the mouth.

Take or send the child to hospital.

Ear

Do not attempt to remove the object - it may be pushed in further.

Sit child down.

If it is a small light object e.g. insect: gently flood the ear with tepid water so that object floods out.

If unsuccessful, take or send the child to hospital.

Epilepsy/Seizures (Fitting/Convulsions)

During a seizure:

Move dangerous objects away and gently protect the head with a folded coat or your hands.

Note the time and duration of the seizure.

Loosen any tight clothing around the neck.

Call 999/112 for emergency help if: the seizure lasts longer than 5 minutes, they have a second seizure, they have become injured or this is the child's first ever seizure.

After a seizure:

Open the **Airway** and check for normal **Breathing**. Start CPR if needed or place them in the recovery position.

Move bystanders away to protect modesty.

Call 999/112 for emergency help if you can't wake them up within 5 minutes.

Constantly monitor **Airway** and **Breathing**.

NEVER place anything in the mouth.

NEVER try to restrain the child.

High Temperature

(See Illness and Sickness Policy)

Vomiting and/or Diarrhoea

(See Illness and Sickness Policy)

Breathing difficulties (See also in Illness and Sickness Policy)

Asthma

Reassure and calm the child.

Administer inhaler if parental consent and authorisation has been given.

Reassure the child and call an ambulance if symptoms do not lessen.

Croup

This term defines attacks of severe breathing difficulty in very young children **although some children up to 15 years of age can be affected**. Symptoms may be distressed breathing and cough, whistling noises on breathing in, blue colour to the skin.

How to deal with this:

Sit the child up and reassure

Get the child to breathe steam to ease breathing

Call an ambulance if breathing difficulties become severe and if any blue colour is noticed on the skin

Nosebleeds

This may happen if a child receives a blow to the nose or as a result of sneezing, picking or blowing the nose.

Nosebleeds are normally unpleasant but can sometimes be dangerous.

Sit the child down and place head forward.

Tell child to breathe through the mouth and pinch their nose just above the bridge.

Catch blood etc. with tissues and dispose of them in the sanitary bin after bagging them up in a yellow bag.

Still with child leaning forward, gently clean around their nose and mouth with tepid water.

Get child to rest and stay calm for a few hours.

Staff handling the nosebleeds must wear disposable gloves.

CONTENTS OF FIRST AID KITS - THERE SHOULD BE A FIRST AID KIT IN EACH ROOM, A KIT IN THE NAPPY CHANGE AREA AND SMALL BUMBAG KITS FOR OUTINGS.

The appointed person responsible for first aid checks the contents of the boxes every 3 months and replaces items that have been used or are out of date.

Contents for 10 people (to be contained in a plastic first aid box that is green with white lettering):

- Guidance card
- 20 individually wrapped dressings
- 2 eye pads
- 4 triangular bandages
- 6 medium dressings
- 2 large dressings
- 6 alcohol free wipes
- 1 pair of disposable gloves (single use only then replaces)

The above complies with HSE guidelines and associated regulations.

The following list is in addition to the above and are required to be kept in each first aid box:

- Adhesive plasters (non-allergenic)
- Micro pore adhesive tape
- Blue plasters
- Sterile water for eye wash
- Melanin wound dressing (large)
- Melanin wound dressing (medium)
- Blunt scissors
- Thermometer
- Revive aid - one-way valve which prevents cross contamination when administering mouth to mouth resuscitation
- Contents list and check list

The contents and use by date of contents should be checked regularly by the appointed person.

All of the staff are trained in paediatric first aid and this training is updated every three years.

Admissions Policy

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

Our admissions policy ensures that:

The existence of the nursery is widely known throughout the local community

Notices and advertising of the nursery are placed in areas where all sections of the community can see them

The nursery welcomes all parents, relatives and carers (including childminders), without discrimination and values any contribution to the nursery practices which are offered and we make our equal opportunities policy widely known and confirm that we welcome people from all cultural, ethnic, religious and social groups, with or without disabilities

Extra sessions can be requested at any time and places are subject to availability. These will be charged as additional hours

Ad-hoc or emergency places may be available, in addition to a child's specified place subject to availability

Spaces for siblings are also subject to a space being available, but will be given priority

Provision is organised in group rooms, which have been dedicated to a particular age group and for a maximum number of children in accordance with Ofsted regulations

Administration

Prior to a child attending nursery, parents/carers must complete and sign a registration form. These forms provide the nursery with personal details relating to the child. For example, name, date of birth, address, emergency contact details, parental responsibilities, dietary requirements, fees and sessions, contact details for parents/carers and doctor's contact details.

Parents/carers are required to provide details of anyone else likely to be involved with bringing their child or collecting them from nursery.

Parents/carers are required to provide contact numbers for the entire time their child attends nursery.

Behaviour Management Policy

Children and adults flourish best in an ordered environment in which everyone knows what is expected of them and the children are free to develop their play and learning without fear of being hurt or hindered by anyone else. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. The nursery praises and encourages positive, caring and polite behaviour at all times and provides an environment where we aim for children to learn to respect themselves, other people and their surroundings.

In order to achieve this:

- Rules governing the conduct of the group and the behaviour of the children will be discussed and agreed within the nursery and explained to all newcomers, both children and adults
**where appropriate, this might be achieved by a period of "time out" with an adult*
- All adults in the nursery ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour
**in cases of serious misbehaviour (including racial), the unacceptability of the behaviour and attitudes will immediately be made clear - by means of explanation rather than blame*
- All adults will try to provide a positive role model for the children with regard to friendliness, care and courtesy
**in cases of misbehaviour, it will always be made clear to the child or children in question, that it is the behaviour, and not the child, which is not welcome*

- Adults in the pre-school will praise and endorse desirable behaviour (for example, kindness, willingness to share, etc.)
**adults will not shout or raise their voices in a threatening way*
- We will take positive steps to avoid a situation where children receive adult attention in return for undesirable behaviour
**adults in the nursery will make themselves aware of, and respect the range of cultural expectations regarding interactions between people*

When children's behaviour is unacceptable:

Physical punishment (such as smacking or shaking) will NEVER be used or threatened

Children will never be sent out of the room by themselves

Techniques such as a "naughty chair", will not be used in an attempt to single out or to humiliate individual children

Children will receive one to one adult support whenever possible, with continual observation and assessment being made to ensure the situation comes to a positive solution

Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity. Recurring problems will be tackled by the whole nursery partnership, together with the child's parents, and using objective observation records to establish an understanding of the cause. Adults will also be made aware that some kinds of behaviour may arise from a child's special needs and these will be identified immediately.

Assault

Assault is any physical contact with another person without their consent. It is a criminal act that may be prosecuted by the police or by the individual involved.

- *Staff must be aware that any form of physical punishment can be seen as assault.*

Restraint

Restraint is a form of physical control which is the positive application of force with the intention of overpowering someone who may seem to be out of control in a manner which is considered to be a danger to themselves or others.

Restraint can only be justified for the following reasons:

- To prevent an accident or injury to the child or others
- In self defence
- To prevent damage to property

Good Practice

It is important to recognise that children rarely mean to do things 'wrong'.

Staff should allow children to be children and must make sure that their expectations are realistic.

Good behaviour should be praised rather than highlighting bad behaviour. For example: praise a child for holding onto the banister when walking downstairs, rather than tell another child to hold the banister properly.

Staff should try to divert and discourage unacceptable behaviour. Positive affirmation should be used.

Staff are encouraged to use smiley face/sad face method, or thumbs up/down, using language which supports the visual aids. This enables the child to understand the impact of their behaviour, without impacting on their self-esteem.

Staff should organise children so that they are not put into groups or situations where they need to be told 'no' or 'don't do that'. The environment should be set for their convenience and should be age appropriate.

Staff should remember to notice and praise quiet children. They often get missed because they do not draw attention to themselves.

If staff have to reprimand a child, they should try to find something positive to praise them for as soon as possible. This will restore their self-esteem and help them to focus away from the negative incident.

Staff should take time to assess a situation before reacting and not to make an assumption based on a child's historic behaviour.

Ask the children (if appropriate) what caused the situation and how they want to manage it.

When dealing with a situation which involves a particular child or children, staff should speak directly to those involved on a one to one or small group basis. In order to prevent embarrassment or humiliation, staff must speak quietly and not reprimand in front of the other children. If staff have to remove them to do this it should be done as unobtrusively as possible.

Cultural awareness is essential in all aspects of childcare and staff must be careful not to impose pre-conceived expectations on children with non-European backgrounds. E.g. staff should not insist a child 'look at me whilst I am speaking to you' as in some countries this is a sign of disrespect, especially if they know that they have done something wrong.

Staff must never use the word NAUGHTY when describing a child and always make it clear that it was their actions that were displeasing and not the child.

Words such as kind or unkind should be used to describe appropriate and inappropriate behaviour.

Children should be shown that staff understand that they may be feeling cross or upset. Staff should help children to deal with their feelings by pointing out more positive ways of handling the problem. E.g. instead of pushing all the toys off the table and onto the floor in a fit of temper, staff may suggest that next time they come and explain what has made them unhappy.

Staff should recognise when words and explanations are not appropriate and be prepared to sit them down calmly and quietly until able to talk quietly with them. There is no reason why staff cannot give children a cuddle to show that they have been forgiven for making a mistake.

Staff should remember that in the majority of situations, what is often perceived as bad behaviour is usually a mistake on the part of the child. Most young children do not intend to behave badly.

Sometimes a child may cause a member of staff to become upset or frustrated. In this situation it is advisable for another member of staff to take over particularly if the person is unable to respond calmly. This should not be seen as a weakness on the part of the staff member as their feelings are equally important. However, the child is not yet mature enough to understand that it is better for them to remove themselves from the situation. The staff member can always go back and speak to the child later.

Staff should consider which children are continually receiving negative attention and try to work out why this should be and how the behaviour could be changed. Include this in the child's personal development plan.

In some circumstances staff should hold back before intervening to allow children to deal with difficult situations. However, where there is likelihood of a child getting hurt intervention should always be immediate.

Always discuss a potential or recurring problem with someone else.

Time out

- Time out may be used as a method of defusing a potentially disruptive situation
- Time out can be equally beneficial for an adult or a child
- Time out for a child should be very short and should be somewhere quiet, but not isolated
- Time out is not a punishment. No child should take time out facing a wall, in a corner or placed on a 'naughty chair'
- A member of staff must be nearby and ready to praise the calming down process
- Once positive behaviour has been established the child should be allowed to continue with the activity from which they had been removed or directed to another activity

Recording, monitoring and evaluating persistent problems

- A staff communication book should be kept in each room
- All staff may enter information in this book, this includes staff covering in the room even if it is not their normal place of work
- All information should be regarded as confidential in the first instance
- Entries in the book should be a regular item on the agenda for room meetings
- Room leaders must bring to the manager's attention any behaviour incidents
- The nursery manager will recommend when parental involvement becomes necessary

Anti-bullying

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years.

We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling.

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

At our nursery, staff follow the procedure below to enable them to deal with challenging behaviour:

- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channeled in a positive way
- Children are helped to understand that using aggression, to get things, is inappropriate and they will be encouraged to resolve problems in other ways
- Our staff will intervene when they think a child is being bullied, however mild or harmless it may seem
- Staff will initiate games and activities with children when they feel play has become aggressive, both indoors or out
- Staff will sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour
- We will ensure that this policy is available for staff and parents and it will be actively publicised at least once a year to parents and staff
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the nursery
- All concerns will be treated in the strictest confidence

By positively promoting good behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop as responsible members of society.

Biting Policy and Procedure

This section focuses on biting. A quick reaction to stop the behaviour is very important and when intervening saying 'No we don't do that here' makes it very clear that the behaviour is disapproved of. What happens next will depend on the age of the child and the extent and frequency of the aggression.

Procedure

Dealing with the child who has been bitten

- The child who has been bitten should be comforted, the wound should be cleaned thoroughly & a cold compress applied to the wound to avoid further bruising or swelling
- If the bite has broken the skin the wound will be washed thoroughly with soapy water and dressed
- If the bite has broken the skin the parents/carers will always be contacted to advise them what has happened and for them to seek further medical attention

- In case of severe bites, the manager will be consulted to ascertain if further medical treatment is necessary
- In case of severe bites including if the skin has not been broken the parent/carer should be contacted to advise them what has happened as soon as possible
- The adult who witnessed the incident should complete an accident form
- When the child is collected the key person should explain to the parents/carers the procedures that will be taken to minimise the risk of this happening again
- The name of the child who carried out the bite should not be disclosed to the parents/carers of the child who has been bitten
- Staff should be aware that if the child is old enough they are likely to tell their parents/carers who has bitten them

Dealing with the child who has bitten

Immediately following the biting

- The adult who witnessed the incident should clearly show the child their disapproval by the manner and tone of their voice
- This should be done quickly
- In order for the child to understand that the behaviour is not acceptable it is important that the adult does not respond in an amused, approving or neutral way
- The child should not be made to say sorry as they are unlikely to understand
- The child needs to understand what they have done wrong and how they have made the other child feel
- An accident form needs to be filled in by the adult who witnessed the incident
- The key person will immediately take responsibility for close observation of this child and share any relevant and up to date information with the team
- The key person should approach the parents in a tactful and supportive way and get them to sign the accident form

How to approach the parents

- First tell the parents/carers something positive about their child's day
- Then mention that their child was involved in an incident with another child and explain what happened
- Explain that this is a phase children go through and how we deal with this type of behaviour
- Reassure the parent/carer and ask them to let us know if their child does this at home
- Tell them that we will let them know if it happens again here at nursery

Should the child continue with this behaviour the room leader and/or manager will need to be in discussion with the parent/carer.

The child should be shadowed on a daily basis by staff in the room preferably 1 hour at a time.

During this time daily records and observations must be kept so that the possible reasons for biting can be identified.

Shadowing should be continued until the child has not bitten or attempted to bite for several weeks and all adults concerned are satisfied that the child has overcome this phase and no longer poses a threat to other children.

Shadowing means that a member of staff - either key person or allocated member of staff ensures that they remain with the child at all times or hand over the child to another member of staff if they are required to do a duty that the child cannot help them with.

Where biting recurs in the nursery

If there is more than one child biting, the following needs to be applied by the room leader or manager:

- Ensure that the children's routine is not overly disrupted
- Ensure that the children have sufficient stimulation and supervision
- Ensure that the staff in the room is fully aware of this policy and how to interact with the children who are biting
- Assess the accident forms to see if a pattern can be established which may support the future action taken by the staff

The following may help to identify why the child has bitten and how the child can be helped:

- Biting may happen impulsively through lack of self-control, almost as if it is done because there is something there to bite. A kiss or cuddle can quickly turn into a bite and even though in this situation the biting is unintentional, it is still appropriate for the adult to show disapproval
- Teething may increase a child's urge to bite - Children tend to explore everything with their mouth, both inanimate objects and people. This need may increase when teeth are coming, since applying pressure to the gums through biting may be comforting
If this is the probable cause, then offering the child an object to bite, such as a teething toy may help
- Excitement and over stimulation often create tension and excess energy which unfortunately some children 'get out of their system' by biting. This can be dealt with best by knowing who these children are in advance and channeling their happiness and exuberance when it cannot be contained

The cause of biting often eludes staff, as a child may appear to be and actually is happy before biting. Time to calm down and get back into control, offered as help and not as punishment may be valuable in this situation.

- Children like to create an effect, to make something happen and some children discover that biting accomplishes this
- Biting another child is usually followed by a spectacular reaction. The very young child, who cannot understand how much it hurts the victim, finds the response rewarding and interesting and may repeat for this reason
- Toddlers especially, but even older children experience a great deal of frustration and sometimes express this through biting
- There is often an upsurge in biting just before toddlers are able to communicate with words
- Children who spend much of their time crowded into small spaces with other children may bite
- Children faced with too many challenges and pressures may bite
- Children whose play is interfered with constantly by other children may bite

Altering the situation or physical environment can reduce the occurrence of biting.

If a child has bitten another child on more than 2/3 occasions, the parents/carers of the child who is biting must be invited into the nursery for a conversation with the manager. The manager needs to discuss with the parents/carers how best to work together.

The manager needs to:

- Reassure the parents/carers that this is a phase a child can go through and with the right intervention can be minimised until the child has outgrown the phase
- Ask the parent/carer if there have been any changes at home that they have not brought to our attention
- Ask the parents/carers if they are experiencing the same at home, and if so, have they noticed any patterns
- Agree the most appropriate action going forward and time scales for a review
- Make notes of the meeting and agreed actions and timescales

Broadmoor Alarm Procedure

All children will be kept inside the First Steps nursery buildings with all windows and doors locked.

Parents/carers will be alerted and told to collect their children immediately.

Usual security procedures as detailed in the Child Collection Policy will be adhered to in the release of all children.

Camera, Mobile Phone, Smartwatch and Recording Device Use

At First Steps we recognise that photographs and video recordings play a part in the life of the nursery. We ensure that any photographs or recordings (including CCTV) taken of children in our nursery are only done with prior written permission from each child's parent/carer and only share photos with parents/carers in a secure manner. We obtain this permission when each child is registered at the nursery.

We ask for individual permissions for photographs and video recordings for a range of purposes including: use in the child's learning journey; for display purposes; for promotion materials including our nursery website, brochure and the local press; and for security in relation to social media platforms we use. We ensure that parents/carers understand that where their child is also on another child's photograph, but not as the primary person, that may be used in another child's learning journey.

If a parent/carer is not happy about one or more of these uses we will respect their wishes and find alternative ways of recording their child's play or learning.

All staff MUST keep their mobile phone/smartwatches/fitness watches that has the ability to record, stored safely in the designated boxes/cupboard in each building at all times during the hours of their working day. Visitors are informed that they must not use their mobile phone/smartwatches/fitness watches whilst in the nursery and only once they have left the school campus. Staff are not permitted to take photographs or recordings of a child on their own cameras,

mobiles or other devices and may only use those provided by the nursery. The nursery manager will monitor all photographs and recordings to ensure that the parents/carers wishes are met and children are safeguarded.

Parents/carers are not permitted to use any recording device or camera (including those on mobile phones/**smartwatches/fitness watches**) on the nursery premises without the prior consent of the manager.

During special events, e.g. Christmas or leaving parties, staff may produce group photographs to distribute to parents/carers on request. In this case we will gain individual permission for each child before the event. This will ensure all photographs taken are in line with parental choice. We ask that photos of events such as Christmas parties are not posted on any social media websites/areas without permission from parents/carers of all the children included in the picture.

At First Steps Nursery, we use tablets in the rooms to take photos and videos of the children and record these directly on to their electronic learning journeys. We ensure that these devices are used for this purpose only.

Child Collection Policy

Security procedures are in place to safeguard the children in our care and also the nursery staff.

Procedure:

- Parents/carers must complete a registration form and key person questions sheet informing the nursery who is authorised to collect their child from our care
- The authorised people must be introduced to the child's key person and the nursery manager before collecting the child for the first time
- A court injunction against either parent/carer or an injunction which is being put in place (if this is the case a letter outlining what is being put in place and what should be adhered to in the interim) is the **ONLY** grounds for refusing a parent/carer access to their child
- In the event that it is not possible to make such introductions, any authorised person must bring on their first visit identification which includes a photograph i.e. passport, and will be required to provide a pre-arranged password
- If a person is added to the authorisation list at a later date, they must be introduced and their name added to First Steps. A written note is acceptable provided it has been signed by the authorising person and handed to the nursery manager prior to the pick up
- Parents, relatives and carers (including childminders) picking up children from the nursery building must fully concentrate on the child/ren during the handover process.
- Children are not to run around the building or up and down the corridor.
- Older siblings are not to let younger siblings out of their room/building.
- Children being collected can be left in their rooms during the handover process or parents/carers are very welcome to go inside the room with the children.
- When dropping off or picking up your child/ren from the other buildings, be mindful of other children playing in the main room. When doors are opened, children are able to wander from room to room and there must be a staff presence at all times.

- Children should not be unsupervised at any time. Staff doing handovers are still included in ratio in their room and have other children they are responsible for. Staff can't be supervising children out of their room so this must become a parents/carers responsibility.

In the event that it is not possible for any of the authorised persons to collect a child and someone else is sent, the following procedure must be followed:

- The nursery manager must be contacted and a full description of the person given including their name. A photograph can be emailed to the nursery manager
- The nursery manager will give a single password to be used on that occasion only, which must be passed on to the person collecting the child. They must still bring with them identification including a photograph
- When the person arrives, identification will be checked and the correct password given

If there is any doubt, staff **MUST** contact the parent/carer and ask for verification of the identity of the person collecting.

Late Collection

The nursery has an obligation to stay with any uncollected child at the end of the day, until the child is collected.

A record will be kept of all the children who are not collected on time. This will note the date, the time at which the child was collected, who collected the child and the reason given. In the event that the child is not collected by the due time on several occasions, the parent/carer will be charged £30.00 each time thereafter that they are late collecting their child.

If late collection continues, the nursery has the right to refuse to continue the daily care of your child.

Non-Collection

In the event that a child is not collected from the nursery by the end of the session, 2 staff (including either the manager, deputy manager or room leaders) should remain at the nursery with the child.

The following procedure should be followed:

Establish if a message has been left by parents

Try to contact the parents/carers. Appropriate messages must be left asking the parent/carer to contact the nursery. A member of staff must remain near the telephone to answer calls.

If the child has not been collected by the end of the registered day, the nursery manager must contact other authorised collectors on the child's records.

After all avenues of contact have been exhausted and there has been no contact from the child's parents/carers one hour after the end of the registered day, the nursery manager will make the decision to contact the **Local Authority Children's Services Emergency Duty Team**.

The child's welfare must at all times be the main factor, so staff must ensure that food and drink is given as needed and appropriate activities are provided.

Parent/carer under the influence of alcohol/drugs or other unfit condition

If a parent/carer arrives displaying any of the above conditions, explain why you are calling another authorised collector. Ensure the parent/carer is kept calm and reassured.

If the parent/carer poses a threat to the children, staff or themselves, call the social services duty officer, and/or the police.

Make a record of events and inform Ofsted: **0300 123 4666**

Social Services Duty Office telephone Number: **0300 5551384**

Complaints Policy

The nursery manager is responsible for informing all parents/carers of their rights with regards to the complaint's procedure.

All concerns and complaints will be recorded, including verbal, e-mail, telephone and letter complaints, by the nursery manager.

A copy of each complaint will be printed and filed in accordance with the Ofsted National Standards.

This file may be requested by an Ofsted Inspector on an unannounced visit or inspection.

All comments and complaints will be treated in the strictest confidence.

If the matter cannot be resolved at Nursery level, it will be escalated to the business manager, who will meet with all parties concerned.

Parents/carers have the right to complain to Ofsted directly. Contact details are:

Ofsted

Ofsted National Business Unit

Picadilly Gate

Store Street

Manchester M1 2WD

Tel 0300 123 1231

Email enquiries@ofsted.gov.uk

This number will automatically connect to the appropriate Ofsted Office for this region.

The nursery must display the Ofsted telephone number on the parent/carer notice board.

Complainants must be informed within 28 days of the initial complaint as to the investigation procedure and findings. **This is a legal requirement**, but First Steps Nursery will endeavour to respond to complainants within 14 days.

Parents/carers may see copies of the complaints log, should they wish to do so.

A copy of the complaint's procedure will be displayed on the parent/carer notice board.

Handling Complaints

First Steps Nursery aims to deliver the highest levels of service and meet both customer and employee expectations at all times.

We are receptive to all comments from those who have contact with the nursery, both positive and negative. It is vital to the continuing success of the nursery that any negative feedback or complaints are handled positively and sympathetically and the necessary action is taken to resolve any issues.

If a concern is raised by a parent/carer regarding any aspect of child protection, the member of staff must notify the nursery manager and follow the course of action as defined in the Child Protection Procedure.

In all instances a full history must be recorded and kept on file.

Feedback will be provided to the whole nursery team where appropriate and any action required will be detailed.

Parents/carers may raise any aspect of their child's care directly with Ofsted if they wish to do so.

Professional Indemnity

If any complaint could potentially lead to a claim on First Steps Nursery insurance policies, the insurance company must be notified at the earliest possible opportunity.

The insurance company will have their own procedures for dealing with complaints of this nature and these may be other than those described in this policy.

Critical Incident Policy

At First Steps Nursery we understand we need to plan for all eventualities to ensure the health, safety and welfare of all the children we care for. With this in mind we have a critical incident policy in place to ensure our nursery is able to operate effectively in the case of a critical incident. These include:

- Flood
- Fire
- Burglary
- Abduction or threatened abduction of a child
- Bomb threat/terrorism attack
- Any other incident that may affect the care of the children in the nursery

If any of these incidents impact on the ability of the nursery to operate, we will contact parents/carers via phone/email at the earliest opportunity, e.g. before the start of the nursery day.

Flood

There is always a danger of flooding from adverse weather conditions or through the water/central heating systems. We cannot anticipate adverse weather; however, we can ensure that we take care of all our water and heating systems through regular maintenance and checks to reduce the option of flooding

in this way. Our central heating systems are checked and serviced annually by a registered gas engineer and they conform to all appropriate guidelines and legislation.

