

DAISY CHAIN DAY NURSERY



Parents Handbook



Welcome to your Nursery.

Welcome to Daisy Chain Day Nursery, we hope that we will soon feel that you and your child are part of the nursery. At Daisy Chain Day Nursery we work in partnership with parents and carers in order to achieve a cohesive and consistent approach to each child's development. Our overarching objective is to provide the highest possible standard of care which includes education.

We aim to provide a safe and stimulating environment that is fun and welcoming where children can express themselves, learn autonomy, social skills and generally make satisfying progress in all aspects of their development. We also aim to provide a good foundation for future learning. We hope that you and your child will enjoy the experiences that the nursery has to offer.

This booklet will give you a brief insight into the nursery, with information that you will find helpful in the future.

If you have any concerns, please feel free to approach the Nursery manager/deputy or any of the staff team. We are always here if you would like to discuss your child or ask questions.

Daisy Chain Day Nursery is a 30-place day nursery, which means that for each session we can accommodate 30 children. All our staff are highly skilled and trained in all aspects of childcare and they are knowledgeable about how children learn and develop.

The nursery experience is often a child's first venture into the larger world outside the family and home. Children's experiences and learning in the nursery can create strong and long lasting foundations to build on in later life. By working in partnership with parents and carers we aim to provide a stimulating, challenging environment which is warm and friendly, where children can explore in confidence and know that they have a safe base to return to.

Settling into nursery

At Daisy Chain Day Nursery we endeavour to invest time in getting to know new parents and children to the nursery. To support the process of settling a new child into the nursery we initially arrange two visits to the nursery before the children starts. The first visit, at a mutually convenient time is to enable the parent(s) to meet with the child's key worker and discuss the child's individual stage of development, interests and needs. This also gives the child some time at the nursery with his/her parent to get used to the environment and staff. On the second visit the child can be left for a short time (about an hour) to begin to introduce them to being left without mum or dad. Further visits may be necessary and can be arranged, we will work with parents and child to individually tailor the settling in process to best meet the needs of the child. We encourage parents to contact the nursery at anytime to speak to their child's keyworker if they would like an update on their child's day or alternatively we can arrange a convenient time for the nursery to contact the parent and home or at work to be informed of their child's progress

The time spent settling in your child, is well invested, as they will be more secure and confidence will grow. Once they are settled we feel that it's best that you say a quick confident "goodbye" and reassure them you will be back soon.

When bringing your child to nursery please ensure that your child is brought right into nursery, as a staff member in your child's room will ensure that each parent has the opportunity to do a full handover of how your child has been prior to nursery for example if they have slept well and if they have eaten (At the moment children are being dropped off at the door to ensure the nursery is complying with our COVID-19 risk assessments, however we hope to be back to normal where parents are able to drop their children off in their rooms as soon as it is deemed safe enough to do so)

When collecting your child a member of staff will always give you a full handover of how your child's day has been ensuring that you are fully informed of your child's activities, sleeping, eating and toileting routines during their time at nursery.

Key Person

When your child starts at nursery they will be assigned to a member of staff within their room who will be their 'key person'. Alongside the other members in the room this person will be key in supporting the settling in process for your child. They will be keen to get to know you and your child and will be asking questions about your child's routine at home, their likes, dislikes and interests. In turn they will be informing you of the routines and activities which will be happening in your child's room. From time to time whilst your child is at nursery you will receive documents such as 'My Child's Week' or 'All about me' which ask you to provide information to update your child's key person on their interests or activities at home. This information is used by your child's key person to support the planning of activities which specifically meet your child's interests and needs. In addition parents are also encouraged if they

wish to post their own observations from home onto Tapestry (online learning journal).

What is the Early Years Foundation Stage?

The Early Years Foundation Stage (EYFS) is how the Government and early years professionals describe the time in your child's life between birth and age 5. It is a framework setting the standards for learning, development and care for children during this period. Nurseries, pre-schools, reception classes and child-minder's must follow the legal document called the EYFS Framework which can be accessed at:

[Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

You can ask for information about your child's development at any time and there are two stages (the "progress check" at age 2, and again at age 5) when the professionals caring for your child must give you written information about how he or she is doing. The written summary of their progress at age 5 is called the EYFS Profile.

As a mum or dad, how can I help with my child's learning?

All the activities that you do with your child at home are important in supporting their learning and development and have a really long lasting effect on your child's learning as they progress towards and through school. For example, talking, reading, singing nursery rhymes with your child or cooking and baking with them. More ideas can be found at: www.earlyhomelearning.org.uk. Even when your child is very young and is not yet able to talk, you talking to them helps them to learn and understand new words and ideas.

Parents often underestimate what they can do to support their child's development. If you feel unsure of what to do at home to support your child's learning, you can find out what is on offer at your local children's centre. Many offer "messy play" activities which you and your child can join in, and many of the activities they provide are free. Staff can also give you advice about the kinds of books or other activities your child might enjoy at different ages. They can give you ideas on how you can help your child learn.

Where can I go for further information?

You may want to find out what is on offer at **your local children's centre**. Also visit www.foundationyears.org.uk for a range of resources and contacts.

Online Learning Journals

Observing, reflecting and recording children's progress is the key to the future planning and meeting the needs of individual children. At Daisy Chain we use

a piece of online software called Tapestry to record your child's learning and development. You will be issued a separate letter explaining 'Tapestry' including the agreement form for you to complete and return to the nursery.

Each child has a key person, who is responsible for keeping your child's Online Learning Journal up to date. The Online Learning Journal will contain observations, photographs and videos of your child and links to the Early Years Foundation Stage Curriculum. Each child also has an art folder, which will contain a selection of your child's art and craft work as well as photographs. Parents and carers are welcome to add to this record, please feel to add observations or photographs of your child onto their Online Learning Journal by using the Tapestry app, these can help your child's key person build up a broader picture of your child.

The key person will regularly ask you to fill in information on your child's week, their likes and dislikes and their interests. The keyperson uses this information to support the planning of activities which best support your individual child's interests and development needs.

Just Playing?

High quality nursery education is about much more than, colours, shapes and numbers, it's about learning to be independent, confident, strong and exploration. We are about developing the child's happiness, natural curiosity and wonder of the world in which we live.

Nursery education is about being positive, having positive attitudes, relationships and most of all believing in yourself, Children are allowed to make mistakes and "have a go" helping them to succeed in their future learning.

Children are active learners; this means that they learn by doing things for themselves, by exploring and investigating, watching and listening, talking and discussing, creating and communicating, all these aspects are involved in high quality play experiences. We encourage children to feel comfortable and confident in all activities even the really messy ones! As such children will be involved in sand, water and even mud play! Old clothes are a necessity!

Important Information

Contact details:

Daisy Chain Day Nursery
Palmers Road
Eastfield
Peterborough
PE1 5YF

Telephone: 01733 554897
Email: Daisynursery@aol.com
Website: daisychain-daynursery.co.uk
Nursery emergency mobile: 07928832836

Opening hours:

Monday – Friday 7.30am – 6pm
(7.30 – 8am early start by prior arrangement only)

Clothing

Children should wear comfortable clothing to nursery, please be aware that we do participate in messy activities and although children do always wear the aprons which we provide, their clothes may become wet or dirty. Spare clothes are very useful as children are often changed during the course of a day through messy play or toileting accidents. We do provide pegs and boxes or bags for your child to store their belongings. It is helpful if clothes are labelled as often children have identical items of clothing.

Security

It is very important that we maintain security in the building. Nursery staff will only allow entrance to parents that they know. Please inform a member of staff if a 'named person' (friend or relative) is collecting your child. They may have to wait to be 'checked' with a member of management before they are allowed into the premises. These rules are important for the safety and security of the nursery and are there to protect the children please do not be offended!