If flooding occurs during the nursery day, the nursery manager will make a decision based on the severity and location of this flooding, and it may be deemed necessary to follow the fire evacuation procedure. In this instance children will be kept safe and parents/carers will be notified in the same way as the fire procedure.

Should the nursery be assessed as unsafe through flooding, fire or any other incident we will follow our operational plan and provide *care in another location/*parents/carers with alternative arrangements in sister nurseries/*options for childcare facilities in the local area.

Fire

Please refer to the fire safety policy.

Burglary

The management of the nursery follow a lock up procedure which ensures all doors and windows are closed and locked before vacating the premises. Alarm systems are used and in operation during all hours the nursery is closed.

The manager will always check the premises as they arrive in the morning. Should they discover that the nursery has been broken into they will follow the procedure below:

- Dial 999 with as many details as possible, i.e. name and location, details of what you have found and emphasise this is a nursery and children will be arriving soon
- Contain the area to ensure no-one enters until the police arrive. The staff will direct parents and children to a separate area as they arrive. If all areas have been disturbed staff will follow police advice, including following the relocation procedure under flood wherever necessary to ensure the safety of the children
- The manager on duty will help the police with enquiries, e.g. by identifying items missing, areas of entry etc.
- A manager will be available at all times during this time to speak to parents/carers, reassure children and direct enquires
- Management will assess the situation following a theft and ensure parents are kept up to date with developments relating to the operation of the nursery

Abduction or threatened abduction of a child

We have secure safety procedures in place to ensure children are safe while in our care, including safety from abduction. Staff must be vigilant at all times and report any persons lingering on nursery property immediately. All doors and gates to the nursery are locked and cannot be accessed unless staff members allow individuals in. Parents/carers are reminded on a regular basis not to allow anyone into the building whether they are known to them or not. Visitors and general security are covered in more detail in the supervision of visitor's policy.

Children will only be released into the care of a designated adult; see the security policy for more details. Parents/carers are requested to inform the nursery of any potential custody battles or family

concerns as soon as they arise so the nursery is able to support the child. The nursery will not take sides in relation to any custody battle and will remain neutral for the child. If an absent parent/carer arrives to collect their child, the nursery will not restrict access **unless** a court order is in place. Parents/carers are requested to issue the nursery with a copy of these documents should they be in place. We will consult our solicitors with regards to any concerns over custody and relay any information back to the parties involved.

If a member of staff witnesses an actual or potential abduction from nursery we have the following procedures which are followed immediately:

- The police must be called immediately
- The staff member will notify management immediately and the manager will take control
- The parent/carer(s) will be contacted
- All other children will be kept safe and secure and calmed down where necessary
- The police will be given as many details as possible including details of the child, description of the abductor, car registration number if used, time and direction of travel if seen and any family situations that may impact on this abduction

Bomb threat/terrorism attack

If a bomb threat is received at the nursery, the person taking the call will record all details given over the phone as soon as possible and raise the alarm as soon as the phone call has ended. The management will follow the fire evacuation procedure to ensure the safety of all on the premises and will provide as much detail to the emergency services as possible.

Other incidents

All incidents will be managed by the manager on duty and all staff will co-operate with any emergency services on the scene. Any other incident that requires evacuation will follow the fire plan. Other incidents e.g. no water supply will be dealt with on an individual basis considering the effect on the safety, health and welfare of the children and staff in the nursery.

The nursery manager will notify Ofsted in the event of a critical incident.

Customer Care Policy

First Steps Nursery is fully aware of the task entrusted to them in looking after the children in their care, and as such has procedures in place to ensure that a high level of communication between the nursery and the parents/carers is achieved and maintained.

Notice boards and newsletters ensure that parents/carers are continually kept up to date on all aspects of the care of their child.

Parents/carers have open access to their child's records and their personal tracker books. Daily handovers take place between the key person and the parent/carer.

When a child is due to move to a new room, key person questions are updated by the key person and parent/carer.

Parents/carers are invited to call in to the nursery at any time. In circumstances where lengthy discussions are likely, prior arrangements will be made with the nursery manager. Parent's evenings will form part of the nursery calendar.

Parents/carers will be notified in advance in the event of any major maintenance or refurbishment work.

Meet and Greet Procedure

It is important that as parents and carers arrive and leave the nursery for drop off and collection, they have the opportunity to meet/talk to the manager/deputy manager.

Parents/carers and visitors should always be greeted with a smile and cheerful greeting.

It is important to encourage parents/carers to feel part of the nursery by encouraging them to visit and spend time at the nursery.

Staff are encouraged to welcome parents/carers to participate in or contribute towards activities taking place in the nursery.

Parents/carers willing to share skills and interests with the children and staff are encouraged to do so.

Data Protection and Confidentiality Policy

We recognise that we hold sensitive/confidential information about children and their families and the staff we employ. This information is used to meet children's needs, for registers, invoices and emergency contacts. We store all records in a locked cabinet or on the office computer with files that are password protected in line with data protection principles. Any information shared with the staff team is done on a 'need to know' basis and treated in confidence. This policy will work alongside the Privacy Notice to ensure compliance under General Data Protection (Regulation (EU) 2016/679 (GDPR)).

Legal requirements

- We follow the legal requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) March 2014 and accompanying regulations about the information we must hold about registered children and their families and the staff working at the nursery
- We follow the requirements of the General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR) and the Freedom of Information Act 2000 with regard to the storage of data and access to it

Procedures

It is our intention to respect the privacy of children and their families and we do so by:

- Storing confidential records in a locked filing cabinet or on the office computer with files that are password protected
- Ensuring staff, student and volunteer inductions include an awareness of the importance of confidentiality and that information about the child and family is not shared outside of the nursery other than with relevant professionals who need to know that information. It is not

shared with friends and family, discussions on the bus or at the local bar. If staff breach any confidentiality provisions, this may result in disciplinary action and, in serious cases, dismissal. Students on placement in the nursery are advised of our confidentiality policy and required to respect it

- Ensuring that all staff, volunteers and students are aware that this information is confidential and only for use within the nursery and to support the child's best interests with parental permission
- Ensuring that parents have access to files and records of their own children but not to those of any other child, other than where relevant professionals such as the police or local authority children's social care team decide this is not in the child's best interest
- Ensuring all staff are aware that this information is confidential and only for use within the nursery setting. If any of this information is requested for whatever reason, the parent's permission will always be sought other than in the circumstances above
- Ensuring staff do not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs
- Ensuring staff, students and volunteers are aware of and follow our social networking policy in relation to confidentiality
- Ensuring issues concerning the employment of staff remain confidential to the people directly involved with making personnel decisions
- Ensuring any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a 'need-to-know' basis. If, however, a child is considered at risk, our safeguarding/child protection policy will override confidentiality

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

Staff and volunteer information

- All information and records relating to staff will be kept confidentially in a locked cabinet
- Individual staff may request to see their own personal file at any time

General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR) compliance

In order to meet our requirements under GDPR we will also undertake the following:

1. We will ensure our terms & conditions, privacy and consent notices are easily accessed/made available in accurate and easy to understand language
2. We will use your data for payroll purposes. Management will keep personal data on file such as contact details & next of kin details in case of the event of an emergency. We will not share or use your data for other purposes
3. Everyone in our nursery understands that people have the right to access their records or have their records amended or deleted (subject to other laws and regulations)

Diet, Eating and Nutrition Policy

At First Steps Nursery we believe that mealtimes should be happy, social occasions for children and staff alike. We promote shared, enjoyable positive interactions at these times. We are committed to offering children healthy, nutritious and balanced meals and snacks which meet individual needs and requirements.

Meals and Snacks

No child is ever left alone when eating or drinking to minimise the risk of choking.

All meals and snacks provided will be nutritious.

Meals are planned in advance and the nursery observes current legislation regarding food hygiene, registration and training. Menus are in line with guidance produced by the Department of Education, are rotated regularly and reflect cultural diversity and variation.

Menus include servings of fresh fruit and vegetables each day.

Both the school and outside company's menus are made available to the parents/carers as part of the joining information/key worker questions with allergens displayed to show the contents of each meal.

All staff who prepare and handle food are competent to do so and receive training in food hygiene which is updated every three years.

When doing cooking activities with the children we will provide healthy wholesome food promoting and extending the children's understanding of a healthy diet.

Breakfast

Our younger children can have breakfast at nursery, which is provided by the parents/carers. This should be a balanced and healthy breakfast.

Morning and Afternoon Snacks

The nursery provides milk or water, and a healthy snack at 10.00am. At 3.00pm, a light tea is provided consisting of sandwiches, toast, pitta bread etc. & fruit and a drink.

Lunch Meal

All children attending the setting, have a hot meal, provided by the kitchen staff at Yateley School. During the Yateley School holiday periods, an outside company, caters for the children with a hot nutritious meal. The cost of the meals is included in the fees.

Packed Lunches

Only children with severe health and dietary requirements are able to bring in their own healthy packed lunch at all times. We ask parents to promote healthy eating by packing appropriately healthy food in their child's lunchbox. If refrigeration is required for a child's lunch, we request ice blocks be included in their lunch box.

We have limited refrigeration space and we use this for food and milk for the children, children's own milk and baby's milk bottles. We ask that sweets and/or chocolate bars, fizzy drinks or juice are not included. Due to health regulations, we are unable to reheat meals that have been cooked at home.

Food allergies and dietary requirements

On joining the nursery, parents are requested to inform staff of any dietary requirements in writing, including any food preferences and food allergies that their child has and any special health requirements. The Key person will notify all other staff of any moral or medical diet variations for the child.

Individual dietary requirements are respected at all times.

Staff show sensitivity in providing for children's diets and allergies. They 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.

As a result of the increase in sensitivity to nuts and nut-based products, it is the nursery's policy not to provide food containing nuts or nut-based products. To help us reduce the possibility of cross contamination, we ask that parents/carers providing packed lunches respect this policy. Please ensure that any food you send in to the nursery is nut free. Examples of products NOT TO BE INCLUDED are cereal bars, peanut butter, pesto, sandwiches or cakes with nuts in them, chocolate spread or Nutella.

It is the sole responsibility of the parents/carers to advise the nursery of any food allergies from which their child suffers. All children with allergies/intolerance **MUST** be given **red** plates at **EVERY** meal/snack time. A clear prominent list of each child's allergies is posted in the kitchen and all rooms and staff will be responsible for updating dietary requirements in the room and the kitchen whenever a change takes place. All staff should familiarise themselves with this list. We ask parents/carers to update their key person at the earliest opportunity should their child develop any additional sensitivities to any products whatsoever. Where appropriate, we will carry out a risk assessment in the case of allergies and work alongside parents to put into place an individual dietary plan for their child. This is our Dietary Requirements Health Care Plan.

Staff give careful consideration to seating to avoid cross contamination of food from child to child. Where appropriate, an adult will sit with children during meals to ensure safety and minimise risks. Where appropriate, age/stage discussions will also take place with all children about allergies and potential risks to make them aware of the dangers of sharing certain foods.

Mealtime Procedure

Mealtimes should at all times, be a fun and pleasurable experience. Care should be taken to ensure children develop good eating skills, table manners and social skills. During meals and snack times, children are encouraged to use their manners and say "please" and "thank you" and conversation is encouraged.

Staff use snack and mealtimes to help children to develop independence through making choices, serving food and drink, where appropriate and feeding themselves.

Staff support children to make healthy choices and understand the need for healthy eating.

Staff should where possible sit with the children, with one person fetching from the kitchen, so that mealtimes are as calm and peaceful as possible.

Any child who shows distress at being faced with a meal he/she does not like will have his/her food removed without any fuss. If a child does not finish his/her first course, he/she will still be given a helping of dessert.

Fresh drinking water is always available and accessible. It is frequently offered to children and babies and intake is monitored. In hot weather staff will encourage children to drink more water to keep them hydrated. Only milk and water are provided as drinks to promote oral health.

Children not on special diets are encouraged to eat a small piece of everything.

Children are given time to eat at their own pace and not rushed.

Quantities offered take account of the ages of the children being catered for in line with recommended portion sizes for babies and young children.

Children may begin to lack energy at certain times of day, therefore snacks are an important part of their daily routine. Children only have small stomachs and become full very easily. Staff should be aware of this and manage their expectations of children's eating habits very carefully.

Children should only be made to sit for relative short periods of time. It is not always necessary to make children wait for a slow eater as long as there are quiet activities available away from the snack or meal table.

The nursery provides parents with daily written records of feeding routines for all children under two.

We do allow parents to bring in cakes or sweets on special occasions but these are sent home with the children at the end of the day. We ensure that these foods brought in by parents, meets the needs for those children with dietary requirements and contains no nuts or nut-based products.

Cultural differences in eating habits are respected. Children are introduced to new foods, including foods from children's cultural backgrounds.

In the very unlikely event of any food poisoning affecting two or more children on the premises, whether or not this may arise from food offered at the nursery, we will inform Ofsted as soon as reasonably practical and in all cases within 14 days. We will also inform the relevant health agencies and follow any advice given.

Food play

At First Steps Nursery, we ensure any food we use for play with the children is carefully supervised. We will also use the following procedures to ensure children are kept safe:

- Choking hazards are checked and avoided
- We will not use whole jelly cubes for play. If we do use jelly to enhance our play, then all jelly will be prepared with water as per the instructions and then used
- Small objects such as small dried pasta and pulses will only be used for older children and under supervision. Larger dried pasta will be supervised if used with the younger children
- All allergies and intolerances will be checked and activities will be adapted to suit all children's needs so no child is excluded

- All activities including food will be included on planning sheets showing allergens so all staff and parents are aware of the ingredients and made available for parents to see should they wish
- Children's allergies will be considered and checked by staff when placing food play activities out to ensure all needs are met
- Any cooking activities will be checked prior to start to ensure all children are able to use all the ingredients based on their individual needs
- We will not use food in play unless it enhances the opportunities children are receiving from the activity. Many of the food will be used in other activities, especially the dry materials

Kitchen practice

It is vitally important that the kitchen is kept clean and tidy. Staff on duty and the nursery manager are responsible for maintenance of proper standards of cleanliness.

No person should handle food unless they have thoroughly washed their hands. Signs must be in place to remind staff.

The monitoring and recording of the fridge temperature should be carried out on a daily basis to ensure that the temperature remains within legal parameters. The manager should be notified if the temperature is consistently incorrect.

The fridge door should not be left open for long periods of time. Foodstuffs should not be placed into the fridge if still warm.

All foodstuffs when opened should have an 'opened on' date label put on it.

Domestic Abuse, Honour Based Violence and Forced Marriage Policy

The UK's cross-government definition of domestic abuse is:

"Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This abuse can encompass but is not limited to

- ✓ *psychological*
- ✓ *physical*
- ✓ *sexual*
- ✓ *financial*
- ✓ *emotional*

The Serious Crime Act 2015 section 76 created a new offence of "controlling or coercive behaviour in an intimate or family relationship".

The Domestic Violence, Crime and Victims Act 2004 extended provisions to help stop domestic abuse and created the new offence of "causing or allowing the death of a child or vulnerable adult". This Act was amended in 2012 by the Domestic Violence, Crime and Victims (Amendment) Act 2012 to include 'causing or allowing serious physical harm (equivalent to grievous bodily harm) to a child or vulnerable adult'.

Where domestic abuse is taking place in a child's home the child is at risk of harm, whether they witness the violence or not. This may take the form of physical abuse, sexual abuse, emotional abuse or neglect. At First Steps Nursery we ensure that if there are any signs or symptoms that domestic abuse may be occurring we act without haste and follow our main safeguarding / child protection policy.

Signs may include:

- Visible signs of injury on the adult being abused
- Changes in behaviour of the adult(s) and child - e.g. the abused adult may become withdrawn, show low levels of self-esteem
- One adult being visibly worried about what their partner may say in a certain situation (e.g. if the child has become dirty or injured at nursery)
- One adult becoming scared of their partner
- Adults becoming isolated from their friends or family
- Signs of abuse in the child (as per the main safeguarding policy).

As part of our duty to keep children safe we provide the following:

Support leaflets and numbers for females and males who may be experiencing domestic abuse

Honour based Violence

'Honour' based violence (HBV) is a type of domestic abuse which occurs in the name of so called 'honour'. Some families believe that certain actions bring shame on the family and may react with punishment. This may be rejecting a forced marriage, having a relationship not approved by the family, wearing the wrong clothing or wearing makeup. This can happen in families from a variety of cultures and countries and also happens within the UK.

Signs of HBV may include changes in behaviour of the person undergoing the violence, changes in how they dress or act and also in comments they make.

If signs of HBV are present in a parent or staff member within the nursery then we will act and follow our safeguarding policy to keep children safe in the environment as well as seeking support for the adult involved.

Forced Marriage

We are aware arranged marriages are part of some cultural practices. We also recognise there is a clear distinction between a marriage in which the both parties are willing and able to give an informed consent to, and a marriage which is forced. Forced marriage is a criminal offence.

A forced marriage is a marriage in which one or both spouses do not and/or cannot consent to the marriage and duress is involved. If we become aware of a forced marriage occurring then we will report

it to the appropriate body. If the person is under the age of 18 then we will report it to the children's social care team as this is a child protection issue. We will follow our safeguarding reporting procedure.

Dummies (use of) in Nursery Policy

We recognise that a dummy can be a source of comfort for a child who is settling and/or upset, and that it may often form part of a child's sleep routine.

We also recognise that overuse of dummies may affect a child's language development as it may restrict the mouth movements needed for speech. As babies get older they need to learn to move their mouths in different ways, to smile, to blow bubbles, to make sounds, to chew food and eventually to talk. As babies move their mouths and experiment with babbling sounds they are learning to make the quick mouth movements needed for speech. The more practice they get the better their awareness of their mouths and the better their speech will be.

Our nursery will:

- Discuss the use of dummies with parents as part of babies' individual care plans/key worker questions
- Only allow dummies for comfort if a child is really upset (for example, if they are new to the setting or going through a transition) and/or as part of their sleep routine
- Store dummies in hygienic dummy boxes labelled with the child's name to prevent cross-contamination with other children
- Immediately clean or sterilise any dummy or bottle that falls on the floor or is picked up by another child

When discouraging the dummy, staff will:

- Make each child aware of the designated place where the dummy is stored, if age/stage appropriate
- Comfort the child and, if age/stage appropriate, explain in a sensitive and appropriate manner why they do not need their dummy
- Distract the child with other activities and ensure they are settled before leaving them to play
- Offer other methods of comfort such as a toy, teddy or blanket
- Explain to the child they can have their dummy when they go home or at sleep time

We will also offer support and advice to parents to discourage dummy use during waking hours at home and suggest ways which the child can be weaned off their dummy through books and stories (when appropriate).

Emergency Closure Policy

If at any point First Steps Nursery needs to be closed immediately i.e. in the event of any situation deemed unsafe - severe weather (If staff are not able to travel to nursery meaning adult: child ratios cannot be maintained), flooding, power failure, sudden staff illness or structural damage the following procedures will be followed:

Closure mid-session

- Children will be taken to a safe area, within the nursery, school or breakfast and after school club or the fire assembly point
- Children will be reassured and staff will remain calm
- Nursery Manager or Deputy Managers will make sure they have access to a phone/mobile phone and that they have the contact details for the children and staff
- Parents/carers will be called and asked to collect their child
- Children will remain supervised with the correct adult: child ratio
- Staff will record in the register the time that each child leaves the nursery
- Yateley School will be contacted about the closure
- All authorised collectors will be called if parents are unavailable
- Two members of staff will remain with waiting children until they are collected (or more to maintain ratio's)
- Staff will document incident
- Premises will be secured if safe to do so

Fees will still apply in cases of closure mid-session due to unforeseen circumstances, as staff maintain your child's safety and organise their swift collection.

Notified closure

We will try our best to notify all users before the normal opening time of the nursery. Notification will be via the Hampshire County Council website and all the local radio stations, Facebook and the nursery website.

Fees will still apply in cases of notified closure if due to unforeseen circumstances or extreme weather conditions beyond our control.

We have the opportunity to use the Hampshire County Council (HCC) Emergency Closure Procedure whereby if we need to close in an emergency e.g. severe weather, heating failure etc we can inform them and the information given will be automatically available on the HCC website and notified to all local radio stations. This process used by Hampshire schools and children's centre's, allows parents and other members of the public easy access to information and regular updates regarding closures. The Nursery Manager and Deputy Managers are aware of how this process works and have a unique password to access this service.

Environment and Recycling Policy

First Steps Nursery strives to care for the environment through a commitment to sound practice.

This means that:

The use of energy is monitored and opportunities to reduce consumption are taken wherever practical

Hazardous substances are identified, assessed for risk and suitably controlled

Environmental considerations are factored into purchasing decisions

Waste products such as light tubes and lamps, oils and chemicals and empty toner cartridges are disposed of safely and in accordance with legislation

Employees play their part in the conservation process by, whenever practical, switching off lights and equipment not in use, and by being alert to wasteful practices. All employees are encouraged to support the nursery in its aim to be environmentally responsible

Materials are collected for recycling wherever possible. Parents are encouraged to support this by contributing to our craft items:

Kitchen roll tubes	Buttons
Cereal boxes	Sweet wrappers
Bottle tops	Scrap paper/wrapping paper
Gift bags	Silver foil
Birthday and Christmas cards	Bubble wrap
Yogurt pots	Plastic bottles
Old catalogues/magazines	Fabrics/ribbons/string/wool

Where age/stage appropriate, we help the children to understand the importance of sustainable lifestyles including how to be healthy as well as recycling, energy saving etc.

Epidemic and Pandemic Policy (Covid 19)

First Steps Nursery intend to use this policy to provide precautionary measures to minimise transmission risks of disease in the setting during an epidemic or pandemic.

Legislation and leading authorities which have guided and influenced this policy are:

Coronavirus Act 2020, Health and Safety at Work Act (1974), Health and Safety Executive (HSE), Government Briefings, Public Health England (PHE) and World Health Organisation (WHO). Advice from but not limited to, The Secretary of State, The Chief Medical Officer, Local Authority (LA) and Department for Education (DfE). The policy also has regard to Ofsted and Early Years Foundation Stage (EYFS) guidance where appropriate.

Aim of Policy

This Policy defines and assists the operating arrangements in place within the Nursery that assures compliance to the Government and leading bodies requirements with relation to the outbreak of a pandemic such as Covid19. This information builds upon our current procedures for areas such as Safeguarding, Child Protection and Equal Opportunities, however new practices may emerge as the situation continues. The policy and considerations may evolve and be built upon as the situation deepens and new precautionary measures have been introduced and practices have been reflected upon.

Method

As early years providers we ensure to offer a continuum of very high standards of practice of childcare and education. The fundamental principles to be outlined in this policy are set out to ensure good hygiene procedures are implemented as well as avoiding coming into contact with infected children and adults or anyone displaying symptoms. It states the protective measures put in place for children, parents and staff as best as possible to ensure the risk of transmission is reduced. We will continue to follow our other policies as long as they do not conflict with this policy and be guided by the EYFS as best as we can. The main areas we will be considering are:

- Minimising contact with individuals who are unwell
- Maintaining personal and respiratory hygiene (handwashing, catch it, kill it, bin it)
- Ensuring cleanliness of the environment (especially frequently touched surfaces)
- Minimising general contact and mixing (creating bubbles and limiting numbers)
- The use of Protective and Personal Equipment (PPE)
- Testing

Focus/ Areas of Consideration / Recommendations

Children

Attendance

- Only children who are symptom free or have completed the required isolation period should attend the setting.
- Providers may consider taking temperatures of children on arrival and risk assessing with regular health questionnaires for returning children Physical distancing/ grouping.
- Extremely vulnerable children should continue under government advice (to shield).
- Families who attend at least two settings should choose only one initially. Depending on government guidance this may continue

Physical Distancing/grouping

- Children will be organised into small groups or given designated rooms within the setting, this will also involve the outdoor area. Wherever possible these small groups or 'bubbles' should not mix during the day as best as possible. This is to minimise contact with others. Staff may exercise their own judgement during the day for the high standards of safety for all children.
- Children in small groups should have the same staff team caring for them wherever possible to limit the amount of people coming into contact with each other.
- Smaller amounts of children in the whole setting may be advised or preferable.
- Care routines including provision of meals, nappy changing and toileting should be within the space allocated to each 'bubble' wherever possible.
- The use of communal internal spaces should be restricted as much as possible and outdoor spaces should be utilised as much as possible and used by 'bubbles' in different areas during the day.
- Sunscreen should be applied by the parents / carers before the child arrives at the nursery. T shirts covering shoulders and leggings would be preferable to minimise how much top up of sunscreen the nursery staff will do.

Wellbeing and education

- Children should be supported in age appropriate ways to understand the steps they can take to keep themselves safe including regular hand washing, coughing into an elbow, using a tissue and adopting a catch it, kill it, bin it regime.

- Children should be supported to understand the changes and challenges they may be encountering as a result of Covid-19 and staff need to ensure they are aware of children's attachments and their need for emotional support at this time.
- EYFS framework will continue to be delivered through play and adult led activities.
- School hot lunches may be stopped, packed lunches may be provided in a plastic container for easy wiping by parents rather than using the school kitchen. This is to prevent cross contamination from using cutlery, crockery and cups. Staff will wash any of our used resources in the dishwasher.