Policies and procedures

The Nursery follows a Policy and Procedure document for all aspects of its work. The document is available for parents to view at any time, a copy is displayed in the front hall. At the end of this book are some of the main policies which are of particular importance for parents to read. If you have any questions in regards to these please do not hesitate to speak to the Nursery Manager

Meet the Team

Management

Nursery Manager – Samantha Hinds

Early Years Professional Status, Early Childhood Studies BA (hons), First Aid (Jan 2022), Food Hygiene (Feb 2023), Child Protection (November 2022), SENCO (Sept 2013)

- Named Safeguarding Designated Lead Practitioner
- Named Communication Officer
- Named Training co-ordinator
- Named SENCO

Assistant Manager – Tanya Goodliffe

NNEB Level 3 in Childcare, Child Protection (November 2020), Level 3 Award in First Line Management, First Aid (January 2022), Food Hygiene (Feb 2022)

- Named Health and Safety Officer
- Named Training co-ordinator
- Behaviour Management co-ordinator

Baby Room

Baby Room Leader – Adam Silcock

NVQ Level 2 and 3 in Childcare and Education, First Aid (December 2021), Food Hygiene Level 2 (Feb 2023), Child protection (November 2020)

Toddler Room

Toddler Room Leader – Chloe Wand

Level 3 in Childcare and Education, First Aid (March 2021), Food Hygiene (July 2022), Child Protection (June 2022)

Part Time Nursery Practitioner – Hifza Tariq (In Toddler room on Wednesday's and Thursdays)

NVQ Level 3 in Children's Care, Learning and Development, Child Protection (Feb 2021), First Aid (June 2023)

Pre-School Room

Room Leader - Nursery Practitioner – Amy Molsher

Level 3 NVQ in Children's Care, Learning and development, Child protection (Jan 2022), First aid (February 2022), Food Hygiene (March 2022)

Senior Nursery Practitioner – Chloe Culley (Part time – In Pre-school room Monday, Wednesday and Fridays)

Level 3 BTEC National Diploma in Children’s Care, Learning and Development, Child Protection (Nov 2022), First Aid (Nov 2022), Food Hygiene (2021)

Nursery Practitioner – Rebecca Archer

Level 3 Diploma for the Child Care and Education, Level 5 Certificate of Higher Education in Early Childhood, First Aid (June 2021), Food Hygiene (Jan 21), Child Protection (March 2022)

Support Staff

Nursery Cook – Dawn King

Level 2 in Food Hygiene (Nov 2021)

Manager – Samantha Hinds



Hello, I'm Samantha (Sam)

I started Daisy Chain in August 2008 as a practitioner in the Toddler Room. I then got promoted to Pre-school Room Leader, and in August 2010 I was promoted to Deputy Manager. In August 2015 I took over the role as Nursery Manager.

After completing my A-Levels I went on to study Early Childhood Studies BA (Hons) at the University of Northampton. I graduated with a second upper class degree. I have also completed my Early Years Professional Status (EYPS). This is an equivalent to an Early Years Teacher Status.

During my time at University I spent a lot of time in a variety of placements working with children of different ages and abilities. I have also worked on a Special Needs Play scheme and have volunteered for an organisation called Volunteer Reading Help.

When I am not at work I enjoy spending time with my husband and 2 daughter's and socialising with my friends and family.

Assistant Manager – Tanya Goodliffe



Hello my name is Tanya. I went to college straight from leaving school and achieved my NNEB IN 2000, from then I went to work in a nursery full time in the baby room. After a few years I became deputy manager based in the toddler room and supporting the pre-school. I was then promoted and spent 5 years in a nursery manager role over seeing all rooms. Following redundancy I took a supervisory role in a pre-school during term time. This enabled me to spend more time with my 3 children. I started working at Daisy Chain in April 2013. I like swimming and enjoy shopping.

Nursery Policies

On the following pages there are copies of a few of the important policies which you may find useful. A full record of policies is available in the front hall.

Policies to follow include:

- **Aims and Objectives**
- **Access and Storage Policy**
- **Adverse Weather Policy**
- **Biting Policy**
- **Complaints Policy**
- **COVID-19 Policy**
- **Curriculum Policy**
- **Data Protection**
- **Use of dummies in nursery Policy**
- **Equal Opportunities Policy**
- **Food and Drink Policy**
- **Home Visit Policy**
- **Mobile phone, Electronic Device Use and Social Networking Policy**
- **Online Safety Policy**
- **Promoting positive behaviour**
- **Procedure for a parent failing to collect a child**
- **Payment Policy**
- **Parent Partnership Policy**
- **Record Retention Policy**
- **Safeguarding children Policy (including Prevent Duty)**
- **Settling in Policy**
- **Sickness and Medicine Policy**
- **Special Educational Needs Policy**
- **Sun Safety Policy**
- **Toilet Training Policy**
- **Tapestry Policy**
- **Transition Policy**
- **Visitors Policy**
- **Weapon and Superhero Play**

Aims and Objectives – A vision statement

At Daisy Chain Day Nursery we work in partnership with parents and carers in order to achieve a cohesive and consistent approach to each child's development. Our overarching objective is to provide the highest possible standard of care which includes education.

We aim to provide a safe and stimulating environment that is fun and welcoming where children can express themselves, learn autonomy, social skills and generally make satisfying progress in all aspects of their development. We also aim to provide a good foundation for future learning.

At Daisy Chain Day Nursery we promote positive behaviour, and endeavour to be positive role models for children in our care.

Internal use only

Reviewed on	25/5/23
Reviewed by	Samantha Hinds
Date disseminated to staff (if applicable)	N/A

Access and Storage of Information

At Daisy Chain Day Nursery we have an open access policy in relation to accessing information about the nursery and parents' own children. This policy is subject to the laws relating to data protection and document retention.

Parents are welcome to view the policies and procedures of the nursery which govern the way in which the nursery operates. These may be viewed at any time when the nursery is open, simply by asking the nursery manager or by accessing the file in the hallway or on the nursery website. The nursery manager or any other relevant staff member will also explain any policies and procedures to parents or use any other methods to make sure that parents understand these in line with the nursery's communications policy.

Parents are also welcome to see and contribute to all the records that are kept on their child. However, we must adhere to data protection laws and, where relevant, any guidance from the relevant agencies for child protection.

As we hold personal information about staff and families, we are registered under data protection law with the Information Commissioner's Office. A copy of the certificate can be viewed in the hallway. All parent, child and staff information is stored securely according to the requirements of data protection registration, including details, permissions, certificates and photographic images. We will ensure that staff understand the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.

The nursery's records and documentation that are required to be kept and stored by current legislation are performed in accordance with minimum legal archiving requirements. Please refer to the record retention policy for details.

Nursery records and documentation that are not required to be kept are deleted or destroyed in line with the current data protection laws and our Privacy Notice which can be found in the hallway.

If Parents have a specific deletion or retention request regarding any data that we hold, please raise a query in writing and we will respond formally to your request.

This policy will be reviewed annually and amended according to any change in law/legislation.

Related forms and guidance:

- Privacy Notices
- Information Audit

Internal use only

Reviewed on	25/5/23
Reviewed by	Samantha Hinds
Date disseminated to staff (if applicable)	N/A

Adverse Weather Policy

At Daisy Chain Nursery we have an adverse weather policy in place to ensure our nursery is prepared for all weather conditions that might affect the running of the nursery such as floods, snow and heat waves.

If any of these incidents impact on the ability of the nursery to open or operate, we will contact parents via phone or email.

We will not take children outdoors where we judge that weather conditions make it unsafe to do so.

Flood

In the case of a flood we will follow our critical incident procedure to enable all children and staff to be safe and continuity of care to be planned for.

Snow or other severe weather

If high snowfall, or another severe weather condition such as dense fog, is threatened during a nursery day then the manager will take the decision as to whether to close the nursery. This decision will take into account the safety of the children, their parents and the staff team. In the event of a planned closure during the nursery day, we will contact all parents to arrange for collection of their child.

In the event of staff shortages due to snow or other severe weather we will contact all available off duty staff and/or agency staff and group the children differently until they are able to arrive. If we are unable to maintain statutory ratio requirements after all avenues are explored we will contact Ofsted to inform them of this issue, recording all details in our incident file. If we feel the safety, health or welfare of the children is compromised then we will take the decision to close the nursery.

All parents will be refunded their daily amount if the nursery was to close due to adverse weather.

Heat wave

Please refer to our sun safety policy.