Workforce

Attendance

- Staff should only attend nursery if they are symptom free, have completed the required isolation period or achieved a negative test result. All staff and their household are eligible for testing if they are displaying symptoms.
- Providers may consider taking temperature of staff on arrival and risk assessing with regular health questionnaires for returning staff.
- Consideration should be given to limiting the number of staff in the nursery at any one time to only those required to care for the expected occupancy levels on any given day
- Staff hours, days they work and length of day may change in order to meet childcare demands and considerations within this policy.

Physical distancing/ grouping /safety

- Staff will complete a risk assessment before opening to address any risks from the virus, ensure sensible measures are in place to control risks.
- Staff to be informed of measures in place and sign a disclaimer to state they have read and understood the nursery policies and procedures.
- Wherever possible staff should remain with the small group of children, the 'bubble' of children who they are allocated to and not come into contact with other groups.
- Emergency revisions to the EYFS may have been implemented which provides some flexibility on ratios and qualifications to make this feasible.
- Staff have been advised by the government not to wear PPE such as facemasks during their day, but should continue to wear PPE at the usual times such as intimate care and wear disposable gloves and apron if completing one to one care and if supporting an ill child, a face mask and visor should also be worn if a 2-meter distance cannot be maintained.
- After dealing with an ill child who displayed symptoms the staff member should continue to wear PPE and clean the affected area with disinfectant.
- All PPE should be removed and disposed of following current government guidelines, the staff member should wash their hands for at least 20 seconds.
- The staff member who supported the unwell child does not need to go home unless they are developing symptoms themselves.
- Social distancing must be maintained during breaks. This may be achieved through a range of strategies including the staggering of breaks and subdivision of spaces allocated to team breaks where possible. Using the school, staff room or a classroom which is not being used by children & staff may also be possible.
- Staff may be required to be in charge of specific rooms or areas including the outdoors to minimise their contact with surfaces etc. This includes potentially working from one particular

table if table top toys are available. Staff will be responsible to ensure appropriate cleaning takes place and enough ventilation is in the room such as opening windows. If doors are open ensure the safety of the children is maintained.

- Staff members should avoid physical contact with each other including handshakes, hugs etc.
- Staff to wear fresh, clean clothes for each session.
- Advise staff to remove their work clothes before they enter their home and take a shower immediately to remove any germs they may have picked up.

Training

- Where possible, meetings and training sessions should be conducted through virtual conferencing.
- All staff members must receive appropriate instruction and training in infection control and the standard operating procedure and risk assessments within which they will be operating.
- Online training may be available to allow their training levels to be maintained if appropriate.

Parents

Physical distancing

- Only parents who are symptom free and or have completed the required isolation periods will be able to drop off or collect their child.
- Aim to minimise the 'pinch points' during the day and limit drop off and pick up to one parent per family.
- Stagger the drop off and collection timings where possible will avoid a queue of families waiting to enter nursery buildings.
- Arrange drop off and pick up at the nursery entrances to avoid parents entering the buildings unnecessarily.
- When parents are waiting to drop off or collect their child, physical distancing should be maintained in a safe area sticking to government social distancing policies.
- Consider allowing some parents to enter the preschool for the purpose of a settling in session if not doing so would cause a child distress, this could take place in the outdoor environment. The provider should consider measures to minimise contact between the parent and other children and staff members.
- If the child is too distressed perhaps a delayed start to their nursery entry may be preferred or half hour settling in sessions without their parent.

Communications

- Parents should receive clear communication regarding the role they play in the safe operating procedure and all measures being taken to ensure the safety of their children and themselves.
- Parents should inform nursery of their circumstances and if they plan to keep their child away, this helps staff to conform to our safeguarding policy.

Visitors

- Attendance to the setting should be restricted to only children and staff as far as practically possible and visitors should not be permitted to the nursery unless essential (e.g. essential building maintenance).
- Where essential visits are required these should be made outside of the usual nursery operational hours where possible.
- As far as possible parents and carers should not enter the premises.

Travel

- Wherever possible staff and parents should travel to nursery alone, using their own transport or if possible walk.
- If public transport is necessary, current guidance on the use of public transport must be followed.
- Parents should be encouraged to ensure they do not leave travel accessories including buggies, car seats, and scooters in the setting premises or grounds.
- Outings from the preschool into the local community should be restricted to ensure mixing with members of the general public does not happen.

Hygiene and Health & Safety

Hand Washing

- All children and staff must wash their hands upon arrival at the nursery for at least 20 seconds.
- Children and staff members should be encouraged to wash their hands frequently, this includes before and after eating food, after visiting the toilet or playing outdoors, after sneezing, blowing their nose or coughing into their hand and dealing with unwell people.
- Bodily fluid spills should follow the correct procedures as normal.

Cleaning

- An enhanced cleaning schedule must be implemented that includes furniture, surfaces and children's toys and equipment and all staff are responsible in their area of work.
- Communal area, touch points and hand washing facilities must be cleaned and sanitised regularly and cleaned thoroughly every night.
- A deep clean may be needed after a child has become ill in the area they were waiting.

Waste disposal

- All waste must be disposed of in a hygienic and safe manner following government guidelines.
- Tissues must be immediately disposed of and placed in a bin with a bag, lid and foot pedal.
- Bodily fluids must be double bagged and disposed of in a bin with a bag, lid and foot pedal.

Laundry

- All items within the setting requiring laundering must be washed in line with NHS laundry guidelines.
- Items such as towels, flannels and bedding must not be shared by children.

Risk assessment

- The setting and all activities should be risk assessed before opening or going ahead to address the risks from the virus and due consideration given to any adaptations to usual practice. Sensible measures should be put in place and policies and procedures followed.
- It is expected that would include, but not be limited, to the suspension of learning experiences involving materials which are not easily washable such as malleable materials (dough, clay) and the suspension of the sharing of food and utensils.
- Cut down on the available resources out in the nursery.
- Remove anything which cannot be easily wiped down or washed at the end of the day.
- Play food, play cutlery and crockery etc. should be removed or anything else which may be 'mouthed' by many children.
- Baking, food play and finger painting should be avoided.

PPE

- Government guidance is that PPE is not required for general use in early years settings to protect against COVID- 19 transmission.
- PPE should continue to be worn and disposed of as normal for nappy changing, one to one care and the administration of first aid.
- If a child shows symptoms, staff should wear a face mask, visor, disposable gloves and apron if a 2-meter distance cannot be maintained at all times. PPE should be disposed of following government guidelines

Premises Building

- Where premises have been temporarily closed during the lockdown period or where they may need to temporarily close during future lockdowns appropriate Health & Safety checks should be conducted prior to reopening including legionnaires checks.
- Keep windows open where possible to ensure good levels of ventilation. If doors are opened ensure the children safety is maintained with locked gates.

Resources

- Children should not be permitted to bring items from home into the setting unless absolutely essential for their wellbeing. Anything that is brought in from home should remain in the child's bag on their peg.
- All resources required for play and learning experiences of children should be regularly washed and/or sterilized. Any resources which are difficult to clean should be removed.
- Equipment used by staff such as stationary, tablets etc. should be allocated to individual staff members where possible and cleaned regularly.

Supplies Procurement & monitoring

- The nursery should ensure an adequate supply of essential supplies and contingency plans such as additional suppliers are in place to minimise the impact of any shortages of supplies.
- The nursery will not be able to operate without essential supplies required for ensuring infection control.
- A monitoring system for the usage of PPE is essential to ensure that a supply of stock is available to all who require it as and when required to meet the operational needs of the setting. When stocks are low, other options may be considered, such as the use of washable tabards and facemasks. These items will be washed at a high temperature in accordance with relevant guidelines and separate to any other preschool washing.
- In case the supply of food is interrupted, procedures must be implemented to ensure the appropriate food alternatives are sourced and normal food safety and hygiene processes are followed.

Responding to a suspected case

- In the event of a child developing suspected coronavirus symptoms whilst attending the setting, they should be collected as soon as possible and isolate at home in line with the current NHS guidance.
- Whilst waiting for the child to be collected they should be isolated from others in a previously identified room or area. If possible, a window should be opened for ventilation.
- The staff member responsible for the child during this time should be a staff member from their 'bubble'. The provider may consider suitable PPE for this staff member such as the addition of face mask, visor disposable gloves and apron.

- The area should be thoroughly cleaned, immediately if the area cannot be left unvisited, and if the area can be left unvisited then cleaned after 72 hours.
- The person responsible for cleaning ideally should be the person dealing with the unwell child and should continue to wear their PPE. This should then be disposed of according to current government guidelines.
- In the event of a staff member developing suspected coronavirus symptoms whilst working at the nursery, they should return home immediately and isolate at home in line with the NHS guidance. They should also follow current testing advice for themselves and their household.

Monitoring of this policy

This policy will be reviewed annually by the setting manager new government legislation and policies will be incorporated appropriately as and when required or informed.

Equal Opportunities Policy

At First Steps Nursery we take great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or a child. We are committed to providing equality of opportunity and anti-discriminatory practice for all children and families according to their individual needs. Discrimination on the grounds of gender, age, race, religion or belief, marriage or civil partnership, disability, sexual orientation, gender reassignment, pregnancy or maternity, ethnic or national origin, or political belief has no place within our nursery.

A commitment to implementing our inclusion and equality policy will form part of each employee's job description. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the Nursery Manager at the earliest opportunity. Appropriate steps will then be taken to investigate the matter and if such concerns are well-founded, disciplinary action will be invoked under the nursery's disciplinary policy.

The legal framework for this policy is based on:

- Special Education Needs and Disabilities Code of Practice 2015
- Children and Families Act 2014
- Equality Act 2010
- Childcare Act 2006
- Children Act 2004
- Care Standards Act 2002
- Special Educational Needs and Disability Act 2001

The nursery and staff are committed to:

- Recruiting, selecting, training and promoting individuals on the basis of occupational skills requirements. In this respect, the nursery will ensure that no job applicant or employee will receive less favourable treatment because of age, sex, gender reassignment, disability, marriage or civil partnership, race, religion or belief, sexual orientation, pregnancy or maternity/paternity which cannot be justified as being necessary for the safe and effective performance of their work or training

- Providing a childcare place, wherever possible, for children who may have learning difficulties and/or disabilities or are deemed disadvantaged according to their individual circumstances, and the nursery's ability to provide the necessary standard of care
- Making reasonable adjustments for children with special educational needs and disabilities
- Striving to promote equal access to services and projects by taking practical steps (wherever possible and reasonable), such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families
- Providing a secure environment in which all our children can flourish and all contributions are valued
- Including and valuing the contribution of all families to our understanding of equality, inclusion and diversity
- Providing positive non-stereotypical information
- Continually improving our knowledge and understanding of issues of equality, inclusion and diversity
- Regularly reviewing, monitoring and evaluating the effectiveness of inclusive practices to ensure they promote and value diversity and difference and that the policy is effective and practices are non-discriminatory
- Making inclusion a thread, which runs through the entirety of the nursery, for example, by encouraging positive role models through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour

Admissions/service provision

The nursery is accessible to all children and families in the local community and further afield through a comprehensive and inclusive admissions policy.

The nursery will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups.

Recruitment

Recruitment, promotion and other selection exercises such as redundancy selection will be conducted on the basis of merit, against objective criteria that avoid discrimination. Shortlisting should be done by more than one person if possible.

All members of the selection group will be committed to the inclusive practice set out in this policy and will have received appropriate training in this regard.

Application forms will be sent out along with a copy of the equal opportunities monitoring form. Application forms will not include questions that potentially discriminate on the grounds specified in the statement of intent.

Vacancies should generally be advertised to a diverse section of the labour market. Advertisements should avoid stereotyping or using wording that may discourage particular groups from applying.

At interview, no questions will be posed which potentially discriminate on the grounds specified in the statement of intent. All candidates will be asked the same questions and members of the selection group

will not introduce nor use any personal knowledge of candidates acquired outside the selection process. Candidates will be given the opportunity to receive feedback on the reasons why they were not successful.

Although you should no longer ask any health-related questions prior to offering someone work in accordance with the Equality Act 2010, the national College for Teaching and Leadership provides further guidance specific to working with children:

Providers have a responsibility to ensure that practitioners have the health and physical capacity to teach and will not put children and young people at risk of harm. The activities that a practitioner must be able to perform are set out in the Education (Health Standards England) Regulations 2003. Providers are responsible for ensuring that only practitioners who have the capacity to teach remain on the staff team.

People with disabilities or chronic illnesses may have the capacity to teach, just as those without disabilities or medical conditions may be unsuitable to teach. Further information on training to teach with a disability is available from the DfE website.

Successful applicants offered a position may be asked to complete a fitness questionnaire prior to commencing the programme. Providers should not ask all-encompassing health questions but should ensure that they only ask targeted and relevant health-related questions, which are necessary to ensure that a person is able to teach.

Staff

It is the policy of First Steps Nursery not to discriminate in the treatment of individuals. All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. All staff are expected to challenge language, actions, behaviour and attitudes which are oppressive or discriminatory on the grounds specified in this policy and recognise and celebrate other cultures and traditions. All staff are expected to participate in equality and inclusion training.

Training

The nursery recognises the importance of training as a key factor in the implementation of an effective inclusion and equality policy. All new staff receive induction training including specific reference to the inclusion and equality policy. The nursery will strive towards the provision of inclusion, equality and diversity training for all staff.

Early learning framework

Early learning opportunities offered in the nursery encourage children to develop positive attitudes to people who are different from them. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- Making children feel valued and good about themselves
- Ensuring that all children have equal access to early learning and play opportunities
- Reflecting the widest possible range of communities in the choice of resources
- Avoiding stereotypical or derogatory images in the selection of materials
- Acknowledging and celebrating a wide range of religions, beliefs and festivals
- Creating an environment of mutual respect and empathy

- Helping children to understand that discriminatory behaviour and remarks are unacceptable
- Ensuring that all early learning opportunities offered are inclusive of children with learning difficulties and/or disabilities and children from disadvantaged backgrounds
- Ensuring that children whose first language is not English have full access to early learning opportunities and are supported in their learning
- Working in partnership with all families to ensure they understand the policy and challenge any discriminatory comments made
- Ensuring the medical, cultural and dietary needs of children are met
- Identifying a key person to each child who will continuously observe, assess and plan for children's learning and development
- Helping children to learn about a range of food and cultural approaches to meal times and to respect the differences among them

Information and meetings

Information about the nursery, its activities and their children's development will be given in a variety of ways according to individual needs (written, verbal and translated), to ensure that all parents can access the information they need.

Wherever possible, meetings will be arranged to give all families options to attend and contribute their ideas about the running of the nursery.

EYFS Policy

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right."

Statutory framework for the early year's foundation stage, Department of education 2021

Our intent and aims

Within First Steps Nursery we aim to:

- Provide a high level of care and support
- We strive to create an environment in which our children are cherished and feel safe
- We pride ourselves on our warm, nurturing and family orientated environment where each child and their individual needs are met
- Our open-door policy allows us to welcome our families and build close supportive and trusted relationships
- We recognize the importance of good manners and respect for others and believe that this in itself helps our children to be fully prepared for their lives ahead
- We provide our children with the strong foundations for life and the best opportunities to achieve their full potential

Legislation

This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS).

Implementation

Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of reception year. Our Early Years Foundation stage accommodates children from 3 months to 5 years. In our nursery we have 4 rooms. The baby room which can accommodate up to 24 babies from 3 months to 21 months, the toddler room which accommodates 16 children aged 21 months to 2.5 years. We have a separate building for our little learners for children aged 2.5 to 3.5 years and a separate preschool which accommodates up to 48 children aged 3.5 to 5 years.

The Curriculum

Our Nursery follows the curriculum as outlined in the Early Years Foundation stage (EYFS) document. This framework defines what we teach and we use the Birth to Five non-statutory guidance to support our curriculum. The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected.

Three of the areas are referred to as Prime areas. These are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving (Early Years Foundation Stage 2021).

The Prime areas are:

Communication and language	Listening, Attention and Understanding Speaking
Personal, Social and Emotional Development	Self-regulation Managing Self Building relationships
Physical Development	Fine Motor Gross Motor

The Prime areas are strengthened and applied through the further four areas which are referred to as Specific areas:

Literacy	Comprehension Word Reading Writing
Mathematics	Numbers Numerical patterns
Understanding the World	Past and present People, culture and communities
Expressive Arts and Design	Creating with materials Being imaginative and expressive

We enrich the Early Years Framework with our own curriculum to enhance the experience and opportunities available to the children. This includes special events and celebrations, memorable experiences and topics selected to drive the curriculum.

"It is the role of the setting to help children experience the awe and wonder of the world in which they live, through the seven areas of learning"

Ofsted Early Years Inspection Handbook, 1 September 2021

Play

Learning through play underpins our approach to teaching and learning in the early year's foundation stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. Therefore, we combine different approaches in our setting and teaching method. We follow the Bandura approach which focuses on adults as roles models, children solve problems together by talking them through and adults teach children to be calm and respectful when interacting with one another. We also focus on elements from Froebel which focuses on what children 'can do' not what they 'can't do' and that child-initiated play is very important and also the Steiner approach where children learn from daily tasks and activities in a homely and familiar environment which is not over stimulating. Play gives our children the opportunity to pursue their own interests, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child-initiated play through observing, modelling and questioning. They teach and extend play whilst developing skills and language. We understand that outdoor play is of equal importance as indoor play and that the outdoor classroom offers children 'bigger', 'louder' and 'messier' experiences. We therefore aim to offer free flow access to our outdoor learning areas throughout the day.

Characteristics of Effective Learning

The EYFS also includes the 'Characteristics of Effective Learning' which help practitioners identify a child's attitude to learning and their ability to play, explore and think critically about the world around them. The three characteristics are;

- Playing and Exploring - children investigate and experience things and 'have a go'
- Active Learning - children concentrate and keep trying if they encounter difficulties, they enjoy achievements
- Creating and Thinking Critically - children have and develop their own ideas, make links between ideas and develop strategies for doing things

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Our outdoor provision mirrors the opportunities available to the children inside, offering a mix of adult-led and child-initiated learning.

Planning

At First Steps, we provide a happy, safe, caring, stimulating and well organised environment in which children learn by building upon what they already know and can do.

Staff at First Steps look carefully at the children in their care, consider their needs, their interests and the stages of development and use all of this information to help plan a challenging and enjoyable experience across all areas of learning and development. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practise. Where a child may have a special educational need or disability', staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Assessment

At First Steps, ongoing assessment is an integral part of the learning and development processes. Staff observe children to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also consider observations shared by parents and/or carers. Staff complete a summative assessment on each child twice yearly and this information is shared with parents and carers.

In the summer term before children start school, teachers from local schools are invited into the setting to meet the children and discuss their development with key staff members. Staff complete a transition document for each child with information regarding the 7 areas of development in the EYFS including the characteristics of effective learning as well as other important personal information about each child.

At the end of EYFS (end of reception) school staff complete an EYFS profile on each child which is a statutory requirement. Children are then assessed against the 16 early learning goals, indicating whether they are:

- Expected - meeting expected levels of development
- Emerging - not yet reaching the expected levels of development

Impact

We recognize that every child is unique and that they develop and learn in different ways and at varying rates. We want all of our children to develop a positive attitude to learning and therefore we strive for our children to become curious, resilient and self-assured in order to prepare them for the next stage of education, laying secure foundations for future learning and development.

Fire Safety Policy

At First Steps Nursery we make sure the nursery is a safe environment for children, parents, staff and visitors through our fire safety policy and procedures.

The manager Heidi Thompson makes sure the nursery premises are compliant with fire safety regulations, including following any major changes or alterations to the premises and seeks advice from the local fire safety officer as necessary.

The manager Heidi Thompson has overall responsibility for the fire drill and evacuation procedures. These are carried out and recorded for each group of children every three months or as and when a large change occurs, e.g. a large intake of children or a new member of staff joins the nursery. These drills will occur at different times of the day and on different days to ensure evacuations are possible under different circumstances and all children and staff participate in the rehearsals.

Health and Safety Policy

At First Steps Nursery we provide and maintain safe and healthy working conditions, equipment and systems of work for all our employees and a safe early learning environment in which children learn and are cared for. To develop and promote a strong health and safety culture within the nursery for the benefit of all staff, children and parents we provide information, training and supervision. We also accept our responsibility for the health and safety of other people who may be affected by our activities.

The allocation of duties for safety matters and the particular arrangements which we will make to implement our health and safety procedures are set out within this policy and we make sufficient resources available to provide a safe environment.

Legal framework

We follow all relevant legislation and associated guidance relating to health and safety within the nursery including:

- The requirements of the Statutory Framework for the Early Years Foundation Stage (EYFS) 2014
- The regulations of the Health & Safety at Work Act 1974 and any other relevant legislation such as Control Of Substances Hazardous to Health Regulation (COSHH)
- Any guidance provided by Public Health England, the local health protection unit, the local authority environmental health department, fire authority or the Health and Safety Executive

Aims and objectives

The aim of this policy statement is to ensure that all reasonably practical steps are taken to ensure the health, safety and welfare of all persons using the premises.

To achieve this, we will actively work towards the following objectives:

- Establish and maintain a safe and healthy environment throughout the nursery including outdoor spaces
- Establish and maintain safe working practices amongst staff and children
- Make arrangements for ensuring safety and the minimising of risks to health in connection with the use, handling, storage and transport of hazardous articles and substances
- Ensure the provision of sufficient information, instruction and supervision to enable all people working in or using the nursery to avoid hazards and contribute positively to their own health and safety and to ensure that staff have access to regular health and safety training
- Maintain a healthy and safe nursery with safe entry and exit routes
- Formulate effective procedures for use in case of fire and other emergencies and for evacuating the nursery premises. Practice this procedure on a regular basis to enable the safe and speedy evacuation of the nursery
- Maintain a safe working environment for pregnant workers or for workers who have recently given birth, including undertaking appropriate risk assessments
- Maintain a safe environment for those with special educational needs and disabilities and ensure all areas of the nursery are accessible (wherever practicable)
- Provide a safe environment for students or trainees to learn in

- Encourage all staff, visitors and parents to report any unsafe working practices or areas to ensure immediate response by the management

We believe the risks in the nursery environment are low and we will maintain the maximum protection for children, staff and parents. The nursery will:

- Ensure all entrances and exits from the building, including fire exits are clearly identifiable and remain clear at all times
- Regularly check the premises room by room for structural defects, worn fixtures and fittings or electrical equipment and take the necessary remedial action
- Ensure that all staff, visitors, parents and children are aware of the fire procedures and regular fire drills are carried out
- Have the appropriate fire detection and control equipment which is checked regularly to make sure it is in working order
- Ensure that all members of staff are aware of the procedure to follow in case of accidents for staff, visitors and children
- Ensure that all members of staff take all reasonable action to control the spread of infectious diseases and wear protective gloves and clothing where appropriate
- Ensure there are suitable hygienic changing facilities (see infection control policy)
- Prohibit smoking on the nursery premises
- Prohibit any contractor from working on the premises without prior discussion with the officer in charge
- Encourage children to manage risks safely and prohibit running inside the premises unless in designated areas
- Risk assess all electrical sockets and take appropriate measures to reduce risks where necessary and ensure no trailing wires are left around the nursery
- Ensure all cleaning materials are placed out of the reach of children and kept in their original containers
- Wear protective clothing when cooking or serving food
- Prohibit certain foods that may relate to children's allergies, e.g. no nuts or nut products are allowed in the nursery
- We follow the EU Food Information for Food Consumers Regulations (EU FIC). These rules are enforced in the UK by the Food Information Regulations 2014 (FIR). We identify the 14 allergens listed by EU Law that we use as ingredients in any of the dishes we provide to children and ensure that all parents are informed
- Follow the allergies and allergic reactions policy for children who have allergies
- Ensure risk assessments are undertaken on the storage and preparation of food produce within the nursery
- Familiarise all staff and visitors with the position of the first aid boxes and ensure all know who the appointed first aiders are
- Provide appropriately stocked first aid boxes and check their contents regularly
- Ensure children are supervised at all times
- Ensure no student or volunteer is left unsupervised at any time

Responsibilities

Responsibility for Health and Safety in the nursery is that of **Sophie Hughes**.

The manager has overall and final responsibility for this policy being carried out at First Steps Nursery, Yateley.

The deputy nursery manager will be responsible in his/her absence.

All employees have the responsibility to co-operate with senior staff and the manager to achieve a healthy and safe nursery and to take reasonable care of themselves and others. Neglect of health and safety regulations/duties will be regarded as a disciplinary matter.

Whenever a member of staff notices a health or safety problem which they are not able to rectify, they must immediately report it to the appropriate person named above. Parents and visitors are requested to report any concerns they may have to the manager.

Daily contact, monthly staff meetings and health and safety meetings provide consultation between management and employees. This will include health and safety matters.

Health and safety training

The manager is responsible for monitoring all staff training.

Health and safety is covered in all induction training for new staff.

All staff at First Steps are trained in First Aid and this training is updated every 3 years.