Internal use only

Reviewed on	25/5/23
Reviewed by	Samantha Hinds
Date disseminated to staff (if applicable)	N/A

Biting Policy

At Daisy Chain Day Nursery we follow a positive behaviour policy to promote positive behaviour at all times. However, we understand that children may use certain behaviours such as biting as part of their development. Biting is a common behaviour that some young children go through and can be triggered when they do not yet have the words to communicate their anger, frustration or need.

Our procedures

The nursery uses the following strategies to prevent biting: sensory activities, biting rings, adequate resources and staff who recognise when children need more stimulation or quiet times. However, in the event of a child being bitten we use the following procedures. The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visual injury. Administer any first aid where necessary. Complete an incident form and inform the parents via telephone if deemed appropriate. Continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict we do not disclose the name of the child who has caused the bite to the parents.
- Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the child who has been bitten sad. The child will be asked to say sorry if developmentally appropriate or helped to develop their empathy skills by giving the child who has been bitten a favourite book or comforter. Complete an incident form to share with the parents at the end of the child's session.
- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who had been bitten.

If a child continues to bite and it is deemed necessary the most relevant staff member(s) will:

- Carry out observations to try to distinguish a cause, e.g. tiredness or frustration.
- Arrange for a meeting with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault.

If a child or member of staff sustains a bite wound where the skin has been severely broken we will arrange for urgent medical attention after initial first aid has been carried out. In cases where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, e.g. in some cases of autism where a child doesn't have the communication skills, the nursery manager will carry out a risk assessment.

Internal use only

Reviewed on	25/5/23
Reviewed by	Samantha Hinds
Date disseminated to staff (if applicable)	N/A

Complaints Policy and Procedure

At Daisy Chain Day Nursery we aim to provide high quality provision and we welcome all suggestions and comments on how we can improve. We will give prompt and serious attention to concerns raised about any respect of our service. We anticipate that most concerns will be resolved quickly by informal approach to the appropriate member of staff.

This procedure constitutes the nursery's formal complaints policy and describes how to make a compliant.

Stage 1

Suggestions, comments or complaints can be sent to the nursery email address (daisynursery@aol.com) or to Sam's email address (samdaisynursery@hotmail.co.uk) . We will address any such written communications as promptly as possible and by the means that we consider to be most appropriate.

Or

Any parent/carer who has concerns about an aspect of our provision can talk informally to a member of the nursery management team. We are always ready to listen and will give any suggestions; comments or complaints careful consideration.

Stage 2

If the complaint cannot be resolved informally or if the problem recurs, the parent should put the complaint in writing to the manager/owner. A meeting will be arranged between the parent(s) and the manager and /or owner. An agreed written record of the discussion will be made and any resolutions detailed. Allegations against member of staff will be dealt with in according to our disciplinary procedure and in cases of child protection issues the member of staff will be suspended whilst the allegations are investigated.

All written complaints will be investigated and complaints notified of the outcome within 20 days of the written complaint being made.

OFSTED

Parents may approach Ofsted directly at any stage of this complaints procedure. Please see:

<https://www.gov.uk/government/organisations/ofsted/about/complaints-procedure> for more information.

The address, email address and telephone number of our Ofsted regional centre are:

Ofsted
Piccadilly Gate
Store Street

MANCHESTER
M1 2WD
Email: enquiries@ofsted.gov.uk
Tel. 0300 123 4666

Internal use only

Reviewed on	25/5/23
Reviewed by	Samantha Hinds
Date disseminated to staff (if applicable)	

Covid-19 (Coronavirus) Policy - 1st April 2022

Objectives

The nursery recognises the current situation surrounding Covid-19 (Coronavirus) and aims to continue to provide a high quality of care whilst adapting current policies and procedures to minimise the risk to anyone in connection with the nursery. The policy will be subject to change depending on further findings surrounding Covid-19 or changing government advice. Parents/Guardians will be informed of any changes as soon as possible. The nursery fully recognises the seriousness of the current situation and will continue to prioritise the health and safety of all in connection with the nursery above all else.

In the event of a confirmed positive case of Covid-19:

The Nursery will:

- From 1 April, anyone with a **positive COVID-19 test result** will be advised to try to stay at home and avoid contact with other people for five days, which is when they are most infectious. For children and young people aged 18 and under, the advice will be three days.
- We will continue to inform all parents/guardians of the case, whether the case is a child or staff member, and which room they are based in, and of any and all subsequent cases.

The Nursery advises that:

- From 1 April, updated guidance will advise **people with symptoms of a respiratory infection**, including COVID-19, and a high temperature or who feel unwell, to try stay at home and avoid contact with other people, until they feel well enough to resume normal activities and they no longer have a high temperature.
- Children who are unwell and have a high temperature should stay at home and avoid contact with other people, where they can. They can come back to nursery when they no longer have a high temperature, and they are well enough to attend.

The Nursery Recognises that:

- The situation surrounding Covid-19 is constantly changing, our practice will reflect this
- At Daisy Chain the welfare of the children, parents, families and staff is paramount and therefore we will continue to follow these measures:
 - a. By promoting and encouraging our staff to get vaccinated where possible.
 - b. Letting fresh air into the nursery each day, and using our CO2 device to check the ventilation in our rooms.
 - c. Ensuring that both adults and children stay at home if they are unwell.
 - d. Adults and children will continue to regularly wash their hands, especially before mealtimes. Adults and children will continue to follow the advice of 'Catch it, Bin it, Kill it'

Who do we need to notify if we have a positive COVID-19 case?:

As of the 24th February 2022 we no longer need to notify Ofsted or the Council due to a single positive case of COVID-19 within the nursery.

We will however let the Council know if there is an outbreak of COVID within the setting.

Related Forms

- Covid-19 Risk Assessment Document

Reviewed On	16/5/23
Reviewed By	Samantha Hinds

The Nursery Curriculum

At Daisy Chain Day Nursery we follow **The Early Years Foundation Stage**, this is shaped by four overarching principles, these are:

- Every child is a **unique child** who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- Children **develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

The EYFS specifies requirements for learning and development which include:

- The seven areas of learning and development within which we plan our activities.
- The early learning goals which we support children to work towards by the end of the academic year in which they turn 5.
- The assessment arrangements by which we measure progress.

The Seven Areas of Children's Learning and Development

There are seven areas of learning and development which must shape educational programmes in early years settings. All areas of learning are important and interconnected. Within each area there are aspects of learning within which children develop. Each aspect contains an early learning goal which we support the child to move towards by the end of the reception year at school. The areas of learning and development are split into three prime and four specific areas of learning.

PRIME AREAS OF LEARNING – COMMUNICATION AND LANGUAGE , PERSONAL SOCIAL AND EMOTIONAL AND PHYSICAL.

The three prime areas are fundamental areas which the children move through to support development in other areas. The prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. They are as follows:

Personal, Social and Emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups and to have confidence in their own abilities.

Physical Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Communication and Language Development this involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Specific Areas of Learning – Literacy, Mathematics, Understanding of the World and Expressive Arts and Design

The specific areas include essential skills and knowledge for children to participate successfully in society. These four specific areas grow out of the prime areas and help children to strengthen and apply learning in the prime areas:

Literacy development involves encouraging children to link sounds and letters and begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics the opportunity to develop and improve skills in counting, understanding and using numbers calculating simple addition and subtraction problems; and to describe shape, space and measures.

Understanding of the world involves guiding children to make sense of their physical world and their community through opportunities to explore observe and find out about people, places, technology and the environment.

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art music, movement, dance, role-play and design and technology. The aspects of learning within this area are:

- Exploring and using media and materials
- Being imaginative

Characteristics of Effective Early Learning

Each child reaches out to relate to people and things through the characteristics of effective early learning which move through all areas of learning. These are:

Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to have a go

Active Learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things

Assessment arrangements

Ongoing formative assessment is at the heart of early years practice. To support children's learning and development it is essential that the children's key person understands each of their key child's learning and development. This can be through written observations on Tapestry or through general interactions with the child. Recent changes to the EYFS have highlighted the importance of less paperwork, and more time with the children. Therefore, at Daisy Chain we support this by enabling practitioners to have that crucial time to spend with the children to see their development first-hand, rather than writing lots of observations to try and back up what they already observe each day.

We still believe that the importance of assessing each child and evaluating their learning regularly. The practitioners have a meeting with the manager at the end of each term to discuss their key child's interests, learning and development and if there is any extra support needed. The key person will also complete a formative assessment and a parents meeting will be arranged to discuss this.

Parents also play a huge part in assessing children's development and learning. When a child starts at Daisy Chain parents are invited to a transition meeting to discuss their child's learning development with their key person. At this meeting we will discuss their child's interests, their development relating to the areas of the curriculum and any concerns they may have on their development. Parents are also encouraged to do their own observations from home by completing this on the tapestry app/web page which we use.

Our curriculum

At Daisy Chain Nursery we believe that having a well-balanced curriculum is important to ensure that we are meeting all children's interests, needs and

abilities. We have created a curriculum that is based on the first letters of 'Daisy Chain'. This encompasses what we would like our children to do, experience and learn during their time with us, whilst linking to the Early Years Foundation Stage. Play is still the centre of our curriculum, and this includes play which is **child led** (by accessing the open resources within the room), **supported and extended play** (In the Moment Planning) and **play which is guided towards a specific educational outcome** (Long Term Planning).

Child-led Play

At Daisy Chain we provide a safe environment for children to explore through play. Child-led play supports children in having ideas and being in control of their learning. It enables them to learn through first-hand experiences, allowing them to choose how to use the resources to do so. We are always reviewing the environment we offer the children, and will adapt it to the children's needs, interests and development when needed.

Long Term Planning

We have designed our long-term plan to ensure that we are offering a well-balanced curriculum that meets all areas of the Early Years Foundation Stage, whilst also being fully focussed on what children in our setting would show interest in and enjoyment learning about. The Long-term planning will be reviewed regularly and adapted to the children we have in the setting each year when needed.

In the Moment Planning

With the new changes to the new EYFS 2021 and with the high emphasis on less paperwork within the EYFS we have decided to implement 'In the Moment Planning' within the setting. Children have a natural desire to learn and explore. In the Moment Planning enables practitioners to allow children to find their own interests and use this to enhance and build upon their existing knowledge. It's often broken down into three stages:

- **The Child's Spark** – This is when the child first shows an interest in something. There should be an air of fascination around the object and concentration in what they are now doing.
- **The Teachable Moment** – The teacher will notice this and approach the child. This is the opportunity to extend their interest, by asking open-ended questions and considering ways to apply this interest to other options within the environment.
- **The Documentation** – At a later date a practitioner can document the observation. Include the spark, the teachable moment and what they did next. This will help them to map out each child's interests and plan an environment that works for them.

Practitioners will focus on a few key children a week, spending time playing with the child, finding their 'Spark', then creating the 'teachable moment' to extend their learning. The practitioner will then document this through creating an observation on Tapestry.

Note: Practitioners are also aware of when to step in and get involved in the play and when to stand back and take the stance of an observer.

Summative assessment

This involves reviewing children's progress and sharing a summary with parents. This is required by the EYFS as a 2 year old check in the prime areas between the ages of 24 and 36 months and as a full EYFS profile at the end of the Early Years Foundation Stage at age 5. At Daisy Chain Day Nursery we review and summarise progress twice yearly by completing a 'Learning and Progress Review', which we share with parents at parents evening. We also review the child's progress by completing the 'Learning and Progress Review' before each transition to the next room, or by completing a transition document prior to a child going to school. In addition we complete a two year old check by assessing the child's development in the prime areas which we forward to the health visitor. This is also shared and discussed with parents.

Learning Journal

Each child has their own Learning Journal. This document is on an online application through educational software called 'Tapestry.' Parents can log on with a secure username and password to see all of the observations of their child's play and achievements at nursery. Such documents are completed by their key person. Photographs, videos and written observations are all included. Parents are actively encouraged to add to this record with what their child is doing at home i.e. a preferred activity or something new that they have learnt. Parents who do not have access to it can have a printout of the document OR can access the nursery computer equipment during specific times of the year.

Internal use only

Reviewed on	16/5/23
Reviewed by	Samantha Hinds
Date disseminated to staff (if applicable)	

Data Protection Policy

The General Data Protection Regulation (GDPR) is designed to protect the privacy of individuals. It requires that any personal information about an individual is processed securely and confidentially. This includes both staff and children. How the nursery obtains, shares and uses information is critical, as personal data is sensitive and private. Everyone, adults and children alike, has the right to know how the information about them is used. The General Data Protection Regulation requires the nursery to strike the right balance in processing personal information so that an individual's privacy is protected. Applying the principles to all information held by the pre-school will typically achieve this balance and help to comply with the legislation.

We will respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the General Data Protection Regulation and the Human Rights Act.

General Data Protection Regulation principles

To comply with the act, the nursery must observe the eight 'General Data Protection Regulation principles', ensuring that:

- Personal data shall be processed fairly and lawfully
- Personal data shall be obtained only for one or more specified and lawful purposes, and shall not be further processed in any manner incompatible with that purpose or those purposes.
- Personal data shall be adequate, relevant and not excessive in relation to the purpose or purposes for which they are processed.
- Personal data shall be accurate and, where necessary, kept up to date.
- Personal data processed for any purpose or purposes shall not be kept for longer than is necessary for that purpose or those purposes.
- Personal data shall be processed in accordance with the rights of data subjects under this Act.
- Appropriate technical and organisational measures shall be taken against unauthorised or unlawful processing of personal data and against accidental loss or destruction of, or damage to, personal data.
- Personal data shall not be transferred to a country or territory outside the European Economic Area unless that country or territory ensures an adequate level of protection for the rights and freedoms of data subjects in relation to the processing of personal data.

In practice, it means that the nursery must:

- have legitimate grounds for collecting and using the personal data;
- not use the data in ways that have unjustified adverse effects on the individuals concerned;
- be transparent about how they intend to use the data, and give individuals appropriate privacy notices when collecting their personal data;
- handle people's personal data only in ways they would reasonably expect; and
- make sure they do not do anything unlawful with the data

Personal data is information that relates to an identifiable living individual that is processed as data. Processing amounts to collecting, using, disclosing, retaining or disposing of information. The General Data Protection Regulation principles apply to all information held electronically or in structured paper files.

The principles also extend to educational records – the names of staff and children, dates of birth, addresses, national insurance numbers, school marks, medical information, SEN assessments and staff development reviews.

Sensitive personal data is information that relates to

- race and ethnicity,
- political opinions,
- religious beliefs,
- membership of trade unions,
- physical and mental health,
- sexuality
- criminal offences

What must the nursery do?

- We must notify the ICO (Information Commissioner's Office) that we are processing personal data.
- We have a nominated individual, the Nursery Manager – Samantha Hinds, as the 'Data Protection Controller'.
- The nursery has clear, practical policies and procedures on information governance for staff to follow, and needs to monitor their operation
These should include:
 - Staff Code of Conduct
 - Privacy notices for staff and parents/pupils
 - Record Retention Policy
 - Access and Storage Policy
- The nursery has completed an Information Audit (available in the nursery hallway, or on request)
- Staff and children's records must be kept in a lockable cabinet.
- No records are to be removed from the premises without management permission.
- Emergency contact phone numbers are stored on the nursery mobile. This must remain with a member of management at all times.
- Permission must be obtained from parents before children's records are shared with other settings or professionals, unless required in a child protection investigation.
- Any documentation which needs to be destroyed must be shredded. This includes all personal information and photographs.
- Information held on computer or memory sticks must be locked away when the setting is closed and should be password protected. Electronic devices should remain on the premises at all times. – This includes tablets used for learning journals. No tablets are to be removed from the premises at any time and must be put away into lockable storage at the end of each day.
- When a child leaves the setting all electronic data and photographs should be deleted.
- Documents which are required to be retained will be stored in the loft.
- Parent permission must be given in writing on the permissions form before photographic or video images can be taken for use in nursery displays,

learning journals, publicity materials, on the nursery facebook group or before digital images can be stored on devices such as memory sticks. Permission must also be obtained for parents of other children to include other children in any photographs or video recordings they may take of their own child under the supervision of nursery staff. This will usually only occur during nursery plays parties and celebrations.