Health and safety arrangements

- All staff are responsible for general health and safety in the nursery
- Risk assessments will be conducted on all areas of the nursery, including rooms, activities, outdoor areas, resources and cleaning equipment
- These are reviewed at regular intervals and when arrangements change
- All outings away from the nursery (however short) will include a prior risk assessment - more details are included in our outings policy
- All equipment, rooms and outdoor areas will be checked thoroughly by staff before children access them or the area. These checks will be recorded and initialed by the staff responsible. Unsafe areas will be made safe/removed from the area by this member of staff to promote the safety of children. If this cannot be achieved the manager will be notified immediately
- We provide appropriate facilities for all children, staff, parents and visitors to receive a warm welcome and provide for their basic care needs, e.g. easy to access toilet area and fresh drinking water
- The nursery will adhere to the Control Of Substances Hazardous to Health Regulation (COSHH) to ensure all children, staff, parents and visitors are safe in relation to any chemicals we may use on the premises
- All staff will receive appropriate training in all areas of health and safety which will include risk assessments, manual handling and fire safety
- We have a clear accident and first aid policy to follow in the case of any person in the nursery suffering injury from an accident or incident

- We have a clear fire safety policy and procedure which supports the prevention of fire and the safe evacuation of all persons in the nursery. This is to be shared with all staff, students, parents and visitors to the nursery
- We review accident and incident records to identify any patterns/hazardous areas
- All health and safety matters are reviewed informally on an ongoing basis and formally every six months or when something changes
- Staff and parents are able to contribute to any policy during regular meetings held at nursery

The policy is kept up to date and reviewed especially when the nursery changes in nature and size. It is revised annually, or as and when required. We therefore welcome any useful comments from members of staff, parents and visitors regarding this policy.

Illness and Sickness Policy and Practice

At First Steps Nursery we promote the good health of all children attending, including oral health, by helping children to keep healthy by providing balanced and nutritious snacks, meals and drinks at their time at the setting.

We minimise infection through our rigorous cleaning and hand washing processes and ensure children have regular access to the outdoors and have good ventilation inside.

We share information with parents about the importance of the vaccination program for young children to help protect them and the wider society from communicable diseases.

We have areas for rest and sleep, where required and share information about the importance of sleep and how many hours young children should be having.

A Fit and Able Child

A child is fit to attend nursery if he/she is:

- not reliant on calpol
- does not have a temperature
- is well enough to participate in all activities
- has a normal appetite
- is happy and sociable and does not require constant adult care
- has normal bowel function

An Unwell Child

Parents are asked to please keep their children at home if they are unwell or have any infection. If a child is unwell, it is in their best interest to be in a home environment rather than at nursery with their peers.

Please inform the nursery of the nature of the infection so that we may pass on the relevant information to another nursery parents/carers. This information will also enable us to make careful observations of the other children who could develop the illness.

If your child has had vomiting and/or diarrhoea, we ask that you do not bring the child in to the nursery until at least 48 hours has elapsed since the last attack.

If the nursery finds that your child is too ill to attend nursery, or develops illness during the day, you will be contacted and will be required to collect your child as soon as possible. During this time, we will care for your child in a quiet, calm area with their key person, wherever possible and wearing PPE if required. The final decision as to whether or not a child stays at the nursery rests with the nursery manager (or deputy manager).

We follow the guidance given to us by Public Health England (formerly the Health Protection Agency) in *Guidance on Infection Control in Schools and other Child Care Settings* and advice from our local health protection unit on exclusion times for specific illnesses, e.g. sickness and diarrhoea, measles and chicken pox, to protect other children in the nursery.

If a child develops a temperature during the day at nursery, every attempt will be made to cool the child down by appropriate methods. If we are unsuccessful parents will be contacted to authorise administration of Calpol in the first instance, and to collect the child.

Children suffering from recognised childhood diseases should not return before the recommended exclusion period has been observed. Parents are asked to notify the nursery manager if their child has contracted any such illness so that staff and other parents can be informed in an effort to contain the disease. Staff will inform parents of any prevalent illnesses to enable them to spot the early signs of the illness by writing a notice on the white boards in the entrance area of the Nursery or Pre-School buildings. We thoroughly clean and sterilise all equipment and resources that may have come into contact with a contagious child to reduce the spread of infection.

We exclude all children on antibiotics for the first 24 hours of the course. This is in case the child develops an allergic reaction within the first 24 hours and also because it is important that children are not subjected to the rigours of the nursery day, which requires socialising with other children and being part of a group setting, when they have first become ill and require a course of antibiotics.

Cuts or open sores, whether on staff members or the children, will be covered with sticky plasters or other dressings. Please inform the nursery if your child has an adverse reaction to such plasters or dressings.

All parents are requested to regularly check their children's hair. If a parent finds that their child has head lice we would be grateful if they could inform the nursery so that other parents can be alerted to check their child's hair.

High Temperature

A moderate temperature is not harmful but a temperature of above 40°C (102°F) can be dangerous. In dealing with high temperatures follow below:

Take child's temperature using thermometer strip to forehead or ear thermometer

Lay child down and sponge with tepid water

Consult a doctor if in doubt about the child's condition

If parental consent has been given and the relevant documentation completed, a dose of Calpol may be administered in accordance with the correct procedure

Vomiting and/or Diarrhoea

If a child displays symptoms of either sickness and/or diarrhoea/loose stools, the following guidance should be considered:

Ensure a staff member remains with the child if sickness occurs - reassure and calm the child

If diarrhoea/loose stools call parents and stay with child. Do not give them anything to eat - just plain cool water if necessary

Ensure staff and child wash hands/adopt good personal hygiene

Breathing difficulties

Asthma

Reassure and calm the child.

Administer inhaler if parental consent and authorisation has been given.

Reassure the child and call an ambulance if symptoms do not lessen.

Croup

This term defines attacks of severe breathing difficulty in very young children. Symptoms may be distressed breathing and cough, whistling noises on breathing in, blue colour to the skin.

How to deal with this:

Sit the child up and reassure

Get the child to breathe steam to ease breathing

Call an ambulance if breathing difficulties become severe and if any blue colour is noticed on the skin

Meningitis procedure

If a parent informs the nursery that their child has meningitis, the nursery manager will contact the Infection Control (IC) Nurse for their area. The IC Nurse will give guidance and support in each individual case. If parents do not inform the nursery, we will be contacted directly by the IC Nurse and the appropriate support will be given. We will follow all guidance and notify any of the appropriate authorities including Ofsted if necessary.

Transporting children to hospital

The nursery manager/staff member must:

- If staff member, they must inform a member of the management team immediately
- Call for an ambulance immediately if the sickness is severe. DO NOT attempt to transport the sick child in your own vehicle
- Follow the instructions from the 999-call handler
- Whilst waiting for the ambulance, contact the parent(s) and arrange to meet them at the hospital
- Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together
- Arrange for the most appropriate member of staff to accompany the child taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter
- Inform a member of the management team immediately
- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the accident

External Agencies

Serious reportable illnesses will be identified by the child's GP or a hospital. They will be responsible for notifying the relevant authorities who will then inform the nursery as appropriate.

Parents should inform the nursery if their child is unwell and ensure that contact telephone number is to be the same as that on their file.

The nursery will take advice from the child's GP as to the health and condition of the child, however the right is reserved to refuse admission until the child is clearly well again. This is at the discretion of the nursery manager.

It is essential that all emergency contact telephone numbers are given to the nursery and kept up-to-date. Please notify the nursery immediately if any of these details change.

Unwell staff

Staff who are unwell should notify the nursery manager by 7.30am on the first day of sickness.

Staff are asked to seek medical advice if it is suspected that a communicable disease has been contracted. The nursery manager should be informed in order to contain the disease.

Staff should remain at home for 24 hrs following a bout of D & V, and must avoid handling food in the nursery for 48 hours.

We ask other visitors not to attend the nursery if they too are unwell.

We reserve the right to refuse admission to a child or visitor who is unwell. This decision will be taken by the nursery manager and is non-negotiable.

Infection Control Policy

We promote the good health of all the children attending (including oral health) through maintaining high hygiene standards and reducing the chances of infection being spread. We follow the guidance given to us by Public Health England (formerly the Health Protection Agency) for schools and other childcare settings as may be provided from time to time in relation to infection control for specific illnesses.

Viruses and infections can be easily passed from person to person by breathing in air containing the virus which is produced when an infected person talks, coughs or sneezes. It can also spread through hand/face contact after touching a person or surface contaminated with viruses.

First Steps Nursery promotes a high standard of hygiene in its day to day work with the children and adults. This is achieved in the following ways:

Daily Hygiene - Adults

Each adult will:

- Be responsible for promoting the very highest standards of personal hygiene

- Wear the appropriate Personal Protective Equipment (PPE) when changing nappies, toileting children and dealing with any other bodily fluids. Staff are requested to dispose of these in an appropriate manner and wash hands immediately
- Clean toilets at least daily and check them throughout the day
- Clean all toys, equipment and resources on a regular basis by following a comprehensive cleaning rota and using antibacterial cleanser or through washing in the washing machine or dishwasher
- Wash or clean all equipment used by babies and toddlers as and when needed including when the children have placed them in their mouth
- Store dummies in individual hygienic dummy boxes labelled with the child's name to prevent cross contamination with other children
- Immediately clean and sterilise (where necessary) any dummy or bottle that falls on the floor or is picked up by another child
- Provide labelled individual bedding for children that is not used by any other child and wash this at least once a week
- Ask parents and visitors to remove all outdoor footwear or use shoe covers when entering rooms where children may be crawling on the floor
- Follow the sickness and illness policy when children are ill to prevent the spread of any infection in the nursery. Staff are also requested to stay at home if they are contagious
- Always thoroughly wash their hands before handling food, the waste disposal system and after using the toilet
- Not be involved with the preparation of the food if suffering from an infectious illness or skin trouble
- Never cough or sneeze over food
- Use different colour-coded cleaning cloths for the kitchen and toilet areas
- Keep food covered or refrigerated. All hot food will be thoroughly cooked and heated through before serving. Any food which needs heating, will be heated immediately prior to serving and not left standing. No food or drink will be reheated
- Ensure all waste is disposed of properly and kept out of children's reach. All dustbins have lids on them
- Wash fresh fruit and vegetables thoroughly before use
- Ensure that all utensils are kept clean and stored in a dust-free place
- Abide by the nursery's no-smoking policy
- Follow all hygiene rules relating to any spills of blood, vomit or excrement at all times

In addition:

- The nursery manager retains the right of refusal of all children, parents, staff and visitors who are deemed to be contagious and may impact on the welfare of the rest of the nursery
- Parents will be made aware of the need for these procedures in order for them to follow these guidelines whilst in the nursery
- Periodically each room in the nursery will be deep cleaned including carpets and soft furnishings to ensure the spread of infection is limited. This will be implemented earlier if the need arises
- The nursery will ensure stocks of tissues, hand washing equipment, cleaning materials and sterilising fluid are maintained at all times and increased during the winter months or when flu and cold germs are circulating

Daily Hygiene - Children

To prevent the spread of infection, the nursery will ensure that the following good practices are observed:

Each child will be guided through and taught:

- To always thoroughly wash their hands before handling food, after messy play and after using the toilet
- Never to share their toothbrushes
- To use tissues (which will always be available) to blow and wipe their noses when required. Soiled tissues will be disposed of hygienically
- To cover their mouths when coughing
- To use the paper towels provided and dispose of them appropriately

Nappy Changing Area

All parents/carers are very welcome to use the changing area facilities provided at the nursery. For health and safety reasons, please:

- Never leave your child unattended on the nappy changing mat (due to its high position)
- Place your child safely on the floor area before disinfecting the change mat and surrounds, and disposing of the nappy

General Hygiene Practice

Sandpits should be kept covered so that no access can be gained by animals. Sand should be cleaned regularly.

Each room should have a monthly cleaning schedule.

Different coloured cloths should be allocated for paint, food areas and toilet areas.

Red	-	toilet areas
Yellow	-	kitchen
Green	-	food table tops
Blue	-	art and crafts

General Tidiness Practice

Staff should endeavour to keep the nursery as tidy as possible at all times.

If you come across an area of untidiness you should endeavour to tidy it if appropriate or report to the nursery manager.

Staff should be aware that parents and potential customers will judge the nursery on its appearance as well as the competence of the staff.

All toys should be put away carefully in their entirety (all puzzle pieces intact).

All toys must be repaired when damaged if possible or thrown away by the manager.

Nothing should be left on shelves or ledges unless they are normally kept there, including scissors, toys, books magazines etc.

Key Holder Policy

Providing a safe environment for both children and staff is the shared responsibility of the Manager, Deputy Manager and senior staff and each are entrusted with keys to the nursery buildings.

Because possession of a nursery key gives authorised persons unrestricted access to the nursery buildings and its grounds, to the children and to sensitive records, all parties in possession of a key must keep the goals of confidentiality and safety in mind at all times. In furtherance of these goals, the following Key Holder Policy must be followed by anyone who is an authorized key holder:

- All authorised persons will be required to sign a copy of this policy before they will be issued with keys.
- Only authorised persons are allowed to be in possession of a key to the nursery buildings
- No person may give his or her key to an unauthorised user for any period of time. Any key(s) found to be in the possession of an unauthorised person will be confiscated and any person found to have provided a key or a copy of a key to an unauthorised user will be disciplined
- Unauthorised duplication of a key is strictly prohibited. No person may duplicate a key or request the duplication of a key without express written permission
- Lost or stolen keys must be reported to the manager/business manager immediately. A lost key may require one or more doors to be rekeyed. This process may incur a substantial cost and losses may be recovered from the key holder
- Key holders agree to refrain from compromising the security of the nursery buildings. Key holders are required to report to the Manager any doors that are unsecured or in violation of the nurseries policies

Lock Down Policy

We will use the lockdown procedure when the safety of the children and staff is at risk and we will be better placed inside each of our buildings, with doors and windows locked and blinds down.

We will activate this emergency procedure in response to a number of situations, but some of the more typical might be:

- A report incident or disturbance in the local community (with potential to pose a risk to staff and children in the nursery)
- An intruder on the nursery site (with potential to pose a risk to staff and children in the nursery)
- A warning being received regarding a risk locally, of air pollution (smoke plumes, gas cloud etc.)
- A major fire or explosion in the vicinity of the nursery - as long as it is safer staying in the premises than leaving

In this case the staff will be notified by the following action:

Whistle blown in continuous short bursts

All individuals (including children) will remain in the area they are in, if safe to do so. If the children are outside, staff are to promptly and calmly direct children into the building, if this will not endanger them. Staff will make efforts to close and lock doors wherever safe to do so.

All individuals will keep away from the windows and doors and children will be occupied in the centre of the room so they are not placed at risk or are able to see any situation developing outside.

The manager will ensure all children, staff and visitors are accounted for and safe before returning to the office area to keep up to date with the current situation via updates.

The manager on duty will manage the situation dependent on the situation and the information available. If the nursery is in immediate danger of an intruder, the police will be called as a matter of urgency. In other cases where the situation has been alerted by the police or local area authority then the nursery will await further instructions.

Once the all clear has been given externally, the manager will issue the all clear internally. After this time the staff will try to return to normal practice to enable the children not to be disrupted or upset by the events.

Any children showing worries or concerns will have one to one time with their key person to talk about these and be comforted.

Parents will be informed about the situation at the earliest safest opportunity and will be kept updated when the information changes.

After the event a post-incident evaluation will be conducted to ensure that each child and staff member was supported fully and the procedure went as planned.

Looked After Children Policy

At First Steps Nursery we are committed to providing a welcoming and inclusive quality environment for all children and families.

Definition and legal framework

The description 'looked after' is generally used to describe a child who is looked after by the local authority. This includes children who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care. Most looked after children will be cared for by foster carers with a small minority in children's homes, looked after by family members or even placed back within the family home.

The term 'looked after child' denotes a child's current legal status. The nursery never uses this term to categorise a child as standing out from others or refers to a child using acronyms such as LAC.

The legal framework for this policy is underpinned by or supported through:

- Childcare Act 2006
- Children Act (1989 and 2004)
- Adoption and Children Act (2002)
- Children and Young Persons Act (2008)
- Children and Families Act (2014)

Our policy

Our nursery treats each child as an individual. We recognise that for young children to get the most out of educational opportunities they need to be settled appropriately with their carer. We will discuss with the child's carer, and social worker where applicable, the length of time the child has been with the carer before they start nursery to establish how secure the child feels and whether they are ready to be able to cope with further separation, a new environment and new expectations made upon them.

We are aware that there are a number of reasons why a child may go into care and these reasons may or may not include traumatic experiences or abuse. All our practitioners are committed to doing all they can to support all children to achieve their full potential. The nursery staff team are all trained to understand our safeguarding policy and procedures. Additional training to support children's individual needs will be planned for where appropriate. Practitioners are supported by management at all times and we have an open-door policy if they need to discuss any sensitive issues regarding the child.

Where applicable, we contribute to any assessment about the child, such as those carried out under local authorities' assessment frameworks or Early Help Assessment (EHA) and to any multi-agency meetings, case conferences or strategy meetings in relation to the child's learning and development. The designated person for looked after children and/or the child's key person will attend meetings as appropriate.

The designated person for 'looked after children' is Heidi Thompson.

Each child is allocated a key person. The key person will support the child initially with transition and settling in and then continue to support and build up a relationship with the child, carers and any other agencies involved. Regular contact will be maintained with the carers throughout the child's time at the nursery and with the social worker or other professionals (where applicable).

The key person will carry out regular ongoing practice such as observations to build up a picture of the child's interests, and plan activities accordingly to support the child's stage of learning and development and interests. This information will be shared with carers and other professionals as appropriate as well as any concerns surrounding their developmental stages.

Where necessary we will develop a care plan with carers and professionals. This will include:

- The child's emotional needs and how they are to be met
- How any emotional issues and problems that affect behaviour are to be managed
- The child's sense of self, culture, language/s and identity - how this is to be supported
- The child's need for sociability and friendship
- The child's interests and abilities and possible learning journey pathway
- How any special needs will be supported

In addition, the care plan may also consider:

- How information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with any other organisation or professionals and how it will be recorded and stored

- What contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be in the setting, when, where and what form the contact will take will be discussed and agreed
- Who may collect the child from nursery and who may receive information about the child
- What written reporting is required
- Wherever possible, and where the plan is for the child to return to their home, the birth parent(s) should be involved in planning
- With the social worker's agreement, and as part of the plan, whether the birth parent(s) should be involved in the setting's activities that include parents, such as outings, fun days etc. alongside the foster carer

Where applicable, we will complete a Personal Education Plan (PEP) for any children aged three to five in partnership with the social worker and/or care manager and carers. We will also attend all appropriate meetings and contribute to reviews.

The key person and designated 'looked after' person **Heidi Thompson** will work together to ensure any onward transition to school or another nursery is handled sensitively to ensure that this is as smooth as possible and all necessary information is shared. The child's individual file, including observations, photographs and pieces of art work and mark making will be passed on to the carer at this stage.

Medication Policy

We promote the good health of the children attending nursery and take necessary steps to prevent the spread of infection (see sickness and illness policy). If a child requires medicine we will obtain information about the child's needs for this, and will ensure this information is kept up to date.

We follow strict guidelines when dealing with medication of any kind in the nursery and these are set out below.

Only room leaders, deputy manager or nursery manager are permitted to administer medication.

Children should not attend nursery if they are suffering from a communicable disease.

The nursery will administer prescribed medication to a child under the direct authority of the parents, so long as the child has been treated with the medication for a minimum of 24 hrs prior to attending nursery.

Only prescription medications will be administered at nursery (with the exception of Calpol or Piriton - see below) unless a GP letter has been received.

Medication must be provided in the original container clearly labelled with pharmacy label showing:

- Child's name
- Date of prescription
- Expiry date
- Dosage
- Any other relevant information

Auto injectors may only be administered to children once staff have been specifically trained in their use for the child for whom it has been prescribed.

Failure to provide medication in the original container and label must result in a refusal by the management team to administer.

The parent or carer must complete a medication form with a staff member to ensure that the form has been completed appropriately and the parent will sign the medication form when the medication is handed over.

Those with parental responsibility must give prior written permission for the administration of each and every medication. However, we will accept written permission once for a whole course of medication or the ongoing use of a particular medication under the following circumstances:

1. The written permission is only acceptable for that brand name of medication and cannot be used for similar types of medication, e.g. if the course of antibiotics changes, a new form will need to be completed
2. The dosage on the written permission is the only dosage that will be administered. We will not give a different dose unless a new form is completed
3. Parents must notify us **IMMEDIATELY** if the child's circumstances change, e.g. a dose has been given at home, or a change in strength/dose needs to be given

A child may attend nursery whilst receiving medication as long as one or more of the following applies:

The child has a long-term condition and requires on going treatment

The child is well and not distressed but needs to complete a course of treatment in order that they remain well

They are no longer infectious

Parents will sign acknowledgement of the medication having been administered when they collect their child.

Medication forms will be held in the office for any current treatments.

Once the course of treatment is completed the medication form will be added to the child's records.

Non-prescription medication (calpol or piriton)

- The nursery will not administer any non-prescription medication containing aspirin
- The nursery will only administer non-prescription medication for a short initial period, depending on the condition of the child. After this time medical attention should be sought
- If the nursery feels the child would benefit from medical attention rather than non-prescription medication, we reserve the right to refuse nursery care until the child is seen by a medical practitioner

- Non-prescription medication (calpol) will only be given to children if they develop a temperature of 38.3 degrees or over
- On registration, parents will be asked if they would like to fill out a medication form to consent to their child being given calpol or piriton in particular circumstances such as an increase in the child's temperature or a wasp or bee sting. This form will state the dose to be given, the circumstances in which this can be given e.g. the temperature increase of their child and a signed statement to say that this may be administered in an emergency if the parent has a signed consent form
- An emergency nursery supply of fever relief (e.g. Calpol) and anti-histamines (e.g. Piriton) will be stored on site. This will be checked at regular intervals by the designated trained first aider to make sure that it complies with any instructions for storage and is still in date
- If a child does exhibit the symptoms for which consent has been given to give non-prescription medication during the day the nursery will make every attempt to contact the child's parents. Where parents cannot be contacted then the nursery manager will take the decision as to whether the child is safe to have this medication based on the time the child has been in the nursery, the circumstances surrounding the need for this medication and the medical history of the child on their registration form. Giving non-prescription medication will be a last resort and the nursery staff will use other methods first to try and alleviate the symptoms, e.g. for an increase in temperature the nursery will remove clothing, use fanning, tepid cooling with a wet flannel. The child will be closely monitored until the parents collect the child
- For any non-prescription cream for skin conditions e.g. Sudocrem, prior written permission must be obtained from the parent and the onus is on the parent to provide the cream which should be clearly labelled with the child's name
- If any child is brought to the nursery in a condition in which he/she may require medication sometime during the day, the manager will decide if the child is fit to be left at the nursery. If the child is staying, the parent must be asked if any kind of medication has already been given, at what time and in what dosage and this must be stated on the medication form
- As with any kind of medication, staff will ensure that the parent is informed of any non-prescription medicines given to the child whilst at the nursery, together with the times and dosage given
- The nursery DOES NOT administer any medication unless prior written consent is given for each and every medicine

Injections, pessaries, suppositories

As the administration of injections, pessaries and suppositories represents intrusive nursing, we will not administer these without appropriate medical training for every member of staff caring for this child. This training is specific for every child and not generic. The nursery will do all it can to make any reasonable adjustments including working with parents and other professionals to arrange for appropriate health officials to train staff in administering the medication.

Staff medication

All nursery staff have a responsibility to work with children only where they are fit to do so. Staff must not work with children where they are infectious or too unwell to meet children's needs. This includes circumstances where any medication taken affects their ability to care for children, for example, where it makes a person drowsy. If any staff member believes that their condition, including any condition

caused by taking medication, is affecting their ability they must inform their line manager and seek medical advice. *The nursery manager will decide if a staff member is fit to work, including circumstances where other staff members notice changes in behaviour suggesting a person may be under the influence of medication. This decision will include any medical advice obtained by the individual or from an occupational health assessment.

Where staff may occasionally or regularly need medication, any such medication must be kept in the person's locker/separate locked container in the staff room or nursery room where staff may need easy access to the medication such as an asthma inhaler. In all cases it must be stored out of reach of the children. It must not be kept in the first aid box and should be labelled with the name of the member of staff.

Storage

All medication for children must have the child's name clearly written on the original container and kept in a closed box, which is out of reach of all children. (Usually in the manager's office).

Emergency medication, such as inhalers and EpiPens, will be within easy reach of staff in case of an immediate need, but will remain out of children's reach.

Any antibiotics requiring refrigeration must be kept in a fridge inaccessible to children.

All medications must be in their original containers, labels must be legible and not tampered with or they will not be given. All prescription medications should have the pharmacist's details and notes attached to show the dosage needed and the date the prescription was issued. This will all be checked, along with expiry dates, before staff agree to administer medication.

Missing Child Policy and Procedure

Key persons must be constantly aware of their key children's whereabouts and are required to constantly count numbers inside and outside of the building.

If a child should go missing from the group staff will:

Take the children to a safe area and settle them

Allocate a member of staff to:

- Take the register
- Search the immediate area

Inform the person in charge of the situation

Once the child has been found a written record must be made as soon as possible.

The manager will inform the parents of the situation.

If the child is not found immediately the person in charge will:

If on a trip or walk:

- Notify the missing child unit at the venue (if there is one)

- Notify the police
- Notify the nursery
- Notify Ofsted
- Take advice from police on contacting parents

If nursery staff, the police or venue personnel do not find the child:

- All children and staff except person in charge will return to the nursery
- The person in charge will remain at the venue until the child has been found

If at the Nursery

- Notify the nursery manager
- Notify the police
- Take advice from police on contacting parents
- When the incident has been resolved the incident must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings
- Ofsted must be contacted and informed of any incidents
- With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- In any cases with media attention staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced

Mobile Phone, Electronic Device Use and Social Networking Policy

At First Steps Nursery we promote the safety and welfare of all children in our care. We believe our staff should be completely attentive during their hours of working to ensure all children in the nursery receive good quality care and education. To ensure the safety and well-being of children we do not allow staff to use personal mobile phones or smartwatches during working hours. We use mobile phones supplied by the nursery only to provide a means of contact in certain circumstances, such as outings.

All electronic devices able to take pictures, record videos, send or receive calls and messages are prohibited in the rooms with the children. This includes cameras, mobile telephones, tablets and any recording devices including smartwatches. More and more devices are technically capable of connecting to the outside world. This policy will be adapted to include all devices we deem necessary to safeguard all children in our care.

Smartwatches and/or fitness watches that are used for and only have a capacity for counting steps are allowed.

We require our staff to be responsible and professional in their use of social networking sites in relation to any connection to the nursery, nursery staff, parents or children. We also ask parents and

visitors to respect and adhere to our policy.

Staff must adhere to the following:

- Mobile phones/smartwatches/fitness watches are either turned off or on silent and not accessed during your working hours
- Mobile phones/smartwatches/fitness watches can only be used on a designated break and this must be away from the children
- Mobile phones/smartwatches/fitness watches should be stored safely in the designated boxes/cupboard in each building at all times during the hours of your working day
- The use of nursery devices, such as tablets, must only be used for nursery purposes
- Nursery devices do not have social media or messaging apps on them
- Any apps downloaded onto nursery devices will be done by management only ensuring only content appropriate apps are accessible to staff using them
- Children do not access the tablets
- Passwords/passcodes for nursery devices must not be written down or shared
- Only nursery owned devices will be used to take photographs or film videos
- Nursery devices will not be taken home with staff and will remain secure at the setting when not in use
- During outings, staff will use mobile phones belonging to the nursery wherever possible. Photographs must not be taken of the children on any phones, either personal or nursery owned

All electronic communications between staff and parents should be professional and take place via the official nursery communication channels, e.g. the setting's email addresses and telephone numbers. This is to protect staff, children and parents.

Parents' and visitors' use of mobile phones, smartwatches and social networking

Whilst we recognise that there may be emergency situations which necessitate the use of a mobile telephone, in order to ensure the safety and welfare of children in our care and share information about the child's day, parents and visitors are kindly asked to refrain from using their mobile telephones/smartwatches/fitness watches and where possible, keep them in their bags or pockets when they enter the school site & in the nursery or when collecting or dropping off their children. This is to ensure all children are safeguarded. The time for dropping off and picking up is a quality handover opportunity where we can share details about a child.

Parents/Carers are requested not to allow their child to wear or bring in devices that may take photographs or record videos or voices. This includes smart watches with these capabilities, such as Vtech. This ensures all children are safeguarded and also protects their property as it may get damaged or misplaced at the nursery.

Visitors are not permitted to use their mobile phones/smartwatches/fitness watches whilst at nursery and are asked to leave them in a safe secure place or nursery office for the duration of their visit.

We promote the safety and welfare of all staff and children and therefore ask parents and visitors not to post publically or privately, information about any child on social media sites such as Facebook and

Twitter. We ask all parents and visitors to follow this policy to ensure that information about children, images and information do not fall into the wrong hands.

Use of Social Network Sites - Employment Conditions and the use of online social networking sites (including, but not limited to, Facebook, Myspace, LinkedIn, and Twitter & Instagram etc.) has become a very significant part of life for many people. These sites provide a very positive way to keep in touch with friends and colleagues, and can be used to exchange ideas and thoughts on common interests, both personal and work-related. However, there have been occurrences where these services have been used for less positive reasons or during working hours, hence the need for formal guidance.

If an employee's personal internet presence does not make any reference to the Setting or cannot be identified, the content is unlikely to be of concern to the Setting. If employment at First Steps Nursery is referred to then the information posted would need to comply with the employment conditions outlined below.

2.1 Instances where the setting is brought into disrepute may constitute misconduct or gross misconduct and disciplinary action will be applied

2.2 An employee must not disclose confidential information relating to his/her employment at First Steps Nursery

2.3 An employee must not disclose details of any children attending the setting

2.4 Sites must not be used to verbally abuse or harass staff or parents. Privacy and feelings of others must be respected at all times. Employees must obtain the permission of individuals before posting contact details or pictures. Care must be taken to avoid using language which could be deemed as offensive to others

2.5 If information on the site raises a cause for concern with regard to conflict of interest, employees must raise the issue with their line manager

2.6 Viewing and updating personal sites must not take place during working times, unless in exceptional circumstances such as where activities form part of a project, and this has been agreed in advance as appropriate by the Line Manager.

2.7 Safeguarding is paramount and no reference must be made relating to any child/family/staff at the setting

2.8 Sites must not be used for accessing or sharing illegal content

2.9 Any serious misuse of social networking sites which has a negative impact on First Steps Nursery may be regarded as a disciplinary offence. This includes any conduct which may, in our opinion, damage First Steps Nursery's reputation or undermine our policies, breach confidentiality, or defame a third party. Please consider whether your communications are appropriate and professional. This includes comments made through Instant Messenger applications

2.10 Staff must not become friends with parents on social media sites whilst their children are registered at nursery or pre-school

2.11 What you post on a site is open to scrutiny by others and may impact on your role within the setting where outside activities are discussed

First Steps Nursery does not discourage staff from using such services. However, all must be aware that First Steps Nursery will take seriously any occasions where the services are used inappropriately.

Use of Social Network Sites – Personal Safety

3.1 Protect your own personal information online. The threat of identity theft can be significantly reduced if you exercise caution regarding the data you make public. Do not publish personal data (including, but not limited to, address, telephone numbers, birth dates) or any details which advertise, for example, that your home is empty for 2 weeks whilst you are away on holiday.

3.2 If you decide to meet someone in person from online, go to a public place and let friends and family know your plans.

This policy should be used in conjunction with our online safety and acceptable IT use policies, to ensure children are kept safe when using nursery devices online.

Modern Slavery and Human Trafficking Policy

Legislation

The Modern Slavery Act, received Royal Assent on 26 March 2015. The act consolidates slavery and trafficking offenses and introduces tougher penalties and sentencing rules.

Background

Child trafficking and modern slavery is becoming a more frequent form of child abuse. Children are recruited, moved, transported and then exploited, forced to work or are sold on.

Modern slavery is a term that covers:

- Slavery
- Servitude and forced or compulsory labour
- Human trafficking.

Victims of modern slavery are also likely to be subjected to other types of abuse such as physical, sexual and emotional abuse. This policy should be used alongside the following policies to ensure all children, staff, parents and visitors are fully safeguarded:

- Safeguarding and child protection
- Whistleblowing
- Equality and inclusion

For an adult or child to have been a victim of human trafficking there must have been:

- *Action* (e.g. recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation)
- *Means* (threat or use of force, coercion, abduction, abuse of power or vulnerability) There does not need to be "means" for children as they are not able to give informed consent
- *Purpose* (e.g. sexual exploitation, forced labour or domestic servitude, slavery, financial exploitation, illegal adoption, removal of organs)

Procedure:

When a concern is raised about slavery or trafficking then we will follow our safeguarding procedure. If the child (or adult) is at risk of immediate harm then the police will be called, otherwise the local authority will be contacted and the referral process will be followed as per the safeguarding

procedure.

Monitoring Staff Behaviour Policy

At First Steps Nursery we take the safety and welfare of our children and staff seriously. This policy ensures staff behave in an appropriate manner to act as a role model for and protect all children in their care. Within this policy we will also ensure that any changes to staff behaviours or ways of working are closely monitored, discussed and supported to ensure all the children are safeguarded throughout their time here.

Expected staff behaviour

Within our nursery we expect our staff to:

- Put our children first, their safety, welfare and ongoing development is the most important part of their role
- Behave as a positive role model for the children in their care by remaining professional at all times and demonstrating caring attitudes to all
- Work as part of a wider team, cohesively and openly
- Be aware of their requirements under the EYFS Statutory Framework and the nursery policies and procedures designed to keep children safe from harm whilst teaching children and supporting their early development
- React appropriately to any safeguarding concerns quickly and concisely in accordance to the nursery/Local authority procedures and training received
- Not share any confidential information relating to the children, nursery or families using the facility
- Maintain the public image of the nursery and do nothing that will pull the setting into disrepute
- Ensure that parental relationships are professional and external social relationships are not forged. If a relationship exists prior to the child starting at the setting, discussions with management will be held to ensure the relationship remains professional. No staff should become linked to parents on social media during their time at nursery
- Report to management immediately any changes in personal life that may impact on the ability to continue the role. These may include (but not limited to) changes in police record, medication, people living in the same premises, any social service involvement with their own children

Monitoring staff behaviour

Within the nursery we:

- Have regular supervisions with all staff in which ongoing suitability will be monitored and recorded. Supervisions occur every term
- Use a whistleblowing policy that enables team members to discuss confidentially any concerns about their colleagues
- Operate staff suitability forms and clauses in staff contracts to ensure changes to their suitability to work with children are reported immediately to management
- Ensure all new staff members are deemed suitable with the appropriate checks as detailed in the safeguarding policy

Some behaviours that may cause concern and will be investigated further:

- Change in moods
- Sudden change in religious beliefs/cultural beliefs (may be a sign of radicalization)
- Changes in the way of acting towards the children or other members of the team (becoming friendlier and closer, isolation, avoidance, agitation etc)
- Sudden outbursts
- Becoming withdrawn
- Secretive behaviours
- Missing shifts, calling in sick more often, coming in late
- Standards in work slipping
- Extreme changes in appearance

Procedures to be followed:

If we have a concern about changes in staff behaviour within the nursery, an immediate meeting will be called with the individual and a member of management to ascertain how the person is feeling. We will aim to support the staff wherever possible and will put support mechanisms in place where appropriate.

Ultimately, we are here to ensure all staff are able to continue to work with the children as long as they are suitable to do so, but if any behaviours cause concern about the safety or welfare of the children then the procedure on the safeguarding policy will be followed as in the case of allegations against a team member and the Local Authority Designated Officer (LADO) will be called.

All conversations, observations and notes on the staff member will be logged and kept confidential.

Nappy Changing Policy

At First Steps Nursery we aim to support children's care and welfare on a daily basis in line with their individual needs. All children need contact with familiar, consistent carers to ensure they can grow confidently and feel self-assured. Wherever possible, each child's key person will change nappies according to the child's individual needs and requirements.

Our procedures meet best practice identified by the Health Protection Agency (2011) in 'Best practice advice for nurseries and childcare settings'.

We ask that parents provide all nappies wipes and creams required by their child. The nursery will hold a supply of nappies and wipes for emergency use only.

We will enable a two-way exchange between parents and key persons so that information is shared about nappy changing and toilet training in a way that suits the parents and meets the child's needs. Parents will be engaged in the process of potty training and supported to continue potty training with their child at home.

We will use appropriate designated facilities for nappy changing which meet the following criteria:

- Facilities are separate to food preparation and serving areas and children's play areas
- Changing mats will have a sealed plastic covering and be frequently checked for cracks or tears. If cracks or tears are found, the mat will be discarded

- Clean nappies are stored in a clean dry place; soiled nappies are placed in a 'nappy sack' or plastic bag before being placed in the bin. Bins are foot-pedal operated, regularly emptied and placed in an appropriate waste collection area
- For any non-prescription cream for skin conditions e.g. Sudocrem each child should have their own creams and lotions. These can be supplied by the parent/guardian and must be clearly labelled with the child's name. Prior written permission must be obtained from the parent. When applying creams for rashes, a gloved hand will be used

Staff changing nappies will:

- Use a new disposable apron and pair of gloves for each nappy change and always wash hands before and after using gloves
- Clean disinfect and dry mats thoroughly after each nappy change; disposable towels/roll must be discarded after each nappy change
- Ensure they have all the equipment they need and access to fresh water before each nappy change
- Although we have guide times to change nappies, children's nappies must be changed as and when needed. No child must ever be left in a dirty nappy

We wish to ensure the safety and welfare of the children whilst being changed and safeguard against any potential harm as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently. We aim to support all parties through the following actions:

- Promoting consistent and caring relationships through the key person system in the nursery and ensuring all parents understand how this works and who they will be working with
- Using this one-to-one time as a key opportunity to talk to children and help them learn, e.g. through singing and saying rhymes during the change
- Ensuring that the nappy changing area is inviting and stimulating and change this area regularly to continue to meet children's interests
- Ensuring all staff undertaking nappy changing have suitable enhanced DBS checks
- Training all staff in the appropriate methods for nappy changing by senior staff in the room and making sure they have been signed off as competent before they partake in this
- Ensuring that no child is ever left unattended during the nappy changing time and all children will be placed on the floor before pulling up tights, trousers etc. This will not take place on the high changing platform
- Making sure staff do not change nappies whilst pregnant until a risk assessment has been discussed and conducted; and that students only change nappies with the support and close supervision of a qualified member of staff
- Conducting thorough inductions for all new staff to ensure they are fully aware of all nursery procedures relating to nappy changing
- Ensuring hygiene procedures are followed appropriately, e.g. hands washed before and after nappies are changed and changing mats cleaned before and after each use
- Following up procedures through supervision meetings and appraisals to identify any areas for development or further training

- Working closely with parents on all aspects of the child's care and education. This is essential for any intimate care routines which may require specialist training or support. If a child requires specific support the nursery will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs
- Ensuring all staff have an up-to-date understanding of child protection and how to protect children from harm. This includes identifying signs and symptoms of abuse and how to raise these concerns as set out in the child protection policy
- Operating a whistleblowing policy to help staff raise any concerns relating to their peers or managers and helping staff develop confidence in raising concerns as they arise in order to safeguard the children in the nursery
- Conducting working practice observations of all aspects of nursery operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes all intimate care routines
- Conducting regular risk assessments of all aspects of nursery operations including intimate care and reviewing the safeguards in place. The nursery has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved.

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

Online Safety Policy

Our nursery is aware of the growth of internet use and the advantages this can bring. However, it is also aware of the dangers and strives to support children, staff and families in using the internet safely.

Keeping Children Safe in Education states *"The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:*

- ✓ *content: being exposed to illegal, inappropriate or harmful material;*
- ✓ *contact: being subjected to harmful online interaction with other users; and*
- ✓ *conduct: personal online behaviour that increases the likelihood of, or causes, harm"*

Within the nursery we aim to keep children (and staff) safe online by:

- Ensuring we have appropriate antivirus and anti-spyware software on all devices and update them regularly
- Ensuring content blockers and filters are on all our devices, e.g. computers, laptops and any mobile devices
- Keeping passwords safe and secure not sharing or writing these down. These will be changed at least every term to keep devices safe
- Ensure management monitor all internet activities in the setting
- Locking away all nursery devices at the end of the day
- Ensuring no social media or messaging apps are installed on nursery devices

- Management reviewing all apps or games downloaded to tablets to ensure all are age appropriate for children and safeguard the children and staff
- Using approved devices to record/photograph in the setting
- Never emailing personal or financial information
- Reporting emails with inappropriate content to the internet watch foundation (IWF www.iwf.org.uk)
- Ensuring children are supervised when using internet devices
- Using tracking software to monitor suitability of internet usage (for older children)
- Not permitting staff or visitors access to the nursery Wi-Fi
- Integrating online safety into nursery daily practice by discussing computer usage 'rules' deciding together what is safe and what is not safe to do online
- Talking to children about 'stranger danger' and deciding who is a stranger and who is not, comparing people in real life situations to online 'friends'
- When using Skype and FaceTime (where applicable) discussing with the children what they would do if someone they did not know tried to contact them
- Provide training for staff who need this to keep children safe online. We encourage staff and families to complete an online safety briefing which can be found at <https://moodle.ndna.org.uk>
- We abide by an acceptable use policy, ensuring staff only use the work IT equipment for matters relating to the children and their education and care. No personal use will be tolerated
- Children's screen time is monitored to ensure they remain safe online and have access to material that promotes their development. We will ensure that their screen time is within an acceptable level and is integrated within their programme of learning
- The nursery is aware of the need to manage our digital reputation, including the appropriateness of information and constant that we post online, both professionally and personally. This is continually monitored by the setting's management

All electronic communications between staff and parents should be professional and take place via the official nursery communication channels, e.g. the setting's email addresses and telephone numbers. This is to protect staff, children and parents.

If any concerns arise relating to online safety then we will follow our safeguarding policy and report all online safety concerns to the DSL.

The DSL will make sure that:

- All staff know how to report a problem and when to escalate a concern, including the process for external referral if they feel it is needed
- All concerns are logged, assessed and actioned upon using the Nursery's Safeguarding procedure
- Parents are supported to develop their knowledge of online safety issues
- Parents are offered support to help them talk about online safety with their children using appropriate resources

- Parents are signposted to appropriate sources of support regarding online safety at home and are fully supported to understand how to report an online safety concern
 - The Professionals Online Safety Helpline (0344 381 4772 or helpline@saferinternet.org.uk) is shared with all staff and used if any concerns arise
 - Refer to <https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations-for-managers> to ensure all requirements are met in order to keep children and staff safe online
- Share <https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-guidance-for-practitioners>

Outings Policy

It is nursery policy to ensure the safety and well-being of all children whilst they are on trips and outings away from the nursery building.

Outings requiring transportation of children

For all trips and outings requiring transport, the following minimum staff to child ratios must be maintained during all trips. The nursery manager may need to amend or adapt the ratios for particular trips or outings when there are mixed age groups or a number of children in pushchairs. The whole of the outing from leaving the nursery, travelling on transport and the venue to be visited will be risk assessed before the trip takes place.

Staff ratios are as follows:

0 - 2 years 11 months - 1:2

3 years to 5 years - 1:4

If using a double buggy with 0-2s you may also take 1 walker on reins

Parents **MUST** be notified of the details of all impending outings and must give their signed consent **EACH TIME** their child is to leave the school campus grounds.

A letter detailing the cost and itinerary of the trip should be given to parents at least one week before the trip. Parents must return a signed consent slip for that outing.

No child will be permitted to attend any trip without a signed consent slip.

Each child should have a light waterproof jacket for summer outings.

Children must have sun hats and neck protection during hot weather.

The following items will be taken on each trip:

- A fully stocked first aid kit
- A completed trip register with all parent and staff contact numbers
- Individual medication i.e. inhaler, epicene
- A fully charged mobile phone as a form of emergency contact
- Spare nappies, wipes and nappy sacks
- Plastic carrier bags for rubbish
- Bottled water and plastic beakers
- Reins for children under 3 who are walking
- Sunscreen and sunhats in summer

- Nursery phone number

Children should not attend a trip with a car seat unless the parent is prepared to fit it into the coach themselves. A child may not travel without either a car seat or booster seat provided by the parent. All trips must be age appropriate. Eg younger children will not be taken to an adventure playground area of a park where older children are playing, but will use an area with smaller apparatus.

Each member of staff will wear the nursery uniform and high visibility vests/jackets. Each member of staff will be allocated specific children to supervise whilst on the trip. For example, one staff member will have three children to supervise and that person must be responsible for taking those children to the venue, constantly checking their whereabouts and supervising them at the venue and walking with them back to the transport/nursery.

There must always be at least one member of staff with an accredited First Aid qualification.

There must always be 1 supernumerary member of staff who is a manager, deputy manager or room leader on a trip where transport is used.

The staff member in charge of the trip must take a list of all the children and their allocated staff member.

All staff should be aware of total numbers of children on the trip and take continual headcounts (at least every 5 minutes).

All walking children under 3 years of age must wear reins held by a staff member. Children should wear appropriate clothing and sun cream should be applied before leaving nursery in the summer.

All children are required to go to the toilet or have their nappy changed before leaving the nursery.

Children should look clean and tidy.

All children should wear a badge or sticker carrying the nursery telephone number and any applicable mobile number. The child's name should not be written on the badge/sticker.

Registers of all the children will be held by the person in charge and each key person will have their own group listing.

Registers will be taken when boarding the coach, at snack/meal times and on boarding the coach again to come home.

A travel first aid kit must be taken on all outings, this must be checked and signed as complete before each trip.

There must be at least one mobile phone number on each trip. The deputy manager must be notified of this number if the whole nursery is out.

Risk assessment/outings plan

The full risk assessment and outing plan will be displayed for parents to see before giving consent. This plan will include details of:

- The name of the designated person in charge - the outing leader
- The name of the place where the visit will take place
- The estimated time of departure and arrival
- The number of children, age range of children, the ratio of staff to children, children's individual needs and the group size
- The equipment needed for the trip, i.e. first aid kit, mobile phone, coats, safety reins, pushchairs, rucksack, packed lunch etc.

- Staff contact numbers
- Method of transportation and travel arrangements (including the route)
- Financial arrangements
- Emergency procedures
- The name of the designated first aider and the first aid provision
- Links to the child's learning and development needs

Use of vehicles for outings

- All staff members shall inform parents in advance of any visits or outings involving the transportation of children away from the nursery
- The arrangements for transporting children will always be carefully planned and where necessary additional people will be recruited to ensure the safety of the children. This is particularly important where children with disabilities are concerned
- All vehicles used in transporting children are properly licensed, inspected and maintained
- Drivers of vehicles are adequately insured
- All vehicles used are fitted to the supplier's instructions with sufficient numbers of safety restraints appropriate to the age/weight of the children carried in the vehicle. Any mini buses/coaches are fitted with 3-point seat belts
- When we use a mini bus, we check that the driver is over 21 years of age and holds a Passenger Carrying Vehicle (PCV) driving license. This entitles the driver to transport up to 16 passengers
- When children are being transported, we maintain ratios

When planning a trip or outing using vehicles, records of vehicles and drivers including licenses, MOT certificates and business use insurance are checked. If a vehicle is used for outings the following procedures will be followed:

- Ensure seat belts, child seats and booster seats are used
- Ensure the maximum seating is not exceeded
- All children will be accompanied by a registered member of staff
- No child will be left in a vehicle unattended
- Extra care will be taken when getting into or out of a vehicle
- The vehicle will be equipped with a fire extinguisher and emergency kit containing warning triangle, torch, blankets, wheel changing equipment etc.

Lost children

In the event of a child being lost, the Lost Child Procedure will be followed. Any incidents or accidents will be recorded in writing and Ofsted will be contacted and informed of any incidents.

There may be opportunities for parents to assist on outings. The manager will speak to parents prior to the visit regarding health and safety and code of conduct.

In the event of an emergency the person in charge must call Yateley School Reception

Local Outings by Foot - Eg Local Library, parks, Shops, Campus Grounds

Staff ratios are as follows:

0 - 2 years 11 months - 1:2

3 years to 5 years - 1:4

If using a double buggy with 0-2s you may also take 1 walker on reins

When going out on local outings there must always be a minimum of 2 staff in the event of an emergency arising the group must remain together and call for assistance.

The nursery manager must complete a risk assessment report for local outings, which will include dangerous roads, the route to the venue and potential supervision difficulties at the venue.

Once the report has been written and risk assessments compiled, staff must read the risk assessment and be given the opportunity to ask any questions.

The risk assessment and action plan must be signed by all staff and kept in the outings file.

For each outing there must be a staff member who is nominated as the person in charge. This name must be entered in the outings file.

Children are to be counted when returning from an outing and the nominated person in charge must sign the outings book when they return.

A qualified member of staff (NVQ3 or above) must be at the beginning or end of the line of children opposite to another EXPERIENCED member of staff.

At NO TIME should an inexperienced member of staff be deemed responsible for a walk or outing, or a member of staff unfamiliar with Nursery Policies and Procedures.

On returning to the building one staff member must remain outside until all the children are in the building.

The details that must be logged in the outings book are:

The nominated person in charge

A list of all children and their allocated staff member

The location being visited

The contact mobile phone number (unless walkie talkies are taken)

Time out

Time in

The room leader must ensure that every child in their room has a signed outing consent form for local outings.

Outdoor Play Policy

At First Steps Nursery we are committed to the importance of daily outdoor play and the physical development of all children regardless of their age and stage of development. We provide outdoor play in all weathers. Where possible and appropriate, we make outdoor activities accessible to children with learning difficulties and disabilities to ensure inclusive use of the outdoor area.

We recognise that children need regular access to outdoor play in order to keep fit and healthy, develop their large and fine motor skills, experience learning in a natural environment and access sunlight in order to absorb vitamin D more effectively.

The outdoor areas, both within the nursery grounds and on the school campus have a wealth of experiences and resources which help children to develop in a variety of ways, including independence,

exploration and investigative skills, risk taking and self-esteem, all of which support children to develop skills now and for the future.

We ensure all areas are safe and secure through close supervision and the use of robust risk assessments and safety checks. Where possible and appropriate, we plan and encourage play that helps children understand and manage risks. This type of play allows children to explore and find their own boundaries in a safe environment with supportive practitioners. Staff are informed of the importance of safety procedures and are trained appropriately to ensure these procedures are followed effectively.