Data Breaches – Under the General Data Protection Regulations it is a requirement that we record any breaches that occur with the data that we hold. This is divided into two types of breaches:

- Minor which needs to be recorded, monitored and the subject informed.
- Major which have to be reported to the ICO within 72 hours of becoming aware that a breach has happen as well as the subject being informed. This breach will risk the rights and freedom of an individual.

Individual Rights

The General Data Protection Regulation includes the following rights for individuals:

- the right to be informed;
- the right of access;
- the right to rectification;
- the right to erasure;
- the right to restrict processing;
- the right to data portability;
- the right to object; and
- the right not to be subject to automated decision-making including profiling.

The General Data Protection Regulation entitles an individual the right to request the personal information a nursery holds on their behalf – this is known as a Subject Access Request (SAR) and includes all and any information held by the nursery, not just that information held on central files or electronically, so it could also include correspondence or notes held by others in the nursery.

- SARs must be responded to within 1 month of receipt.
- The SAR should be made in writing by the individual making the request.
- The nursery can refuse or charge for requests that are manifestly unfounded or excessive
- Parents can make SARs on behalf of their children if the children are deemed to be too young or they have consented to their parents doing so on their behalf.

Staff Responsibilities

Staff need to know and understand:

- How to manage, keep and dispose of data
- The nursery's procedures in relation to children's records, email, social media, taking photos in the nursery, mobile technology and the nursery website
- When they are allowed to share information with others and how to make sure it is kept secure when shared.

Related forms and guidance:

- Privacy Notices
- Information Audit

Internal use only

Reviewed on	16/5/23
Reviewed by	Samantha Hinds
Date disseminated to staff (if applicable)	

Use of dummies in nursery

At Daisy Chain Day Nursery 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
- 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 separately and hygienically 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:

- 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).

Internal use only

Reviewed on	16/5/23
Reviewed by	Samantha Hinds
Date disseminated to staff (if applicable)	N/A

Equal Opportunities Policy

At Daisy Chain Day Nursery we ensure that we remain unbiased and anti-discriminatory in our practice to ensure that every child is included and that *“all children irrespective of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability should have the opportunity to experience a challenging and enjoyable programme of learning and development”* (The Early Years Foundation Stage Statutory Framework 2008).

We promote equal opportunities by:

- Ensuring staff have full awareness of our policies in regards to equal opportunities through induction and training. On-going training re-enforces this.
- Ensuring anti discriminatory practice is dealt with immediately and effectively.
- Training staff to value and promote diversity and to be positive role models.
- Ensuring that in everyday practice all children are catered for equally and that each child has a genuine opportunity to participate.
- Actively recruiting staff from both sexes and with different cultural and lingual backgrounds.
- Ensuring a diverse provision of activities and celebrating events from all cultures.
- Promoting and valuing diversity and differences through resources such as posters, jigsaws, books, role play and small world toys. In addition providing activities which are non-stereotypical and ensuring that all children are encouraged and given the opportunity to participate regardless of gender, race, ability or culture.
- Encouraging children to value and respect others and diversity, creating an environment of mutual respect.

We strive to continually monitor, review and evaluate the effectiveness of our practice to ensure the provision of inclusive care and education at all times.

Internal use only

Reviewed on	16/5/23
Reviewed by	Samantha Hinds
Date disseminated to staff (if applicable)	N/A

Food and Drink Policy

The nursery provides each child with high quality food which is balanced and nutritious. The nursery employs a cook who is trained to Level 2 in Food Safety and meets the guidelines and requirements of the 'Safer Food Better Business' training. The nursery has a two week menu which is reviewed quarterly and as and when required. The menu is displayed in each room and consists of a morning snack, a hot cooked lunch, an afternoon snack, and an evening meal. In addition the children are provided with breakfast which is a choice of cereals. The meals provided are monitored to ensure that they include a sensible proportion of fruit and vegetables and a limited quantity of salt, sugar, fat and additives.

Drinking water is available to all children throughout the day. Drinking water is provided at lunchtime and for each snack children are offered a choice of water or milk. The guidelines from the NHS state that:

Squashes, flavored milk, fruit drinks and sugary fizzy drinks are not suitable for young babies. These drinks contain sugar and can cause tooth decay even when diluted. For older babies and toddlers, these drinks can lead to poor appetite, limited weight gain and, in toddlers, diarrhea. Even drinks that have artificial sweeteners can encourage children to develop a sweet tooth. If you want to give your child squashes, flavored milk and juice drinks, keep them for mealtimes, make sure they're well diluted and always give them in a feeder cup rather than a bottle. Diet or reduced-sugar drinks aren't recommended for babies and toddlers. If you do give your child concentrated drinks containing saccharin (a type of sweetener), dilute them well (at least 10 parts water to one part sweetened drink).

Source: <http://www.nhs.uk/Conditions/pregnancy-and-baby/pages/drinks-and-cups-children.aspx>

As such, parents are discouraged from bringing drinks into the nursery. If parents do require their child to drink liquids other than milk or water then written permission will be expected.

Packed Lunch

For children who are using their government funded hours there is an option to bring a packed lunch instead of paying for the additional meal charges (please see the payment policy for more information) These must be approved by the Nursery Manager or Nursery Deputy Manager to ensure they comply with our Food and Drink policy and all the relevant risk assessments, including those relating to allergies and choking.

When we do not provide cooked meals and children bring packed lunches we:

- Ensure perishable contents of packed lunches are refrigerated;

- Encourage parents to provide sandwiches with a healthy filling, fruit, and milk based deserts such as yoghurt.

- We discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. We discourage sweet drinks and can provide children with water if required. We reserve the right to return this food to the parent as a last resort.

We also ask that parents stick to our guidelines of allergies and ensure that no nuts are present in the children's foods i.e. peanut butter in sandwiches or bringing a pack of peanuts. This is a strict policy we must follow.

Allergies and Dietary Requirements

It is important that the nursery remain informed at all times of each individual child's dietary requirements and food allergies and that this is fully communicated to all the members of the nursery team. To ensure this, the following procedures must be followed:

- A registration form must be completed by the parents of any child new to the setting, highlighting any food which the child is not allowed due to allergies or for religious reasons. Parents are reminded regularly to ensure that the registration details are correct. If the child has any food allergies or dietary needs parents are asked to complete an individual menu plan highlighting any food which their child is not allowed, or which must be substituted. Parents are requested to inform us if this changes.
- Before a child starts at the nursery a minimum of two familiarisation visits take place. During these visits the child's keyperson discusses all dietary needs and records this on a visit form. This information is then cascaded to all staff and management. The nursery cook is informed.
- Baby room parents are issued with a 'feeding and weaning diary.' This highlights the child's current stage of weaning and a copy of the nursery menu. (see below)
- For all Toddler and Pre-School children a dinner mat is created which highlights dietary needs.
- When children change room a transition meeting takes place between the current and the new keyperson and the parents. Dietary needs are checked and discussed.
- All practitioners strive to maintain a positive partnership with all parents completing daily handovers and ensuring parents have the opportunity to discuss any changes in their child's dietary needs.

On 13 December 2014, new legislation (the EU Food Information for Consumers Regulation No. 1169/2011) came into force which requires food businesses to provide allergy information on food sold unpackaged. Therefore, the setting has a document which includes each food/meal on the current menu, what ingredients are included in the food/meal, and which allergen food it may contain. The folder is kept on the nursery computer, however can be accessed at any time, or forwarded to any parent who would like a copy. This folder is updated each time the menu is changed.

Weaning Procedures

When a child starts in the baby room a 'feeding and weaning diary' is issued. This includes current details of the child's current feeds and dietary needs and a copy of the current menu for either weaning or solids. The appropriate menu is then highlighted with all food which the child is able to have. The parent signs and dates the menu each time changes occur. A weaning risk assessment has been completed and is kept in the risk assessment document. No foods will be given to a child unless the parent has given permission.