When using the school campus for walks and play experiences staff will, where possible use a higher staff to child ratio than that used in the nursery buildings. Staff will count the children before leaving any of the nursery buildings and individual staff will be allocated certain children so that it is clear who they are responsible for whilst outside. Staff will sign out stating the amount of staff and children who are going outside. If other rooms need help and assistance whilst outside room leaders will allocate their staff to assist making sure room leaders' main responsibility is supervising the children within their room. Children will be counted sporadically whilst outside and staff will maintain close supervision with all children especially those that are known to have a tendency to wander. Staff will sign back in when entering the nursery buildings.

We obtain parental permission before any child leaves the school campus. We plan all outdoor play opportunities and outings to complement the indoor activities and provide children with purposeful activities that support and follow individual children's interests. There is a balance of both adult-led and child-initiated opportunities to enable children to learn and practice new skills, knowledge and behaviour.

We use this policy alongside the following policies to ensure the safety and welfare of children throughout their time outside:

- Health and Safety
- Sun Care
- Caring for Babies and Toddlers
- Lost Child Policy
- Parents and Carers as Partners
- Supervision of Children
- Safeguarding and Child Protection
- Outings.

Parents and Carers as Partners Policy

First Steps Nursery actively encourages a working partnership between staff and parents/carers.

First Steps Nursery actively encourages a strong partnership with the OFSTED and Early Years Partnership.

Partnerships with Authorities

It is in the interest of all parties that any partnerships we enter into are positive and constructive.

Feedback is therefore encouraged and welcomed.

Efficient transfer of information is necessary to maintain standards and to enable the smooth transition of new developments.

Liaison with professional bodies is essential when aiming to meet the individual needs of all the children.

Partnerships with other settings

Where children attend more than one setting, the Early Years Foundation Stage requires those settings to share information and work together in the best interests of the child. This setting will endeavour to ensure that information regarding children's wellbeing, interests, daily activities, developmental needs and progress is shared appropriately with other settings attended. Consent from parents will always be obtained before the sharing of such information takes place.

Partnerships with Children

Relationships with children are fostered by encouragement and listening.

The relationships with children are built on the two-way flow of trust and involvement.

Relationships with children will be nurtured through respect and by taking their opinions into consideration.

Partnerships with Parents

First steps will recognise that parents are the first and main carers of their children.

Staff must work closely with parents to reach common goals for each child and regular communication is encouraged.

Parents contribute to initial assessments of children's starting points on entry and they are kept well informed about their child's progress.

Parents are encouraged to support and share information about their child's learning and development at home.

The key person system ensures all practitioners use effective, targeted strategies and interventions to support learning that match most children's individual needs.

Partnerships can be enhanced by parents becoming actively involved with nursery life.

Staff encourage early discussion when concerns are raised to ensure that they do not develop into problems.

Staff will welcome parents into the nursery at any time. The nursery will provide an area where parents can speak confidentially with staff as required.

We will ensure that all parents are aware of the nursery's policies and procedures. A detailed handbook will be provided during the registration process and our full policy document will be available to parents at all times on request.

We will consider and discuss all suggestions from parents concerning the care and early learning of their child and nursery operation.

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

We will share information about the Early Years Foundation stage, young children's learning in the nursery, how parents can further support learning at home and where they can access further information.

We will respect the families' religious and cultural backgrounds and beliefs and accommodate any special requirements wherever possible and practical to do so.

Parent's evenings

First Steps Nursery will hold parents' evenings twice each year, usually in November and July.

One of the evenings will consist of an appointment system, where parents have the opportunity to talk to their key person.

The other evening will be an open house to the whole nursery - giving the parents the opportunity to look over the whole nursery and talk to all staff members.

Parents who are unable to attend parents evening will be offered the opportunity to have a meeting with their key person one evening in a week either side of parent evening date.

All staff are expected to attend parents evening for which they will be paid at their standard overtime rate or given time off in lieu.

Staff should make all new parents welcome and introduce them to other parents and staff.

All staff must attend parents evening wearing a clean and ironed uniform and must look clean and smart.

All children's learning book profiles and daily diaries should be up to date and available for parents. (Encourage parents to write in the daily diaries).

Daily Diaries

Daily Diaries should be completed for all children up to 21 months of age, they should be completed by the key person when possible.

Baby room diaries should contain details of feeds/meals, sleeps and an anecdotal account of activities or actions and any relevant developmental stages.

As a child progresses to the toddler room, the new key person should discuss with parents about what information they would like to see. (Many parents do not need to know detail about food and sleep anymore, they would prefer to know about language and physical development.

The key person should hand over to the replacing member of staff at the end of each shift to ensure that information is not missed on any child.

Individual file

Each child has a folder filed in the manager's office.

The folder contains:

- Details of home address and contact numbers
- Details of the child's doctor
- Any completed accident or medication forms
- General observations regarding health. (I.e. if a child has been observed following a high temperature, returning to nursery after illness or immunisation
- Registration form

It is the key person's responsibility to keep this folder up to date.

If a child should need to go to hospital, this folder must be taken.

Emergency contact details

These should be kept in the child's base room so that they can be easily accessed in case of emergency evacuation. The information on the card should be

- Child's full name
- Date of birth
- Mother and Father's full name (check to see if Mother's surname is different)
- Contact telephone numbers and mobiles with full names written beside
- Emergency contact number with full name

Pets on the Premises Policy

We recognise that the provision of pets within the setting provides children with a wealth of learning opportunities regarding what animals need to live and thrive and the importance of taking care of them throughout the year.

We understand that pets can help meet the emotional needs of children and adults. Caring for pets also gives children the opportunity to learn how to be gentle and responsible for others.

However, certain procedures must be followed to ensure the safety of both children and the animals.

The nursery has 3 types of nursery pets: Firstly 2 giant African Snails in the toddler room, 2 gerbils in little learners and fish in the pre-school.

- Children will be encouraged to treat all animals with respect, learning how to handle them correctly
- One named member of staff will have overall responsibility in each room for the care and welfare of the nursery pets
- Staff are fully aware of health and hygiene when children are in contact with animals
- Staff will guide and monitor that children do not put their hands near their faces when they have been in contact with pets or pet foods before they wash their hands
- Staff will ALWAYS ensure that ALL children wash their HANDS very well after touching or handling pets or pet food in the nursery
- Food for the pet will be stored safely away from children's reach
- Visiting animals will remain the responsibility of the owner at all times and all necessary veterinary vaccinations will be checked beforehand
- Pets living quarters should be cleaned regularly and waste disposed of in an appropriate bin
- Staff responsible for cleaning pet quarters must wear aprons and gloves
- Children will be supervised at all times whilst handling animals
- Children will be taught that not all animals are child friendly and that they should always check with the animal's owners before attempting to stroke or handle them
- Any child allergies will be reported on the child's registration form and displayed on the allergies board

- Before any pets can be brought in to the nursery, senior staff will ensure that there are no children within the nursery setting who may have an allergy to the animal being purchased. To help control any allergies, the pets should be confined to a limited area; this also helps with cleaning
- An appointed member for staff will have overall responsibility for looking the nursery pets in each room

Play Policy

At First Steps Nursery, we believe play is a fundamental tool for learning. Play is an essential part of every child's life and vital to its whole development.

Our aims are to:

- promote children's development, learning, creativity and independence
- keep children healthy and active
- develop an understanding of the environment in the nursery and outdoors
- be structured and child-lead
- have activities where adults direct and participate
- develop lateral, logical and imaginative thinking

Play Guidelines at First Steps Nursery

- Structured play:** Play that is objective-lead. The children are given a task to complete independently
- Child-led play:** Children choose their own task, equipment and activity
This leads to learning that can be related to other objectives
- Adult-directed:** The adult models play that is objective-lead. Children are given a task to be completed as independently as possible
- Adult participant:** Play that involves an adult but is child-lead. The adult's role is to follow the child's lead while developing the child's ideas

Areas of Educational Development

Curriculum

Our key person system enables us to ensure a planned curriculum tailored to the needs of each individual child. By means of developmentally appropriate play activities and a high level of individual adult input, we offer a curriculum which enables children to progress towards the early learning goals throughout the Early Years Foundation Stage (EYFS) and prepares them for the National Curriculum, which begins at Year 1 in Primary School.

There are seven areas of learning and development within the EYFS through which your child will be gaining knowledge, learning skills and showing understanding. These areas form the basis of the activities we provide for your child, alongside their unique interests and needs, and enable us to plan for their progress.

Communication and Language

In both small and large groups, children are encouraged to extend their vocabulary and fluency by talking and listening, and by hearing and responding to stories, songs and rhymes. The home language of those children for whom English is a second language will be valued and encouraged.

Personal, Social and Emotional Development

Within the nurturing environment of the nursery, children are individually supported in developing confidence, autonomy and self-respect. They are encouraged to work and concentrate independently and also to take part in the life of the group, sharing and co-operating with other children and adults. Through activities, conversation and practical example, they learn acceptable ways to express their own feelings about others. All children are given the responsibility for themselves and also of the group, its members and its property.

Physical Development

A range of equipment and opportunities, both indoors and outdoors (which is encouraged throughout the year), allows children to develop confidence and enjoyment in the use of their own bodily skills. A very high level of adult supervision during these activities enables all the children to safely explore and meet their individual physical challenges, increasingly develop their skills and control in movement, climbing and balancing. At the same time, children are helped to develop finer motor skills which they will need in order to use tools and other objects needing increased control and precision. All children are made aware of their own bodies and of what keeps them healthy.

Literacy

Children are made aware of the purposes of writing and when they are ready, they start to use drawn and written symbols themselves. A well-stocked book corner gives every child the opportunity and encouragement to become familiar with books, how to handle them and to be aware of their uses both for reference and as a source of stories and pictures. During their time at the nursery, the children are given regular opportunity to visit the local Yateley library and select books from there too. Opportunities for mark marking, drawing and writing will always be available. Children are helped to understand that written symbols carry meaning.

Expressive Art and Design

Children are encouraged to use a wide range of resources in order to express their own ideas and feelings to construct their individual response to experience in two and three dimensions. Art equipment (including paint, glue, crayons and pencils) and natural/recyclable resources are used to explore colour, shape and texture. The children are encouraged to develop their painting, drawing and collage skills.

The nursery uses music and stories to develop the children through imaginative role-play, singing and the playing of instruments. Children are encouraged to join in and express themselves through the music and stories.

Understanding the World

A safe and stimulating environment allows children to observe and experiment with a range of natural and manufactured materials. A range of safe and well-maintained equipment enables the children to extend their technological understanding, they use simple tools and techniques as appropriate, to achieve their objectives. They learn to recognise differences, patterns and similarities, and to record and share

their findings. Children are assisted in this exploration and they learn to respect other people and expect to be respected for themselves.

Mathematics

By means of adult supported practical experience, children become familiar with the sorting, matching, ordering, sequencing and counting activities which form the basis for early mathematics. We develop mathematical understanding, use mathematical vocabulary, and identify objects by shape, position, size, volume and number. Songs, games, picture books and practical problem solving are used to support the curriculum.

Prevent Duty and Radicalisation Policy

Extremism - the Prevent Duty

Working Together to Safeguard Children (2018) defines extremism. It states "Extremism goes beyond terrorism and includes people who target the vulnerable - including the young - by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society.

Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist"

Under the Counter-Terrorism and Security Act 2015 we have a duty to refer any concerns of extremism to the police (In Prevent priority areas the local authority will have a Prevent lead who can also provide support).

This may be a cause for concern relating to a change in behaviour of a child, family member or adult working with the children in the setting, comments causing concern or actions that lead staff to be worried about the safety of a child in their care.

Alongside this we will be alert to any early signs in children and families who may be at risk of radicalisation, on which we will act and document all concerns when reporting further.

The NSPCC states that signs of radicalisation may be:

- isolating themselves from family and friends
- talking as if from a scripted speech
- unwillingness or inability to discuss their views
- a sudden disrespectful attitude towards others
- increased levels of anger
- increased secretiveness, especially around internet use

We will tackle radicalisation by:

- Training all staff to understand what is meant by the Prevent Duty and radicalisation
- Ensuring staff understand how to recognise early indicators of potential radicalisation and terrorism threats and act on them appropriately in line with national and local procedures
- Make any referrals relating to extremism to the police (or the Government helpline) in a timely way, sharing relevant information as appropriate
- Ensure our nursery is an inclusive environment, tackle inequalities and negative points of view and teach children about tolerance through British Values
- Using the Government document Prevent Duty Guidance for England and Wales

Reading and Writing Policy

Children's introduction to literature should be informal and enjoyable, using a range of books, styles and formats.

Children should have access to books from an early age and need to have the opportunity to share the books with adults. Usually simply looking at books is sufficient to attract the child's attention in the early stages. Talking about the pictures they see and hearing the adult read, or describe the contents as the pages are turned over takes the child to the next level. The anticipation of what comes next provides the motivation to continue to the end of the book. Children will often ask for the adult to start again or will go and find another book in order to repeat the process.

Hearing different stories, rhymes and songs will entrance children's appreciation of literature and recognition follows through repetition and genuine interest and delight in the stories, sounds and pictures. Children often learn their favourites off by heart and are able to predict what is coming next.

Children will begin to recognise word formation and letter sounds, but these will come together at different stages. In the nursery we will introduce letters and sounds through a variety of methods and will not rely on one particular formal reading scheme. We will select books from different sources and ensure that children are able to progress at their own stage of 'reading readiness.' Some children may therefore be reading simple books quite fluently before they attend school, however many take a little longer.

Shared reading will be a key focus in the nursery and this will be extended to encourage parents to bring in favourite books from home to be shared with the group. Some parents may enjoy staying for a few minutes to read a story with the children when they drop or collect their child.

Children should be offered an environment that is rich in language and supports all needs and backgrounds. I.e. displays and signage should be child and adult height and should encompass a variety of language and cultures.

Our approach to writing will also be gradual, allowing children time to learn to grasp or hold crayons, pens, pencils and paint brushes long before offering any formal instruction. Emergent writing means allowing children to make their own marks - whether on paper, blackboards, in sand - in a way that allows

them to experience their way through what is a very complex set of skills. This is supported through constant opportunity to mark make with a range of resources through a variety of activities.

Again sounds, letters, numbers and words will be introduced through a variety of ways using books, visual displays, audio tapes and shape recognition. Children will have the opportunity to develop these skills at their own pace, usually learning to recognise and write their own names first.

Safeguarding Children/Child Protection Policy

At First Steps Nursery we work with children, parents, external agencies and the community to ensure the welfare and safety of children and to give them the very best start in life. Children have the right to be treated with respect, be helped to thrive and to be safe from any abuse in whatever form.

We support the children within our care, protect them from maltreatment and have robust procedures in place to prevent the impairment of children's health and development. Safeguarding is a much wider subject than the elements covered within this single policy, therefore this document should be used in conjunction with the nursery's other policies and procedures.

This policy works alongside these other specific policies to cover all aspects of child protection:

- Online safety
- Human trafficking and Modern Slavery
- Prevent Duty and Radicalisation
- Domestic Violence, Honour based Violence (HBV) and Forced Marriages
- Looked after children

Legal framework and definition of safeguarding

- Children Act 1989 and 2004
- Childcare Act 2006
- Safeguarding vulnerable Groups Act 2006
- The Statutory Framework for the Early Years Foundation Stage (EYFS) 2017
- Working together to safeguard children 2018
- Keeping children safe in education 2018
- Data Protection Act 2018
- What to do if you're worried about a child being abused 2015
- Counter Terrorism and Security Act 2015

Safeguarding and promoting the welfare of children, in relation to this policy is defined as:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Acting to enable all children to have the best outcomes

(Definition taken from the HM Government document 'Working together to safeguard children 2018')

Policy intention

To safeguard children and promote their welfare we will:

- Create an environment to encourage children to develop a positive self-image
- Provide positive role models
- Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development
- Provide a safe and secure environment for all children
- Always listen to children
- Provide an environment where practitioners are confident to identify where children and families may need intervention and seek the help they need
- Share information with other agencies as appropriate

The nursery is aware that abuse does occur in our society and we are vigilant in identifying signs of abuse and reporting concerns. Our practitioners have a duty to protect and promote the welfare of children. Due to the many hours of care we are providing, staff may often be the first people to identify that there may be a problem. They may well be the first people in whom children confide information that may suggest abuse or to spot changes in a child's behaviour which may indicate abuse.

Our prime responsibility is the welfare and well-being of each child in our care. As such we believe we have a duty to the children, parents and staff to act quickly and responsibly in any instance that may come to our attention. This includes sharing information with any relevant agencies such as local authority services for children's social care, health professionals or the police. All staff will work with other agencies including as part of a multi-agency team, where needed, in the best interests of the child.

The nursery aims to:

- Keep the child at the centre of all we do
- Ensure staff are trained right from induction, to understand the safeguarding policy and procedures, are alert to identify possible signs of abuse, understand what is meant by child protection and are aware of the different ways in which children can be harmed, including by other children through bullying or discriminatory behaviour
- Be aware of the increased vulnerability of children with Special Educational Needs and Disabilities (SEND) and other vulnerable or isolated families and children
- Ensure staff understand how to recognise early indicators of potential radicalization and terrorism threats and act on them appropriately in line with national and local procedures
- Ensure that all staff feel confident and supported to act in the best interest of the child, share information and seek the help that the child may need
- Ensure that all staff are familiar and updated regularly with child protection training and procedures and kept informed of changes to local/national procedures, including through annual safeguarding newsletters and updates
- Make any referrals in a timely way, sharing relevant information as necessary in line with procedures set out by the Hampshire Safeguarding Children Partnership (HSCP)
- Ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest
- Keep the setting safe online using appropriate filters, checks and safeguards, monitoring access at

all times

- Ensure that children are never placed at risk while in the charge of nursery staff
- Identify changes in staff behaviour and act on these as per the staff behaviour policy
- Take any appropriate action relating to allegations of serious harm or abuse against any person working with children, or living or working on the nursery premises including reporting such allegations to Ofsted and other relevant authorities
- Ensure parents are fully aware of child protection policies and procedures when they register with the Nursery and are kept informed of all updates when they occur
- Regularly review and update this policy with staff and parents where appropriate and make sure it complies with any legal requirements and any guidance or procedures issued by the Hampshire Safeguarding Children Partnership (HSCP)

We will support children by offering reassurance, comfort and sensitive interactions. We will devise activities according to individual circumstances to enable children to develop confidence and self-esteem within their peer group and support them to learn how to keep themselves safe.

The nursery manager will decide if a referral should be made. However, if a staff member is not satisfied with this decision, they are entitled to take the matter to the Yateley School Safeguarding Office - Mr R Keeble. (Assistant Head Teacher).

Contact telephone numbers

Local authority children's social care team 0300 555 1384

Local authority Designated Officer (LADO) 01962 876364

Local Authority Referral Team 01329 225 379 (Immediate concerns)

Local Authority Out of Hours Team 0845 600 4555

NSPCC 0800 800 5000

Ofsted Telephone: 0300 123 1231

Emergency Police 999

Non-emergency Police 101

Government Helpline for Extremism Concerns 0207 340 7264

Hampshire Safeguarding Children Partnership (HSCP) 0845 6035620 24 hours

For help and advice always call the professional helpline 01329 225379

Types of abuse and particular procedures followed

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by harming them, or by failing to act to prevent harm. Children may be abused within a family, institution, or community setting by those known to them or a stranger. This could be an adult or adults, another child or children.

What to do if you're worried a child is being abused (advice for practitioners) 2015:

The signs and indicators listed below may not necessarily indicate that a child has been abused, but will help us to recognise that something may be wrong, especially if a child shows a number of these symptoms or any of them to a marked degree.

Indicators of child abuse

- Failure to thrive and meet developmental milestones
- Fearful or withdrawn tendencies
- Aggressive behaviour
- Unexplained injuries to a child or conflicting reports from parents or staff
- Repeated injuries
- Unaddressed illnesses or injuries
- Significant changes to behaviour patterns

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

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

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

Physical abuse

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

Many children will have cuts and grazes from normal childhood injuries. These should also be logged and discussed with the nursery manager or room leader.

Children and babies may be abused physically through shaking or throwing. Other injuries may include burns or scalds. These are not usual childhood injuries and should always be logged and discussed with the nursery manager.

Female genital mutilation

This type of physical abuse is practised as a cultural ritual by certain ethnic groups and there is now more awareness of its prevalence in some communities in England including its effect on the child and any other siblings involved. For those nurseries caring for older children in their out of school facility

this may be an area of abuse you could come across. Symptoms may include bleeding, painful areas, and acute urinary retention, urinary infection, wound infection, septicaemia, and incontinence, vaginal and pelvic infections with depression and post-traumatic stress disorder as physiological concerns. If you have concerns about a child in this area, you should contact children's social care team in the same way as other types of physical abuse. There is a mandatory duty to report to police any case where an act of female genital mutilation appears to have been carried out on a girl under the age of 18, we will ensure this is followed in our setting.

Fabricated illness

This is also a type of physical abuse. This is where a child is presented with an illness that is fabricated by the adult carer. The carer may seek out unnecessary medical treatment or investigation. The signs may include a carer exaggerating a real illness or symptoms, complete fabrication of symptoms or inducing physical illness, e.g. through poisoning, starvation, inappropriate diet. This may also be presented through false allegations of abuse or encouraging the child to appear disabled or ill to obtain unnecessary treatment or specialist support.

Breast Ironing

Breast ironing also known as "breast flattening" is the process where young girls' breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage. Although this is unlikely to happen to children in the nursery due to their age, we will ensure any signs of this in young adults or older children are followed up using the usual safeguarding referral process.

Sexual abuse

Action needs to be taken under this heading if the staff member has witnessed occasion(s) where a child indicated sexual activity through words, play, drawing, had an excessive pre-occupation with sexual matters, or had an inappropriate knowledge of adult sexual behaviour or language. This may include acting out sexual activity on dolls/toys or in the role play area with their peers, drawing pictures that are inappropriate for a child, talking about sexual activities or using sexual language or words. The child may become worried when their clothes are removed, e.g. for nappy changes.

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

If a child starts to talk openly to an adult about abuse they may be experiencing; the procedure stated later in this document under 'recording abuse suspicions' will be followed.

Procedure:

- The adult should reassure the child and listen without interrupting if the child wishes to talk
- The observed instances will be detailed in a confidential report

- The observed instances will be reported to the nursery manager
- The matter will be referred to the local authority children's social care team
- A sensitive and confidential discussion will be held with the parents/carers of any other children party to inappropriate play.

Child sexual exploitation

Working together to Safeguard Children defines CSE as..."A form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity a) in exchange for something the victim needs or wants, and/or b) for financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology".

We will be aware of the possibility of child sexual exploitation (CSE) and the signs and symptoms this may manifest as. If we have concerns we will follow the same procedures as for other concerns and we will record and refer as appropriate. As this mainly happens with older children we will have heightened awareness in our out of school facilities.

Emotional abuse

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

This may include extremes of discipline where a child is shouted at or put down on a consistent basis, lack of emotional attachment by a parent, or it may include parents or carers placing inappropriate age or developmental expectations upon them. Emotional abuse may also be imposed through the child witnessing domestic abuse and alcohol and drug misuse by adults caring for them.

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

Neglect

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

Signs may include a child persistently arriving at nursery unwashed or unkempt, wearing clothes that are too small (especially shoes that may restrict the child's growth or hurt them), arriving at nursery in the same nappy they went home in or a child having an illness that is not being addressed by the parent. A child may also be persistently hungry if a parent is withholding food or not providing enough for a child's needs.

Neglect may also be shown through emotional signs, e.g. A child may not be receiving the attention they need at home and may crave love and support at nursery. They may be clingy and emotional.

In addition, neglect may occur through pregnancy as a result of maternal substance abuse.

Domestic Abuse / Honour Based Violence / Forced Marriages

We look at these areas as a child protection concern. Please refer to the separate policy for further details on this.

Reporting Procedures

All staff have a responsibility to report safeguarding concerns and suspicions of abuse. These concerns will be discussed with the Designated Safeguarding Lead (DSL) as soon as possible.

- Staff will report their concerns to the DSL (in the absence of the DSL they will be reported to the Deputy DSL)
- Any signs of marks/injuries to a child or information a child has given will be recorded and stored securely
- If appropriate, the incident will be discussed with the parent/carer, such discussions will be recorded and the parent will have access to these records on request
- If there are queries/concerns regarding the injury/information given then the following procedures will take place:

The DSL will:

- Contact the Local Authority Children's Social Care Team to report concerns and seek advice. If it is believed a child is in immediate danger we will contact the police. If the safeguarding concern relates to an allegation against an adult working or volunteering with children then the DSL will follow the reporting allegations procedure (see below)
- Record the information and action taken relating to the concern raised
- Speak to the parents (unless advised not to do so by LA children's social care team)
- The DSL will follow up with the Local Authority children's social care team if they have not contacted the setting within the timeframe set out in Working Together to Safeguarding Children (2018). We will never assume that action has been taken

Keeping children safe is our highest priority and if, for whatever reason, staff do not feel able to report concerns to the DSL or deputy DSL they should call the Local Authority children's social care team or the NSPCC and report their concerns anonymously.

Recording Suspicions of Abuse and Disclosures

Staff should make an objective record of any observation or disclosure, supported by the nursery manager or designated safeguarding lead (DSL). This record should include:

- Child's name
- Child's address
- Age of the child and date of birth
- Date and time of the observation or the disclosure
- Exact words spoken by the child
- Exact position and type of any injuries or marks seen
- Exact observation of any incident including any concern was reported, with date and time; and the names of any other person present at the time
- Any discussion held with the parent/carer(s) (where deemed appropriate)

These records should be signed by the person reporting this and the DSL dated, and kept in a separate confidential file.

If a child starts to talk to an adult about potential abuse it is important not to promise the child complete confidentiality. This promise cannot be kept. It is vital that the child is allowed to talk openly and disclosure is not forced or words put into the child's mouth. As soon as possible after the disclosure, details must be logged accurately.

It may be thought necessary that through discussion with all concerned the matter needs to be raised with the local authority children's social care team and Ofsted. Staff involved may be asked to supply details of any information/concerns they have with regard to a child. The nursery expects all members of staff to co-operate with the local authority children's social care, police, and Ofsted in any way necessary to ensure the safety of the children.

Staff must not make any comments either publicly or in private about the supposed or actual behaviour of a parent or member of staff.

Monitoring children's attendance

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

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

This should not stop parents taking precious time with their children, but enables children's attendance to be logged so we know the child is safe.

If a child has not arrived at nursery within one hour of their normal start time the parents will be called to ensure the child is safe and healthy. If the parents are not contactable then the further emergency contacts will be used to ensure all parties are safe.

Where a child is part of a child protection plan, or during a referral process, any absences will immediately be reported to the local authority children's social care team to ensure the child remains safeguarded.

Looked after children

As part of our safeguarding practice we will ensure our staff are aware of how to keep looked after children safe. In order to do this, we ask that we are informed of:

- The legal status of the child (e.g. whether the child is being looked after under voluntary arrangements with consent of parents or on an interim or full care order)
- Contact arrangements for the biological parents (or those with parental responsibility)
- The child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her
- The details of the child's social worker and any other support agencies involved

- Any child protection plan, or care plan in place for the child in question

Please refer to the Looked After Children policy for further details.

Staffing and volunteering

Our policy is to provide a secure and safe environment for all children. We only allow an adult who is employed by the nursery to care for children and who has an enhanced clearance from the Disclosure and Barring Service (DBS) to be left alone with children. We do not allow volunteers to be alone with children or any other adult who may be present in the nursery regardless of whether or not they have a DBS clearance.

All staff will attend safeguarding training and receive initial basic child protection training during their induction period. This will include the procedures for spotting signs and behaviour of abuse and abusers/potential abusers, recording and reporting concerns and creating a safe and secure environment for the children in the nursery. During induction staff will be given contact details for the LADO (Local Authority Designated Officer), the local authority children's services team, the Hampshire Safeguarding Children Partnership (HSCP) and Ofsted to enable them to report any safeguarding concerns, independently, if they feel it necessary to do so.

We have named persons within the nursery who take lead responsibility for safeguarding and co-ordinate child protection and welfare issues, known as the Designated Safeguarding Co-ordinators (DSCO), there is always at least one designated person on duty during all opening hours of the setting. These designated persons will receive comprehensive training at least every two years and update their knowledge on an ongoing basis, but at least once a year.

The nursery DSCO's liaise with the Hampshire Safeguarding Children Partnership (HSCP) and local authority children's social care team, undertakes specific training, including a child protection course, receives regular updates to developments within this field. They in turn support the ongoing development and knowledge update of all staff on the team.

Although under the EYFS, we are only required to have one designated lead for safeguarding, for best practice and to ensure cover at all times, we have three designated leads in place. This enables safeguarding to stay high on our priorities at all times.

The Designated Safeguarding Co-ordinator's (DSCO's) at the nursery are: **Heidi Thompson, Paula Turvey and Kim Jackson**

- We provide adequate and appropriate staffing resources to meet the needs of all children
- Applicants for posts with the nursery are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information
- We give staff members/volunteers and student's regular opportunities to declare changes that may affect their suitability to care for the children. This includes information about their health, medication or about changes in their home life such as whether anyone they live with in a household has committed an offence or been involved in an incident that means they are disqualified from

working with children

- This information is also stated within every member of staff's contract
- We use the DBS update service to re-check staff's criminal history and suitability to work with children
- We abide by the requirements of the EYFS and any Ofsted guidance in respect to obtaining references and suitability checks for staff, students and volunteers, to ensure that all staff, students and volunteers working in the setting are suitable to do so
- We ensure we receive at least two written references BEFORE a new member of staff commences employment with us
- All students will have enhanced DBS checks conducted on them before their placement starts
- Volunteers, including students, do not work unsupervised
- We abide by the requirements of the Safeguarding Vulnerable Groups Act (2006) and the Childcare Act 2006 in respect of any person who is disqualified from providing childcare, is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern
- We have procedures for recording the details of visitors to the nursery and take security steps to ensure that we have control over who comes into the nursery, so that no unauthorised person has unsupervised access to the children
- All visitors/contractors will be supervised whilst on the premises, especially when in the areas the children use
- As a staff team we will be fully aware of how to safeguard the whole nursery environment and be aware of potential dangers on the nursery boundaries such as drones, Pokémon hotspots, strangers lingering. We will ensure the children remain safe at all times
- The staff behaviour policy sits alongside this policy to enable us to monitor changes in behaviours that may cause concern. All staff sign up to this policy too to ensure any changes are reported to management so we are able to support the individual staff member and ensure the safety and care of the children is not compromised
- All staff have access to and comply with the whistleblowing policy which will enable them to share any concerns that may arise about their colleagues in an appropriate manner
- All staff will receive regular supervision meetings where opportunities will be made available to discuss any issues relating to individual children, child protection training and any needs for further support
- The deployment of staff within the nursery allows for constant supervision and support. Where children need to spend time away from the rest of the group, the door will be left ajar or other safeguards will be put into action to ensure the safety of the child and the adult

Informing parents

Parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the HSCP/ Local Authority Children's Social Care team/Police does not allow this. This will usually be the case where the parent or family member is the likely abuser, or where a child may be endangered by this disclosure. In these cases, the investigating officers will inform parents.

Confidentiality

All suspicions, enquiries and external investigations are kept confidential and shared only with those

who need to know. Any information is shared in line with guidance from the HSCP.

Support to families

The nursery takes every step in its power to build up trusting and supportive relations among families, staff, students and volunteers within the nursery.

The nursery continues to welcome the child and the family whilst enquiries are being made in relation to abuse in the home situation. Parents and families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out in the best interests of the child.

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, only if appropriate in line with guidance of the HSCP with the provision that the care and safety of the child is paramount. We will do all in our power to support and work with the child's family, employees, students or volunteers of the nursery or any other person living or working on the nursery premises.

We have a Staff Behaviour Policy in place that supports us to monitor staff and changes to circumstance and use the whistle blowing policy where required.

Allegations against adults working or volunteering with children

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

The allegation should be reported to the Manager. If this person is the subject on the allegation then this should be reported to the deputy manager instead.

The Local Authority Designated Officer (LADO), Ofsted and the HSCP will then be informed immediately in order for this to be investigated by the appropriate bodies promptly:

- The LADO will be informed immediately for advice and guidance
- If as an individual you feel that this will not be taken seriously or are worried about the allegation getting back to the person in question then it is your duty to inform the LADO yourself directly
- A full investigation will be carried out by the appropriate professionals (LADO, Ofsted, HSCP) to determine how this will be handled
- The nursery will follow all instructions from the LADO, Ofsted, HSCP and ask all staff members to do the same and co-operate where required
- Support will be provided to all those involved in an allegation throughout the external investigation in line with LADO support and advice
- The nursery reserves the right to suspend any member of staff during an investigation
- All enquiries/external investigations/interviews will be documented and kept in a locked file for access by the relevant authorities
- Unfounded allegations will result in all rights being re-instated
- Founded allegations will be passed on to the relevant organisations including the local authority children's social care team and where an offence is believed to have been committed, the police,

and will result in the termination of employment. Ofsted will be notified immediately of this decision. The nursery will also notify the Disclosure and Barring Service (DBS) to ensure their records are updated

- All records will be kept until the person reaches normal retirement age or for 10 years if that is longer. This will ensure accurate information is available for references and future DBS checks and avoids any unnecessary re- investigation
- The nursery retains the right to dismiss any member of staff in connection with founded allegations following an inquiry
- Counselling will be available for any member of the nursery who is affected by an allegation, their colleagues in the nursery and the parents.

Our nursery has a clear commitment to protecting children and promoting welfare. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the Nursery Manager at the earliest opportunity.

Extremism - the Prevent Duty

Under the Counter Terrorism and Security Act 2015 we have a duty to refer any concerns of extremism to the police (In Prevent priority areas the local authority will have a Prevent lead who can also provide support).

This may be a cause for concern relating to a change in behaviour of a child or family member, comments causing concern to a member of the team (or other persons in the setting) or actions that lead staff to be worried about the safety of a child in their care.

Alongside this we will be alert to any early signs in children and families who may be at risk of radicalization, on which we will act and document all concerns when reporting further.

We have a Prevent Duty and Radicalisation policy in place. Please refer to this for specific details.

Online Safety.

We take the safety of our children very seriously and this includes their online safety. Please refer to the Online Safety policy for details on this.

Human Trafficking and Slavery

Please refer to our Human Trafficking and Slavery policy for detail on how we keep children safe in this area.

Our nursery has a clear commitment to protecting children and promoting welfare. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the DSL at the earliest opportunity.

Safety Policy

The safety of young children is of paramount importance. In order to ensure the safety of both children and adults, the nursery will ensure that:

- all adults are aware of the system(s) in operation for children's arrivals and departures;
- a register of both children and adults is completed as people arrive so that a complete record of all those present is available in any emergency;
- all children are supervised by adults at all times and will always be in sight of an adult;
- children will leave the group only with authorised adults;
- whenever children are on the premises, at least two adults will be present;
- if a small group goes out, there will be sufficient adults to maintain appropriate ratio for staff to children remaining on the premises;
- children who are sleeping are checked regularly;
- adults do not walk about with hot drinks or place hot drinks within reach of children;
- activities such as cooking and energetic play receive close and constant supervision;
- all equipment offered to children is developmentally appropriate, recognising that materials suitable for an older child may pose a risk to a younger/less mature child;
- Children do not have unsupervised access to kitchens, cookers or any cupboards storing hazardous materials, including matches;
- all dangerous materials, including medicines and cleaning materials, are stored in locked cupboards and out of reach of children;
- all equipment is checked regularly and any dangerous items repaired or replaced. Large equipment is erected with care and checked regularly;
- fires, heaters, electric points, wires and leads are adequately guarded;
- internal safety gates/barriers are kept shut and used as necessary;
- low-level glass will be covered or replaced with safety glass;
- fire doors are never obstructed and fire extinguishers are checked annually. Staff are trained in how to use the extinguishers and the fire drill;
- fire drills are held at least twice a term;
- there is a no-smoking policy;
- a correctly stocked first aid box is available at all times;
- a book is available at each session for the reporting of any accident/incident;
- regular safety monitoring will include checking the accident/incident record;
- outdoor space is securely fenced;
- safety checks of the premises, both indoors and outdoors, are made before every day session and the premises are checked before locking up at the end of the day/session;

Security Policy

Supervision of children in the nursery by staff is key to their health and safety. The general principles that must be followed by all staff are detailed in the procedures below:

Procedure

Security is a vital part of each staff member's responsibility.

Children must never be left unsupervised.

During pick up and drop off times, all staff should be vigilant to ensure that no child escapes when parents arrive or leave the nursery.

Now that parents are kept at the nursery doors when dropping off and picking up their children, when parents ring the doorbells staff will leave the children in the safety of their rooms whilst answering the door and greeting parents and making sure that they recognise who they are expecting. Only when staff know the parent will they go back into the nursery room to collect the child/ren ready to be handed over to the parent at the door. Staff will make sure that when they exit the children's rooms to answer the door that the room doors are closed shut before answering the front door so that no children are able to escape.

If the front door to the nursery becomes faulty, it should be reported to the manager and repaired within 48 hrs. A risk assessment and contingency plan must be put in place for the duration.

Parents must be informed that they should not let others in. All parents must be let in to the nursery by a staff member who knows them.

Windows, doors and gates must be secured unless under the control of a staff member.

Staff should be acquainted with the arrival and departure times of children and ensure that this information is accurately recorded.

During play (inside and out) a staff member should be close enough to curtail unsafe play and minimise the risk of injury.

All visitors must sign in on arrival and sign out as they leave, with times clearly noted. ID must be checked.

Staff should not hesitate to question anyone unknown or who appears to have no valid reason for being on the premises.

Suppliers and persons making deliveries must show proof of ID.

Children will only be released to authorised persons as indicated on the registration form. Copies are held by the nursery manager. Parents should give consent and be advised that identification in the form of a password will be requested at the time of collection if it is known that a person different to those on the registration form will be collecting a child. The parent must also provide the full name of the person collecting if other than parents and staff must check ID in the form of photograph ID.

When an adult not recognised by staff arrives to collect a child, parents will be contacted to check for authorisation. If a parent cannot be contacted the child will be kept at nursery until authorisation is given by the parent concerned.

All external doors in the nursery will be kept secured at all times.

Settling In Policy

Settling a child into a new environment should be a happy experience. To enable this we have devised the following policy to assist parents/carers and staff to work together to make the process as smooth as possible.

Once a child has been offered a place at the nursery, parents will be invited to visit the nursery with their child to start a settling in period and establish the number and length of visits they will require. This is usually 2/3 weeks before the child is due to start at the nursery.

There is no charge for these visits, which will enable the child to explore the nursery in a relaxed way with their parents/carers, to meet the staff and other children.

Parents are given the opportunity to talk to staff about the nursery routines and for the key person to gain information relating to the individual needs of the child.

This time is extremely valuable for the key person to observe how the parent interact with their child, feeds them and settles them down to sleep. It should be explained to the parent that these observations will support staff to mirror as closely as possible a home from home environment which will support the settling in process.

Parents may also leave the child on later visits for up to one hour to help the child to adjust.

No child will be taken on a campus outing until he/she is completely settled in.

Sleep Policy

We aim to ensure that all children have enough sleep to support their development and natural sleeping rhythms in a safe environment during their sessions.

The safety of babies' sleeping is paramount. Our policy follows the advice provided by The Cot Death Society and Lullaby Trust to minimise the risk of Sudden Infant Death. We make sure that:

- Babies are placed on their backs to sleep however once a baby can roll from back to front and back again, on their own, they can be left to find their own position
- Babies/toddlers are never put down to sleep with a bottle to self-feed
- Babies/toddlers are monitored visually when sleeping. Checks are recorded every 10 minutes and babies are never left in a separate sleep room without staff supervision
- When monitoring, the staff member looks for the rise and fall of the chest and notice if the sleep position has changed

We provide a safe sleeping environment by:

- Monitoring the room temperature
- Using clean, light bedding/blankets and ensuring babies are appropriately dressed for sleep to avoid overheating

- Only using safety-approved cots or other suitable sleeping equipment (i.e. pods or mats) that are compliant with British Standard regulations, and mattress covers are used in conjunction with a clean fitted sheet
- Not using cot bumpers or cluttering cots with soft toys, although comforters will be given where required
- Keeping all spaces around cots and beds clear from hanging objects i.e. hanging cords, blind cords, drawstring bags
- Ensuring every baby/toddler is provided with clean bedding
- Transferring any baby who falls asleep while being nursed by a practitioner to a safe sleeping surface to complete their rest

We ask parents to give a detailed account on their child's sleeping routine with the child's key person when the child starts at nursery and these are reviewed and updated at timely intervals. If a baby has a different sleeping routine or a position that is unusual to routines we are not familiar with, we will explain our policy to the parents and ask them to sign to say they have requested we adopt a different position or pattern for their child.

We recognise parents' knowledge of their child with regard to sleep routines and will, where possible, work together to ensure each child's individual sleep routines and well-being continues to be met. However, staff will not force a child to sleep or keep them awake against his or her will. They will also not usually wake children from their sleep unless requested to do so by the parents. This request will be discussed and adhered to if parents and staff agree. Should staff feel that this request is detrimental to the child, then further discussions will be had.

Staff will discuss any changes in sleep routines regularly and when needed and share observations and information about children's behaviour when they do not receive enough sleep.

Special Educational Needs Policy

Legal Definition

Children with Special Needs all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age.

These children may need extra or different help from that given to other children of the same age.

The Special Needs Code of Practice

Under the 1996 code of practice (Part III of 1993 Education Act and Regulation) revised in January 2002 a statutory duty was placed on the LEA's health services, social services, voluntary agencies nursery provision in receipt of government funding, to have regard to the code.

Aims

First Steps will endeavour to provide the best possible care and education for all children including those with special needs.

To meet individual needs in order that all children have the opportunity to recognise and reach their potential.

To provide a fun and stimulating environment offering a broad range of relevant and differentiated learning opportunities.

To develop and nurture strong partnerships with parents and other agencies.

Objectives

To work toward continually improving the service we offer by regularly monitoring and evaluating the provision, support and training of our staff and using all resources available to us through the wider community.

To ensure all children receive their entitlement to participate in all activities at a level that is appropriate to their needs.

Staff and parents work together in a culture that reflects and respects shared responsibility with regard to the child's learning and development.

To regularly review the SEN policies and procedures of our nursery.

Working in partnership with parents

First Steps recognises that parents play an important role in supporting their child's education.

First Steps has two appointed SENCo's.

The SENCo will support the child's key person and will play a vital role in maintaining the liaison between parents, key persons and outside agencies.

Methods of communication and the exchange of information will be set out clearly.

Community links will be developed according to the identified needs.

Disability Awareness and Effective Learning

Regular monitoring and recording of children's progress through on-going observation based on the Early Years Foundation Stage (EYFS).

Where there are concerns regarding a child who clearly demonstrates continual lack of developmental progress (of either an educational or a physical nature) Key persons will consult their SENCo and the child's parents, and a course of action will be agreed.

If a special educational need is identified intervention methods will be implemented to provide the child with different opportunities or an alternative approach to learning.

Where the SENCo further identifies that child is unable to make satisfactory progress despite intervention practices the nursery will seek alternative sources of support.

Parents will be involved in all stages.

Following the above process, a new set of actions will be agreed and implemented.

Assessment, Record Keeping and Review

All staff will be made aware of any children who have been identified as having SEN and the requirements of that child.

All staff will use the First Steps SEN documentation required by the local education authority.

IEPs will be created for the child in conjunction with a nursery action plan.

All parties will receive copies of the documentation.

Review dates will be agreed.

An 'open door' policy between the nursery and parents allowing an on-going information exchange.

Appropriate methods of communication will be agreed to suit individual circumstances.

Experience and Training

The role of the SENCo will be clearly identified and cascaded to all members of staff and parents.

The nominated nursery SENCo will attend appropriate SEN training provided by their local Early Years or Education Authority.

Outside agencies may be requested to provide additional relevant training or recommend other relevant courses.

Procedure for enrolling a special Educational Needs Child

Identify if a child falls into the category of action or action plus.

Staff must read any reports from other agencies that have been prepared.

The nursery must do a risk assessment to see how they are able to best cater for the child's individual needs and requirements. It is vital that the child will benefit and be happy in the nursery environment.

If training is required in order for the staff to be able to support the child this must be carried out before the child starts.

A meeting must be held with the parents, key person and manager and health professionals.

The manager must ensure that the staff have access to appropriate training and understand and are able to implement the SEN policy.

Regular meetings with all parties will take place to ensure the continuity of care and objectives.

First steps must ensure they have a copy of the local authorities SENCo guidance and familiarise themselves with it.

The procedure to follow for recognising Special Education Needs

If the key person has concerns about a child these concerns should be shared with the SENCo, and the nursery manager. Nursery staff will follow procedures given in the Special Educational Needs Code of Practice, with particular regard to section 4.

Roles & Responsibility of staff implementing the SEN Policy

The Key person - Liaising on a daily basis with parents/carers and work in partnership to provide continuity of care.

Gathering information about the child and contributing towards assessments of child's SEN.

Providing special help within the curriculum framework, exploring ways in which increased differentiation of the nursery curriculum might better meet the needs of the individual child.

Monitoring and reviewing the child's progress.

Work co-operatively with all bodies in the IEP for the child.

Immediately inform the Manager of any concerns regarding a child's SEN.

SEN Co-ordinator - Respond to initial expressions of concern made by the child's key person. Record the date, name of key person and concerns about the child.

Advise and support the key person on how to gather observations and relevant information.

Arrange and attend a meeting with the key person within 14 days of initial concern to plan the next steps to be taken.

After initial discussions advise the key person to make purposeful observations over areas of concern for a set period of time i.e. 21 days or longer if a child is part time.

Arrange meetings with the child's parents/carers and key person to discuss concerns and future action.

Complete an IEP at staff/planning meetings including the practical implications of carrying it out i.e.

Start date

Allocation of tasks

Consistent approach

Recording process

Contingency plans

Ensure IEP is carried out and reviewed on agreed date. Liaise with external agencies as appropriate and keep Nursery Manager updated.

Special considerations for employees

First Steps recognises that certain employees such as young persons, new and expectant mothers and persons having a disability require special consideration under The Management of Health and Safety at Work Regulations 1992. First Steps have regard to such persons at the commencement of employment and during the course of it.

An employee requiring special consideration will be assessed by the manager on induction to the nursery or when a condition of disablement comes to light. Risk assessments relating to the occupation will be considered and specific arrangements will be made if it is deemed necessary. Further assessments and reviews will be carried out at appropriate intervals.

Staffing and Employment Policy

A high adult:child ratio is essential to providing good quality childcare. At First Steps Nursery we have at least one member of staff to each eight children and more if there are younger children present.

Each staff member will have a personal file containing the following:

- Name, address and telephone number

- Record of training attended

- Record of appraisals and supervision meetings

At least 50% of our staff hold the NVQ Level 3 or equivalent. Our key person system ensures that each child and family have one particular staff member who takes a special interest in them.

We are committed to recruiting, appointing and training staff in accordance with all relevant regulations and we work towards an equal opportunities employment policy, seeking to offer job opportunities, equally to both women and men, with or without disabilities, from all religious, social, ethnic and cultural groups.

Staff Development and Training

We value our staff highly. It is in the best interests of the nursery the children and the individual that each staff member is given the opportunity to develop their personal skills to their maximum and to broaden their knowledge and skills in caring for children.

We strongly promote continuous professional development and all staff have individual training records and training plans to enhance their skills and expertise, which are based on discussions at supervision

meetings and appraisal meetings. We have a training budget which is set annually and reviewed to ensure that the team gain external support and training where needed.

In order for this to happen, First Steps Nursery will:

- Hold regular staff meetings - enabling staff to undertake curriculum planning and to discuss the children's progress and any difficulties
- Encourage staff to take advantage of training courses provided by the NDNA/LA and other training providers, and to pass on knowledge gained to team members
- Encourage less experienced staff to learn from their colleagues and recognise them as role models
- Undergo regular staff appraisals
- Develop a training plan addressing both qualifications and the development needs of the nursery and the individual staff. Evidence should be kept of all training undertaken and copies of certificates kept on file
- Provide regular in-house training relevant to the needs of the nursery
- Carry out regular monthly/bimonthly supervision meetings with all staff. These provide opportunities for staff to discuss any issues particularly concerning children's development or well-being, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness. Staff appraisals are carried out six monthly where objectives and action plans for staff are set out, while also identifying training needs according to their individual needs
- Promote a positive learning culture within the nursery
- Provide inductions to welcome all new staff and assign a mentor for all new staff
- Offer ongoing support and guidance
- Offer varied information sources including membership of local and national organisations, resources, publications and literature to all staff

Staff uniforms

Staff are provided with a uniform which they are required to wear whilst on duty:

- **Senior staff** - Purple.
- **All staff** - royal blue polo shirt
- Navy jacket

These should be worn with navy or black trousers.

Navy shorts or skirts may be worn in the summer (not too short).

Hair should be kept tied back if longer than shoulder length.

Jewellery should consist of small earrings (one pair) and small rings/necklace.

Nails must be short.

Name badges must be worn at all times whilst at work.

All staff should have slippers to be worn whilst on the nursery premises.

Person in Charge

The name of the person in charge must be on the notice board. The person in charge must be cleared by Ofsted, and qualified to level 3 with a minimum of 2 years post qualifying experience.

Staff Supervision Policy

Introduction

In accordance with the revised Statutory Framework for the Early Years Foundation Stage 2012 staff supervision is a requirement for providers under Section 3 - The Safeguarding and Welfare Requirements Clauses 3.19 and 3.20 as follows:

3.19 Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues.

3.20 Supervision should provide opportunities for staff to:

- Discuss any issues - particularly concerning children's development or well-being.
- Identify solutions to address issues as they arise; and
- Receive coaching to improve their personal effectiveness

Statutory Framework for the Early Years Foundation Stage 2012

Purpose of supervision meetings

Supervision is a means to ensure staff are clear about what their job role is, what the nursery wants them to do, to raise safeguarding concerns about particular children and to be supported to do that job well. The meeting gives parties the opportunity to evaluate and review workloads and performance so that learning and development can take place and to identify performance shortfalls, encourage and motivate staff and initiate training, support and /or coaching. Supervision does not replace the annual staff appraisals.