Preparing bottles and feeds

This policy and procedure are written based on advice from the Food Standards Agency and the Department of Health. For full details of their guidelines please see the Baby Room notice board.

Ready to use liquid feeds are sterile and are the safest option. However, they may not suit all parents and for powdered feeds it is recommended that parents bring **pre-measured** milk powder and pre-measure boiled water in a thermos flask. These will be stored until required and feeds will be made up fresh for each feed when the following procedure must be followed:

Making up bottles from pre-measured powder and water

- Prior to preparing the feed wash your hands using antibacterial soap and ensure that the surface is clean and dry.
- Pour the water into the sterile bottle. Take care as the water will be hot.
- Add the exact amount of formula to the water as pre-measured by the parent.
- Re-assemble the bottle.
- Shake the bottle well to mix the contents.
- Cool the bottle quickly to feeding temperature by holding under a running tap or placing in a container of cool water.
- Check the temperature by shaking a few drops onto the inside of your wrist – it should feel lukewarm not hot.
- Discard any feed which has not been used within two hours. All left-over feed should be discarded and never saved for later.

Making up bottles from pre-prepared bottles

It is the length of time for which reconstituted formula is stored that increases the risk of bacteria growth. It is therefore recommended that parents make up bottles as near to dropping of at nursery as possible i.e. on the morning rather than the night before. It is recommended that pre-prepared bottles are used within 4 hours.

When bottles are brought into nursery, they should be stored immediately in the fridge below 5°C. Prepared bottles are best kept in the back of the fridge and not in the fridge door. When required the following procedure applies:

Re-warm by placing in a container of hot water or by using the bottle warmer, as follows:

- Remove the milk bottle from the fridge just before needed and place it into the bottle warmer. Fill the warmer to approximately 10mm below the rim of the warmer. Never let the water overflow or rise above the neck of the bottle. For larger bottles, fill to 12mm below the rim of the warmer. Ensure warmer is switched to '0' and then plug the warmer in. Turn the dial to '3'. When the amber light goes off set the timer according to the size of the bottle:
- **150ml / 5oz = 5 minutes**
- **260ml / 9oz = 9 minutes**
- **340ml / 12oz = 15 minutes**
- Under no circumstances should the milk be reheated in a microwave.
- Once the bottle is heated, take care when removing the bottle as the surrounding water will be hot.
- Cool the bottle quickly to feeding temperature by holding under a running tap or placing in a container of cool water.
- Check the temperature by shaking a few drops onto the inside of your wrist – it should feel lukewarm not hot.
- Discard any feed which has not been used within two hours. All left-over feed should be discarded and never saved for later.
- Never leave a feed warming for more than 15 minutes.

If parents prefer to bring pre-measured powder and pre-measured 'cooled' water the water must be previously boiled and will be re-heated according to the guidelines above before adding the powder as per above.

Each baby room parent will be given a copy of this policy and a letter and a form by which to indicate how they will provide their child's milk (see forms and guidance at the end of this document).

Breast milk

Breast milk should be brought in on the day it is required and kept refrigerated before use. Milk from the fridge can be warmed by placing the bottle into a container of water for a few minutes. Once it has been warmed to room temperature it should be used immediately or thrown away. Under no circumstances should breast milk be warmed in a microwave. All unused breast milk should be returned to the parent at the end of the day.

If breast milk is brought in frozen it should be defrosted by placing it in the fridge several hours prior to use. If it is needed quickly it can be defrosted by running the bottle under cool then warm water. It should then be use immediately or thrown away. It must never be refrozen.

Internal use only

Reviewed on	16/5/23
Reviewed by	Samantha Hinds

Date disseminated to staff (if applicable)	N/A
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Home Visit Policy

Childhood experiences lay the foundations for later life. Parenting has a critical impact on children's emotional, behavioural and educational development, and their health and well-being. Daisy Chain Day Nursery works in partnership with parents to ensure positive outcomes for children and the first step in this partnership is to home visit every family prior to the child coming to nursery. Home visiting helps to build positive and valuable relationships with children and their families. A family may feel more confident and more relaxed in their home environment.

A member of the management team along with the child's allocated key person will carry out these visits. All staff members will wear work uniform, and will carry the nursery mobile phone on them. The practitioners will phone the nursery after the hour has concluded to let a member of staff know the visit has finished. If visits are out of work hours another selected member of the management team will be contacted when the visit has finished.

A period of one hour will be allocated to each visit. Within the visit the practitioners will bring necessary paper work, and an activity to interact with the child, such as a story sack for example.

All staff will:

- Be non-judgemental.
- Consider that we all have different standards and values.
- Respect and value parents' opinions and judgements.
- Give parents ownership over how to educate their child.

Internal use only

Reviewed on	16/5/23
Reviewed by	Samantha Hinds
Date disseminated to staff (if applicable)	N/A

Mobile Phone, Electronic Device Use and Social Networking Policy

This policy refers to all electronic devices able to take pictures, record videos, send or receive calls and messages. This includes cameras, mobile telephones, tablets and any recording devices including smartwatches. More and more devices are technically, capable of connecting us to the outside world. We will adapt the policy to include all devices we deem required to safeguard children.

Mobile phones and other devices that accept calls, messages and video calling

At Daisy Chain 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 and smartwatches during working hours. We use a mobile phone supplied by the nursery to provide a means of contact in certain circumstances, such as outings. This mobile phone does not have a camera installed in it.

This policy should be used in conjunction with our online safety policy to ensure children are kept safe when using the nursery devices online

Staff must adhere to the following:

- Mobile phones/smartwatches are either turned off or on silent and not accessed during your working hours
- Mobile phones/smartwatches can only be used on a designated break and then this must be away from the children
- Mobile phones/smartwatches should be stored safely in staff drawers in the kitchen, or in their bags in the office at all times during the hours of your working day
- Fitbits/smart watches can be worn, however please turn off phone call and message notifications.
- The use of nursery devices, such as tablets, must only be used for nursery purposes
- The nursery devices will not have any social media or messaging apps on them
- Any apps downloaded onto nursery devices must be done only by management. This will ensure only age appropriate and safe apps will be accessible to staff or children using them
- Passwords / passcodes for nursery devices must not be shared or written down
- During outings, staff will use mobile phones belonging to the nursery wherever possible. Photographs must not be taken of the children on

any personal phones or any other personal information storage device. 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. If a device is needed to be taken home due to unforeseen circumstances, then the person taking this device home must ensure it is securely stored and not accessed by another other individual and returned to nursery as soon as practically possible

Parents' and visitors' use of mobile phones and smartwatches

Parents and visitors are kindly asked to refrain from using their mobile telephones whilst in the nursery or when collecting or dropping off their children.

If you are found to be using your phone inside the nursery premises you will be asked to finish the call or take the call outside.

We do this to ensure all children are safeguarded and the time for dropping off and picking up is a quality handover opportunity where we can share details about your child.

Visitors are requested to leave their mobile phones or smart watches in the safety of the office.

Photographs and videos

At Daisy Chain Nursery we recognise that photographs and video recordings play a part in the life of the nursery. We ensure that any photographs or recordings taken of children in our nursery are only done with prior written permission from each child's parent and only share photos with parents in a secure manner. We obtain this when each child is registered, and we update it on a regular basis to ensure that this permission still stands.

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 our nursery closed Facebook group. We ensure that parents 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 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.

Staff are not permitted to take any photographs or recordings of a child on their own information storage devices e.g. cameras, mobiles, tablets or smartwatches and may only use those provided by the nursery. The nursery manager will monitor all photographs and recordings to ensure that the parents' wishes are met and children are safeguarded.

Photographs or videos recorded on nursery mobile devices will be transferred to the correct storage device to ensure no images are left on these mobile devices.

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

During special events, e.g. Christmas or leaving parties, staff will take photos of the children during the events and will post the photographs of the day on our closed Facebook group for parents to view (depending on the children's individual permissions) This will ensure all photographs taken are in line with parental choice.

We understand that parents would like to take photos of their children during the Christmas Play. Therefore, prior to the play we will gain permission from all parents, and if all permission is granted from all parents then parents will be able to take photos of their children during the play only.