Responsibility

The Manager/Room Leaders are responsible for ensuring that regular supervision meetings are conducted with every member of staff. The member of staff is responsible for ensuring that they meet the required standard for the job.

Process and Frequency

Supervision is an essential part of the effective working relationship between a member of staff and a supervisor / manager. The meetings are a two-way discussion between a member of staff and their supervisor / manager and to be effective each person must take an equal responsibility for ensuring effective communication and cooperation and recognition of the value of supervision meetings for both parties. All staff must be provided with a regular supervision (1-1) meeting with their manager at least

once every six weeks which is booked in advance at an agreed time. There must be a written record of the meeting using a Staff Supervision Record. **Supervisions occur every term.**

What to cover at supervision meeting

The content of the supervision meeting will be to:

- Discuss and agree targets/tasks and objectives which need to be carried out
- Record progress on these targets/tasks
- Set timescales and deadlines for carrying out the tasks
- Identify any performance concerns and improvements required
- Discuss any issues of concern about particular children
- Discuss any issues - particularly concerning children's development or well-being
- Receive coaching to improve their personal effectiveness
- Identify appropriate support and guidance with regard to all aspects of work including support in dealing with particular children and their individual needs
- Identify any training and development needs
- Discuss any concerns relating to changes in personal circumstances that might affect an individual's ability/suitability to work with children

Supervision Standards

Staff should expect:

- To be given clear objectives and standards, appropriate deadlines and help in achieving their objectives.
- To be able to question how things are done and what is expected.
- To be given the opportunity and time to express any concerns.
- To be given appropriate support, and receive coaching where necessary.

The frequency of supervision meetings is half termly according to individual needs. A template agenda is used in all meetings to ensure consistency across the nursery. This clearly sets out who does what and the timeframe, i.e. what the manager/senior staff is responsible for and what the practitioner needs to do.

There should always be something that a member of staff can discuss, e.g. a particular child's development, strengths or concerns. However, if there are times where staff may be struggling to identify areas to discuss in a supervision we will ask them to identify three things they have enjoyed about their job/done well since the last supervision and one thing they have least enjoyed/requires further improvement. They will be asked to complete this prior to supervision (as set out in their responsibilities).

There may be times when supervision may be increased for members of the team as and when needed, i.e. if they have particular concerns about a child or if they are going through personal circumstances at home, for new starters, staff returning after long-term illness, on request from staff.

It is the responsibility of the manager/senior staff to plan time to ensure that all staff have supervisions. At First Steps supervision is carried out by the room leaders. If for any reason a supervision is cancelled a new date will be rearranged within 5 days.

All members of staff responsible for carrying out supervisions are trained and supported prior to carrying these out.

Staff Well-being Policy

At First Steps Nursery we promote the good health and well-being of all our staff. As a nursery, we endeavour to support staff well-being, not only to ensure that children receive high quality care, but also to ensure our employees feel supported and cared for, as part of a team.

Mental ill-health is usually caused by a contribution of work and non-work-related factors. There is a myriad of reasons for mental ill-health; from the pressure of ongoing change at work to longer or more intense hours exacerbated by financial pressures at home, or relationship problems and greater caring responsibilities. Striking the balance between what is considered appropriate results or output, and robust mental health is tricky. We are committed to constantly upskilling ourselves so that we know about how to create and maintain conditions that support and encourage good mental health, as well as recognise the signs of ill health and provide appropriate support.

We recognise the importance of safeguarding the mental health of all our employees, by providing a happy and nurturing working environment. With statistics in the UK showing that each week 1 in 6 of us experiences a common mental health problem, we are committed to acknowledging and supporting our staff's physical and emotional needs.

Our ethos

We know that the care and education of babies and young children is highly rewarding. However, we are also aware of the day to day demands and pressures of modern life such as family life, financial worries, health concerns and work-life balance; and how these pressures, alongside the role of providing high quality care and education to babies and young children, can place a high level of demand on all of our employees.

In order to support our staff team, we, the management team, put procedures in place that ensure staff well-being remains one of the key focuses of our practice. In doing this, we aim to provide our team with a safe, inclusive and nurturing working environment that acknowledges their needs, not just within the workplace but as a whole person.

Heidi Thompson, Nursery Manager is the named member of staff who leads our setting's well-being practice. They offer support on staff well-being and know where to access external support.

Heidi is also committed to keeping their well-being and mental health knowledge up to date and is responsible for reviewing our practices; supporting the developing knowledge of the whole staff team, to ensure we are implementing the necessary strategies to safeguard the well-being of our staff.

Procedure to minimise work related stress:

- To ensure staff are supported within the setting, new staff will receive a full induction, so they feel competent and capable to carry out their role and responsibilities

- Staff will receive ongoing training, coaching and mentoring to ensure that they are supported to feel confident in their role to minimise stress within the workplace
- Regular supervisions take place every term in which staff well-being is discussed and recorded
- Practitioners are respected and valued in their work, whatever their role. Tasks are shared out appropriately according to their role and level of responsibility, the workload is monitored and reviewed on a regular basis
- Staff are encouraged to have a healthy work-life balance; this is supported by ensuring the workload is monitored so that it is not necessary for staff to work outside of their scheduled hours. All contributions to work are valued and celebrated
- We carefully review our expectations around the amount of paperwork that staff must complete, including observations and assessments of children. We work as a team to ensure all record keeping is meaningful and kept to an appropriate level so as not to add undue pressure to staff members
- We work hard to maintain a reflective culture within the setting that encourages feedback from staff about management procedures and working relationships. This reflective culture supports an environment of teamwork, facilitating the involvement of every member of staff in the practice of our setting
- Staff are encouraged to take their required breaks at appropriate intervals to ensure they have time to rest and recuperate, with time away from busy rooms
- The nursery manager/well-being representative are available for staff to come and discuss any issues or concerns
- The nursery ensures that confidential conversations take place in private, away from other staff members and children
- All information remains confidential or on a need to know basis to support the facilitation of open and honest conversations. However, where the manager or the well-being representative feels there is a question around the safety of the staff member, they will refer to outside agencies for support and guidance. These measures will be discussed in a sensitive and understanding manner with the staff member, as appropriate
- We actively promote a culture of mutual respect, tolerance and cooperation tolerance, in line with the British values
- Team meetings are facilitated to support with team development, to raise awareness of mental health and well-being by engaging staff in conversations about how we, as a setting, can be maintaining a supportive environment
- We promote a culture that supports any staff member who is experiencing a mental health related illness to discuss this and reasonable adjustments will be made to support any staff experiencing stress and any mental health issues
- If the nursery is made aware of any member of staff who requires support, a plan for more regular support sessions and adjustments to their working day will be discussed and decided in partnership with the staff member. This plan will be reviewed regularly and adapted to ensure it is a relevant and appropriate

- If adjustments are unable to meet the needs of the member of staff or the nursery, then further advice support will be sought
- Leaders and managers support practitioners in a safe culture where bullying, harassment and discrimination is not tolerated; along with a culture that will challenge and deal with any inappropriate behaviour in a timely manner

Supporting staff members individually

We include well-being as part of our discussions at staff supervision sessions and appraisals. During these sessions, we work with staff on an individual basis, and have well-being discussions to ascertain any individual well-being needs. Where the Manager and staff member feel it is appropriate, they will draw up an individual action plan, this includes looking at the workload and any stress triggers. With the needs of the nursery also in mind, reasonable adjustments will be made for the member of staff; this could include flexible working agreements, changes in environment, adjustments to jobs role and responsibilities; more frequent breaks, a working buddy, or any other appropriate measure that it is felt could be helpful.

If a member of staff is returning to work after a period of absence, a back to work interview is carried out.

We follow all statutory guidance on the safeguarding of our workforce and as stated, if the Manager is concerned about the safety of a member of staff, we will work with the Designated Safeguarding Lead to ask for support from the appropriate external agencies; this is to ensure the continued safety of our workforce at all times.

Staff Working With Their Own Children/Close Relation Policy

At First Steps Nursery we understand the potential stresses of staff returning to work after having a baby or working in the same environment as your child or a close relation. We wish to support all employees in this position and request the member of staff meet with the nursery manager and room leader, where appropriate, to discuss the needs of all parties.

We believe our staff should remain neutral and treat all children with the same regard. It is generally not appropriate for staff to care for their own children or those of a close relative whilst working in the nursery.

However, we recognise that this may not always be possible. We will also try to accommodate the wishes of any staff member with a child or close relative in the nursery and come to an agreement which suits us all. This agreement is based on the following principles:

- Where staff work in the same room as their child or close relation, there is an agreed set of guidelines between the nursery and the member of staff setting out the expectations of working with their child/close relation. These include a clear statement that during their time at nursery the child is in the care of the nursery and it is the nursery that retains responsibility for the child and their care

- Where this agreement is not working or is impacting on the care of the child or other children in the room, the manager and member of staff will reassess the situation
- Staff caring for another staff member's child will treat them as they would any other parent/child. No special treatment will be offered to any child or parent who has connections with the nursery

Where the manager assesses that the agreement is not working and/or there is an impact on the care of the children in the room because of the staff member's relationship with their child or close relation:

- The manager will consider moving the staff member and not the child. This will enable the child to be in the appropriate age/stage group and to continue to forge consistent relationships with other children in this group
- Where the staff member is in another room, there will be an agreement between the staff member, manager and room leader about contact with the child during the nursery day. Although we do not want to restrict a parent seeing their child, we must consider the room routine and the upset a visit may cause the child when their parent leaves the room again
- If there are staff shortages resulting in the movement of staff, the staff member will be placed in a different room to that of their child or close relation, wherever possible
- Where a staff member's baby requires breastfeeding, the nursery will adapt the above guidelines to suit both the baby's and mother's needs. Cover will be provided during this time

Student/Work Experience Placement Policy

At first Steps Nursery we actively encourage future childcare workers. We welcome the opportunity to create and develop links between the nursery and various schools and colleges, seeking to ensure trust and safety for all concerned.

We welcome students to join our staff team and gain work experience within our nursery. We will accept one student at a time in each room as more students than this places undue pressure on staff. We do, however, accept small groups or occasional placements when research or studies are being carried out that will be of benefit to childcare.

We will only offer placements to students who are associated with a recognised child-related course, or on occasions, pupils from local secondary schools on work experience. We offer placements only after discussions with the appropriate tutors and the establishment of close links with the college, training provider or school.

Procedure

It is the nursery manager's responsibility to ensure that all initial contacts between the nursery, student and school/college are appropriate.

All students will have an enhanced Disclosure and Barring Service (DBS) check before their placement begins.

On the initial visit to the nursery, the nursery manager is responsible for carrying out the induction procedure.

All students are assigned to a senior member of staff who will supervise their work and explain the health, safety and fire requirements of the nursery.

Students will be supervised at all times by the member of staff assigned to them and will not be left alone with the children. They will only change nappies under supervision.

Students will be made aware of their involvement and areas of work and will be advised of the appropriate dress code.

It is expected that during the student's placement, their tutor will visit the nursery or have verbal communication with the Student Co-ordinator to receive feedback about the student's progress.

Students on short block placements or one day per week placements will receive induction specific to the requirements as agreed with the school or college.

The student is responsible for informing the nursery manager of any college course work requirements or visits from a mentor/tutor.

Students will be offered support and guidance throughout their placement and given constructive, honest feedback in respect of their performance. Staff will respect individual students' needs and abilities.

All students on placement must adhere to the same codes of conduct as permanent staff including time-keeping and dress codes.

All students are encouraged to contribute fully to the nursery routine and to spend some time in every area.

Student attendance will be recorded and any absences will be reported directly to the college/school.

Short term students will not be included in staffing ratios and will be supervised at all times.

Long term students aged 17 years or over may be taken into numbers according to the 'Staff Deployment Guide'. This will be the discretion of the Manager and only will occur when the Manager is satisfied the student/apprentice is competent and responsible.

Sun Protection Policy

Skin cancer is one of the most common cancers in the UK and the number of cases is rising at an alarming rate. The good news is that the majority of these cases could be prevented. First Steps Nursery asks that you all abide by the following skin care procedure, which will help protect your child's delicate and easily damaged skin.

During the period, May to the end of September, please:

- (a) put sun cream on your child each morning before arriving at the nursery
- (b) either give your consent to the nursery sun cream being put on your child or provide a bottle of factor 50+ in your child's bag for use at nursery
- (c) make sure your child has a named sun hat preferably legionnaires design (i.e. with an extended back and side to shield children's neck and ears from the sun) and a long-sleeved loose-fitting T-shirt in their bag for when they are at nursery. Please make sure that all items are appropriately labelled.

The Nursery is obliged to:

- (a) put more sun cream on your child during the course of the day whilst they are at nursery
- (b) actively encourage all children to wear a sun hat whilst playing outside
- (c) Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun; children will not be allowed in the direct sunlight between 11.30am - 3.00pm on hot days
- (d) Children are encouraged to drink cooled water more frequently throughout sunny or warm days and this will be accessible both indoors and out
- (e) Children are made aware of the need for sun hats, sun cream and the need to drink more fluids during their time in the sun
- (f) Shade will be provided to ensure children are able to still go out in hot weather, cool down or escape the sun should they wish or need to
- (g) include in the nursery curriculum stories, books and art activities which will re-enforce the sun protection messages

If you have any objections to nursery staff supervising the application of sun cream on your child, please let the Nursery Manager know as soon as possible.

Toys and Equipment Policy

Equipment toys and furniture provided within the nursery must be age and developmental stage appropriate and as accessible as possible to the children.

Toys and equipment should meet the varying needs of children in order to stimulate development and encourage imagination whilst providing the challenges which will extend their learning.

Equipment must reflect different cultural backgrounds and special needs.

Toys and equipment must be well maintained and conform to BS EN safety standards.

Procedure

- Toys must be visible and accessible allowing children to make choice of their own.
- Boxes must be clearly labelled.
- All toys, including outdoor equipment should be washed on a rotational basis paying special attention to toys which children may put in their mouths.
- Toys in each room should be washed down once a week using Milton's solutions and a disposable cloth. Rattles and other toys that constantly go into children's mouths must be washed more often.

- The children should be encouraged to help tidy up and should see this as an enjoyable activity.
- Toys should be sorted out regularly to ensure that they are stored in the right containers and in an appropriate place. Sets must be kept together to ensure that play value is not diminished.
- Cupboards containing cleaning materials should be clearly labelled and missing parts replaced.
- It is important that there are many books on display for children to look at. These should be in **GOOD CONDITION**, easily accessible and changed regularly. Books should not be restricted to a book corner but should support activities and be placed in the appropriate area.

Transitions Policy

Introduction and Overview

Transitions concerns the changes a child encounters from one place to another, e.g. from home to nursery, changing units within the nursery setting, attending more than one childcare provision (or childminder) and starting school. Often, these transitions involve a process of change that requires them to adapt their thoughts, feelings and behaviours to meet new expectations. Through the implementation of this policy, First Steps Nursery aims to work in partnership with parents/carers, practitioners from other settings and/or childminders and school staff to share information about the child and what support he or she may need. We offer support and understanding to the period of adjustment required by children and parents/carers as they adapt to change.

The transition from home to the setting

At First Steps Nursery staff are sensitive to the needs of children and parents/carers when they first start to attend, and have much experience in this area. Practitioners understand that all children settle differently in their own time and the nursery is able to accommodate the differing needs of individual children. We offer support in the following ways:

- Settling-in sessions (as outlined in our Settling-in policy)
- Information for parents when their child first attends, e.g. Parent Handbook
- Communication books and/or daily sheets where information between practitioners and parents/carers can be exchanged
- Favourite toys/comforters from home
- Special arrangements to support children who speak English as an additional language, or who have learning difficulties e.g. staff using words in the child's home language and obtaining support from outside agencies

The transition between room bases

When it is felt by practitioners and parents/carers that a child would benefit from moving to the next unit/room (this can be dependent on both the age of the child and their stage of development), we support the child and parent/carer in the following ways:

- In advance of the transition, the new key person will find opportunities to spend time with the child, e.g. at singing time
- Settling-in sessions arranged with the new unit/room and with both old and new key persons
- Key people liaise with each other and share information, e.g. verbal and children's development learning book profile
- Parents/carers are shown around the new unit/room

- Parents meet with the new key person before the child moves to discuss all aspects of their child including routines, development and dietary requirements

The transition from one provider to another during the working week

When a child attends more than one setting or childminder we contact them and share information to provide the best outcomes for the child. These include:

- Obtaining permission from the parent/carer to contact the other setting or childminder
- Communications book in which both settings can contribute information about the child's learning and development
- Sharing behaviour strategies and planning ideas

The transition from our setting to school

We recognise that starting school can be a worrying time for children and their parents/carers, and the more that can be done to ease this transition, the more positive an experience it will be for all involved:

- We invite teachers/support staff to visit the child at the setting and make direct contact in particular where there are concerns about a child's behaviour or development
- Our practitioners visit the school with the children
- We organise activities which reflect the transition process, e.g. school uniform role plays and provide opportunities for children to express their concerns and fears
- We complete transfer documents and give assessments of a child's current progress within the EYFS

How parents/carers can support their child

We understand the importance of parents/carers role in providing stability and continuity throughout the transition process for their child, the following are ideas for offering support:

- Preparing your child for nursery by explaining you will leave them but you will come back
- Ensure your child is used to being left with other adults sometimes
- Talk to your child about their key people
- Allow time to talk through your child's worries and concerns
- Share information about your child during settling-in sessions
- Be involved in the sharing of information between settings/childminder

Visitors Policy

A range of people will need to gain access to the nursery, comprising: potential and regular parents/carers, legislative/regulatory department officers, outside agencies/contractors, students/tutors, visiting professionals within the childcare sector. The majority of visits will be planned, but there will be times when arrivals are unexpected, such as casual callers, or unannounced, for example Ofsted Inspectors. The visitor's policy must be adhered to in order to protect staff and children, and if carried out correctly will demonstrate a professional and caring environment.

Procedure

Proof of identify must be requested from **ALL** unknown and/or unexpected visitors.

All visitors must sign in and sign out with times clearly noted.

Visitors who phone ahead will be asked if they have any special requirements and will be advised of how their needs can be met. E.g. wheel chair access.

Visits by groups of people must be pre-arranged and any special arrangements put in place if they need to be shown around the nursery.

Visitors will not be left alone with the children. Visitors will not, unless attending specifically to spend time with the children, lift or carry a child except in an emergency.

Visitors will be chaperoned by a member of staff when moving around the nursery and will be the responsibility of the staff member designated by the manager, when spending time in a unit with a particular child e.g. monitoring a child with SEN.

In such circumstances the visitor may need to be with the child but removed from the group in order to carry out any educational/developmental assessments.

Where an external professional is working with a child in an SEN capacity, a staff member should be nearby, but not to the extent that it interferes with the activity or observation.

All sessions run by outside providers, such as music, must be accompanied by nursery staff throughout the session.

Contractors/maintenance workers must sign in and out in the visitors' book even if they have signed in at the school main reception.

Contractors/maintenance worker must not be left unattended at any time whilst on the premises.

Contractors/maintenance workers will be given clear boundaries by the nursery manager with regard to areas they may or may not go.

If you have any doubts or concerns about a visitor, you must refer to the Manager. The Manager has the authority to refuse access to the nursery until the visitor's identity and purpose has been confirmed.

Volunteers Policy

We recognise the immense benefits that volunteers bring to the nursery. In return we hope to give volunteers an opportunity to share their skills in a different environment and to undertake new experiences.

Status of volunteers

A volunteer is not an employee and will not have a contract of employment with the nursery. We will, however, insist that the volunteer follows all nursery procedures in the same manner as a paid employee

to ensure consistency, safety and quality of care and early learning for the children. Volunteers will be supervised at all times.

Enhanced Disclosure and Barring Service (DBS) check

All volunteers will have suitability checks conducted in the same way as paid employees. This will include an enhanced DBS check. These checks will be conducted before any volunteer starts their time within the nursery and will also include two written references.

Training

Volunteers will be offered training and/or support as appropriate. We will provide any training and support required for the role, including child protection and health and safety training. The purpose of this is to enable the volunteer to be supported and enhance their development in their voluntary role within our team.

Policies and procedures

Volunteers are expected to comply with all the nursery's policies and procedures. The volunteer's induction process will include an explanation of this.

Confidentiality

Volunteers should not disclose information about the nursery, staff, children and families as stated in the confidentiality policy and should follow the nursery confidentiality procedure at all times.

Volunteer support

The nursery has a designated officer who will take the volunteer through their induction and support and advise them throughout their time in the nursery. Our designated officer for volunteers is **Heidi Thompson**.

Whistle Blowing Policy and Procedure

Definition

Whistle blowing is raising a concern about malpractice within an organisation, it is primarily for concerns where the interests of others or the organisation itself is at risk. Whistle blowing is very different from making a complaint.

Statement of intent

First Steps Nursery promotes and encourages good staff communication and any questions of bad practice should be dealt with long before the need for Whistle Blowing. Staff should feel they could raise questions about any areas of concern during regular supervision or staff meetings so that practices can be revised and modified before they cause harm. However, the responsibility for whistle blowing rests with a member of staff who is aware or has concerns regarding unacceptable practice even though 'whistle blowing' may cause ill feeling and create difficult and problematic situations. Any issues concerning area of bad practice must be dealt with in the early stages, hopefully preventing any escalation. Staff who ignore the early warnings may find themselves implicated in the bad practice.

It is not intended that this policy be a substitute for, or an alternative to the nurseries complaints Procedure, but is designed to nurture a culture of openness and transparency within the organization, which makes it safe and acceptable for employees and volunteers to raise, in good faith, a concern they may have about misconduct or malpractice.

An employee or volunteer who, acting in good faith, wishes to raise such a concern should normally report the matter to the manager who will advise the employee or volunteer of the action that will be taken in response to the concerns expressed. Concerns should be investigated and resolved as quickly as possible.

Procedure

- Identify bad practice
- Are there any witnesses who will support you?
- Record exactly what was witnessed
- Confide in someone objective and trustworthy e.g. Manager or Deputy
- Get the support of colleagues
- Get the support of an independent organization e.g. Children's Links, PLA
- Use formal procedures for complaints
- Keep copies of all correspondence and relevant information
- Ask to be kept informed about any outcomes of the investigations
- If your complaint is ineffective within First Steps Nursery then contact the Early Years Team in NE Hants office or OFSTED on 0300 123 1231 or email whistleblowing@ofsted.gov.uk for advice on what steps to follow
- A disclosure in good faith to the manager will be protected. Confidentiality will be maintained wherever possible and the employee or volunteer will not suffer any personal detriment as a result of raising any genuine concern about misconduct or malpractice within the organization.
- Free confidential advice can be sought from a Public Concern at Work adviser 020 7404 6609 or helpline@pcaw.co.uk

Disclosures made after 25 June 2013 do not have to be made 'in good faith'; however, they must be made in the public interest. This is essential when assessing a disclosure made by an individual.

The Public Interest Disclosure Act has the following rules for making a protected disclosure:

- You must believe it to be substantially true
- You must not act maliciously or make false allegations
- You must not seek any personal gain.

It is not necessary for the employee to have proof that such an act is being, has been, or is likely to be, committed; a reasonable belief is sufficient.

Date	Policy amended	Page	Change made	Amended By
20/11/19	Diet & Nutrition Policy	24	Amendment	Tara Sabiston-Bland
20/11/19	Dummies (use of) in Nursery Policy	29	New Policy	Tara Sabiston-Bland

20/11/19	Key Holder Policy	48	New Policy	Tara Sabiston-Bland
20/11/19	Lock Down Policy	49	New Policy	Tara Sabiston-Bland
20/11/19	Sleep Policy	90	New Policy	Tara Sabiston-Bland
11/03/20	Child Collection Policy	17	Amendment	Tara Sabiston-Bland
23/02/21	Accident Policy	6	Amendment	Tara Sabiston-Bland
01/06/21	Safeguarding Policy	76	Amendment	Heidi Thompson
12/12/21	Mobile phone policy	16/17	Amendment	Heidi Thompson
20/07/22	Accident Policy	3	Amendment	Tara Sabiston-Bland
20/07/22	Camera, Mobile Phone, Smartwatch and Recording Device Use Policy	16	Amendment	Tara Sabiston-Bland
20/07/22	Diet, Eating and Nutrition Policy	24	Amendment	Tara Sabiston-Bland
20/07/22	EYFS Policy	41	New Policy	Tara Sabiston-Bland
20/07/22	Illness and Sickness Policy and Practice	48	Amendment	Tara Sabiston-Bland
20/07/22	Infection Control Policy	51	Amendment	Tara Sabiston-Bland
20/07/22	Mobile Phone, Electronic Device Use and Social Networking Policy	61	Amendment	Tara Sabiston-Bland
20/07/22	Monitoring Staff Behaviour Policy	64	Amendment	Tara Sabiston-Bland
20/07/22	Safety Policy	94	Amendment	Tara Sabiston-Bland
20/07/22	Security Policy	94	Amendment	Tara Sabiston-Bland
20/07/22	Staff Supervision Policy	102	Amendment	Tara Sabiston-Bland
20/07/22	Staff Wellbeing Policy	104	New Policy	Tara Sabiston-Bland