We ask that photos posted on our closed Facebook group are not re-posted on social media sites if they include any other children apart from your own.

Applicable for settings using Online Learning Journals only

At Daisy Chain Nursery we use tablets in the rooms to take photos of the children and record these directly on to their electronic learning journeys. We ensure that these devices are used for this purpose only and do not install applications such as social media or messaging sites on to these devices. We also do routine checks to ensure that emails and text messages (where applicable) have not been sent from these devices and remind staff of the whistleblowing policy if they observe staff not following these safeguarding procedures.

Social Networking Sites

It is important that the nursery retains confidentiality and professional at all times, this includes communication with parents outside of the nursery environment. Advice from the Early Years and Childcare Team states that practitioners:

'must not share any information verbally, in writing or electronically that relates to another individual within the nursery unless explicit consent has been obtained' and to ensure that 'any information shared on web-based systems...projects a professional image to members of the public.'

Practitioners and students are therefore strongly discouraged from accepting / requesting parents as friends on social networking sites, and from babysitting for parents within the nursery. This is to ensure that high standards of confidentiality and professionalism are maintained.

The nursery has a Facebook group site where both practitioners and parents join. This group is for members of the management team to post documents

such as the newsletters, photos of the children at activities during their day at nursery (if permission from parents is previously given) and reminders on upcoming events. Parents can also write posts and comments on the site. The management team are named admin's of the group. Admins are the only people with access to post on the site and accept any comments the parents may write before it is posted for everybody on the group to view.

Other Relevant Policies:

- Tapestry Online Learning Journal Policy
- Safeguarding Policy
- Data Protection Policy
- Staff code of conduct Policy

Relevant forms and guidance:

- Image consent Form
- Permission Form
- Tapestry agreement form
- Tapestry introductory letter
- Parent's guide to Tapestry (Computer, iOS and Android)

Internal use only

Reviewed on	16/5/23
Reviewed by	Samantha Hinds
Date disseminated to staff (if applicable)	

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.
- Ensure management monitor all internet activities in the setting
- Putting all nursery devices at the end of the day in a safe and secure place.
- 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
- 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’
- Provide training for staff who need this to keep children safe online.

- 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.

Internal use only

Reviewed on	16/5/23
Reviewed by	Samantha Hinds
Date disseminated to staff (if applicable)	N/A

Promoting Positive Behaviour

At Daisy Chain Nursery we believe that children flourish best when they know how they and others are expected to behave. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. The nursery actively promotes British values and encourages and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, other people and their surroundings.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the nursery we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both in their own environment and that of others around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

We aim to:

- Recognise the individuality of all our children and that some behaviours are normal in young children e.g. biting
- Encourage self-discipline, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all staff act as positive role models for children
- Encourage parents and other visitors to be positive role models and challenge any undesired behaviour shown
- Work in partnership with parents by communicating openly
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
- Promote non-violence and encourage children to deal with conflict peacefully
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate
- Supporting and developing self-regulation and empathy as appropriate to stage of development
- Have a named person who has overall responsibility for behaviour management.

The named person (Tanya Goodliffe) for managing behaviour will:

- Advise and support other staff on behaviour concerns
- Along with each room leader will keep up to date with legislation and research relating to behaviour

- Support changes to policies and procedures in the nursery
- Access relevant sources of expertise where required and act as a central information source for all involved
- Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. Keep a record of staff attendance at this training.

Our nursery rules are concerned with safety, care and respect for each other. We keep the rules to a minimum and ensure that these are age and stage appropriate. We regularly involve children in the process of setting rules to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.

Children who behave inappropriately, for example, by physically abusing another child or adult e.g. biting, or through verbal bullying, are helped to talk through their actions and apologise where appropriate. We make sure that the child who has been upset is comforted and the adult will confirm that the other child's behaviour is not acceptable. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child.

When children behave in unacceptable ways:

- We never use or threaten to use physical punishment/corporal punishment such as smacking or shaking
- We only use physical intervention for the purpose of averting immediate danger or personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable
- We recognise that there may be times where children may have regular occasions where they lose control and may need individual techniques to restrain them. This will only be carried out by staff who have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training and only with a signed agreement from parents on when to use it. We will complete an incident form following any restraints used and notify the parents
- We do not single out children or humiliate them in any way. Where children use unacceptable behaviour they will, wherever possible, be re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity
- Staff will not raise their voices (other than to keep children safe)
- In any case of misbehaviour, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- We decide how to handle a particular type of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk

and think about what he/she has done. All staff support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate

- We help staff to reflect on their own responses towards behaviours that challenge to ensure that their reactions are appropriate
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with behaviour that challenges in nursery at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between their home and the nursery. In some cases we may request additional advice and support from other professionals, such as an educational psychologist
- We support children in developing non-aggressive strategies to enable them to express their feelings
- We keep confidential records on any behaviour that challenges that has taken place. We inform parents and ask them to read and sign any incidents concerning their child
- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs
- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour modification plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The manager will complete risk assessments identifying any potential triggers or warning signs ensuring other children's and staff's safety at all times. In these instances we may remove a child from an area until they have calmed down.

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 behaviour that challenges:

- 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 channelled 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.

Reviewed on	16/5/23
Reviewed by	Samantha Hinds
Date disseminated to staff (if applicable)	N/A

Policy and Procedure For A Parent Failing to Collect A Child

We ask all parents to respect the closing times of the nursery and allow sufficient time for staff to hand over the details of their child's day.

If a child in our care has not been collected by 13.20 hours for the morning session or 18.20 hours for the afternoon or full day session, the person in charge would endeavour to contact the parent on all contact numbers. If contact cannot be made then the named contacts (friends and relatives) submitted by the parents will be contacted.

If all efforts to contact parents and their named contacts has been exhausted by 19.00 hours the person in charge will contact Social Services emergency out of hours services on 01733 234724.

The child will be kept occupied and be reassured at all times. Two members of staff, one of whom must be qualified level 3 and hold a current first aid certificate, will remain on the premises until the child has been collected

Reviewed on	16/5/23
Reviewed by	Samantha Hinds
Date disseminated to staff (if applicable)	N/A

Parental Partnerships Policy

Building a good relationship with the parents of the nursery is paramount to the process of settling and developing your child within a nursery environment. We are committed to developing this relationship as a method of building up knowledge of each child in order that we can best meet each individual child's needs. We have many procedures which are designed to build the bridges and develop the relationship between home and nursery. These are as follows:

- **Open Door policy** – the Nursery Manager or Deputy Manager are available at all times if a parent has any concerns or questions. If a parents wish to arrange a meeting with a member of the management team or their child's keyperson this can be arranged at a mutually convenient time.
- **Newsletters** – parents will receive a monthly newsletter by email. This is also available as a paper copy if requested. This details all current activities, staff news and training and up coming events within the nursery.
- **Parent's evenings** – twice a year parents are invited into the nursery to discuss their child's progress in a one-to-one meeting with the keyperson outside the nursery hours. A crèche is provided to support parents to attend without their child if preferred.
- **Key person system** – whilst at nursery each child is assigned a member of staff as their key person. This practitioner builds a relationship with the child and the parents, helping to settle the child into the nursery and monitoring the child's progress whilst at nursery.
- **Settling in / transitional meetings** – when a child first joins the nursery a meeting is arranged between the parents and the keyperson. This provides an opportunity for the child to familiarise themselves with the nursery and for the parents and practitioner to meet and discuss nursery routines, and the child's current interests and development needs. Similarly, when a child moves onto a different room within the nursery a meeting is arranged between the new key person and the parents to enable the parents to be informed about the new room, routines and activities. This is also an opportunity for the new keyperson to meet the parent and discuss the child's current interests and development needs.
- **Parent's handbook** – this document is given to every new parent to the nursery alongside the appropriate room handbook and introduces the parent to the nursery. The handbook explains the curriculum and the main policies and procedures of the nursery which will be of interest to parents. Also included is a brief introduction from the management team.
- **Room handbooks** – these are given to parents when a child joins a particular room. The handbooks inform parents of the routines in the room, any information which parents may need to know such as the current menu and a brief introduction from the staff themselves in the room.

- **Handover's** – each room uploads a handover onto each child's Tapestry journal at the end of their day. Mealtimes, sleep times, and toileting are documented. A keyperson also hands over verbally to every parent at the end of each day, giving important information about his or her child's day and the activities they have been involved in.
- **Communication with parents throughout the day** - It can be very daunting for parents when they first leave their child in nursery and we encourage them to phone as often as they need to. If for any reason there is concern about a child's well-being during the day, every effort will be made to contact the parent and to keep them informed of their child's welfare.
- **Parent's participation sessions** - We actively encourage parents to spend time within the child's room base and get involved with activities. Parents are welcome to visit at any time without prior appointment, although if they wish to spend a session or a day here it is helpful to arrange this in advance. We also arrange events such as fathers story week and mum's drop in day which actively encourage parents to visit the setting and spend time in their child's room.
- **Annual events** – We arrange many annual events which we encourage parents to participate in. These include the nursery play at Christmas, and the annual Christmas party. We also organise Nursery trips to attractions like Sacrewell farm and hold fundraising events such as sponsored walks that are open to all parents to join.
- **Ofsted report** – A summary of this is made available to all parents following an inspection with the details of how to access the full report on line. A copy of the report is displayed in the front entrance.
- **Facebook group** – all parents are invited to join the nursery facebook group. This is a closed group which is only accessible to current parents and staff of the nursery. The nursery posts event information and updates and parents are invited to comment and ask questions on the page which is update regularly by a member of the nursery management team.
- **WhatsApp group** – all parents are invited to join our nursery business WhatsApp group. This group is for updates from the nursery. Parents aren't permitted to comment on the group.
- **Online Learning Journals** – All parents have access to their child's online learning journals through the system 'Tapestry'. All parents are able to upload photos and add observations from home.

We aim to develop and support partnerships with all parents and stress that this relationship is individual to each family. If parents require additional meetings, home-to-nursery diaries or any other method of communication which they feel will support their relationship with the nursery and hence the development of their child, we are happy to support this on an individual needs basis.

Parents are requested to keep us informed of any changes to personal information such as address or contact details and inform us if there are any changes to personal circumstances such as bereavement,

separations or illness which they feel may effect or impact upon their child's emotional well being.

Internal use only

Reviewed on	16/05/23
Reviewed by	Samantha Hinds
Date disseminated to staff (if applicable)	N/A

Payment policy

Fee Payment

All parents / carers are required to pay a refundable deposit of one week's fees refunded from the first bill.

Bills will be issued on or before 10th of each month for the following month. All monthly fees are payable in advance, on or before the first of each month. All weekly fees are payable on the first Monday of each week, unless a prior arrangement has been made.

All fees should be paid in cash, cheque, standing order, direct debit, vouchers or internet transfer. Cheques are to be made payable to 'Daisy Chain Day Nursery'. We accept all child care vouchers.

All payments by cash, card or cheque must be made directly to a member of the management team. All card payments will be issued with a card receipt and all cash or cheque payments will be issued with a cash receipt. The nursery does not accept any responsibility for payments made without a receipt.

The fees are set at differential rates for 0-2 years, and 2-5 years in order to reflect variation in the costs of providing care for these different age groups. Fees decrease at the age of two years old. This will take effect from the first day of the month following their birthday.

A discount of 10% off the fees of the cheapest child is available when two children from the same family are attending the nursery at the same time on a full time or a part time basis.

Fees will not be refunded in the event of cancellation, holidays or sickness for any parts of the week that your child may be absent as staffing and running costs still have to be met. Sessions and days are not interchangeable.

Late payments

Parents/carers who fail to pay their fees on time will be issued with a letter requesting a meeting with the Manager for the purpose of arranging prompt payment of fee or discussing possible temporary suspension of services until the fees can be paid.

The Nursery reserves the right to terminate the contract with the parents/carers with one week's notice where the fees are not paid in line with any agreement reached after the first meeting with the Manager or any other person in charge. The Nursery reserves the right to offer vacant places to other parents/ carers on the waiting list.

Arrears in excess of one month may result in your child's place being offered to another child on the waiting list unless there are exceptional circumstances which have previously been discussed with the Nursery Manager. **The nursery reserves the right to refuse admission to any child whose fees are in arrears of one month or more.**

Failure to pay fees on time will result in the Nursery charging an additional 'Late payment fee' at £10.00 per week.

Where cheques are returned as unpaid by parents/carers bank, an administrative charge of £20.00 will be levied in addition to the full outstanding fee.

Late collection fees

A surcharge of £15.00 will be levied if children are collected outside the nursery hours between 6.00pm - 6.30pm and £15.00 for each fifteen minutes thereafter. The Nursery reserves the right to waive this charge in exceptional circumstances. Where a child is frequently picked up after the closing hour of the service (i.e. by frequent we mean at least three times in a month) the Nursery reserves the right to terminate the contract giving four weeks' notice providing all outstanding fees are paid in line with this Policy (including any charges for late picking up) Where fees remain outstanding, the Nursery reserves the right to terminate the contact with one week's notice.

A surcharge of £5 will be added to your invoice if children are continuously dropped off early or picked up late (i.e. by continuously we mean at least three times in a month.)

Notice period

If a child has to leave in exceptional circumstances, four weeks written notice must be given to the manager or four weeks fees in lieu of such notice.

If parents/carers leave the service without providing proper termination notice and / or with an outstanding fee, the Nursery will contact you immediately to make immediate payment. Failure to pay the fee in this circumstance your account will be forwarded to a debt recovery agent or pursue the matter through the Court. In such cases, a further 25% of the outstanding fee will be included on to your Account.

Fee review

Fees are set to reflect the cost of the service provided and the right is reserved to review them periodically. One months' notice will be provided prior to increase in fees. The new fees will be subject to the policy stated in this document. An annual fee review takes place each April.

Useful information:

Tax Free Childcare

Parents will be able to open a new childcare account. For every £8 a parent pays into their childcare account, the government will pay in an extra £2. Parents can get up to £2000 government support per child per year towards their childcare costs - that's up to £500 every 3 months. If they have a disabled child, they can receive up to £4000 per child – a total of £1000 every 3 months. They can then use this money to pay their childcare provider. For more information please see: <https://childcare-support.tax.service.gov.uk/par/app/eligibility>

Tax Credits

Tax credits are provided by the Government to help Parents and carers with the cost of childcare.

The amount available through tax credits is dependent on individual circumstances.

www.hmrc.gov.uk

www.taxcredits.inlandrevenue.gov.uk

Help line: 0845 3003900

The nursery has a duty to inform HMRC if tax credits for child care are not being used to pay the child's fees. This will only be implemented when parents fail to make arrangements to settle any outstanding fees to the nursery when your child leaves or is still attending.

Government Funding for 2-year olds

If you have a 2-year old child you may be able eligible for 2-year funding. Listed below are the options for children who may be able to receive the 2-year funding:

Option 1

Parent/carers of two-year-old children who receive one of the following benefits can apply online or download the application form at the bottom of this page.

- income support
- income based Job Seekers Allowance
- income related Employment Support Allowance
- support under part VI of the Immigration and Asylum Act 1999
- the guarantee element of Pension Credit

- child tax credit - provided annual income assessed by HMRC does not exceed £16,190
- working tax credit - provided annual income assessment by HMRC does not exceed £16,190
- working tax credit “run-on” – the payment someone may receive for a further 4 weeks after they stop qualifying for working tax credit.
- Universal Credit - if you (and your partner, if applicable) are on a low income from work this usually means a combined income of less than £15,400 a year after tax.

Option 2

Two-year-old children will qualify if:

- they are in receipt of Disability Living Allowance (please provide a recent copy of the letter showing the benefit to support the application);
- they have left care through special guardianship, adoption or child arrangement order;
- they are a child of Zambrano carers;
- the family has no recourse to public funds with a right to remain in the UK on grounds of private/family life under Article 8 of the European Convention on Human Rights;
- they are a subset of failed asylum seekers (supported under section 4 of the Immigration and Asylum Act 1999).

To apply, download, complete and return the application form at the bottom of this page. Additional information may be requested to support your application.

The table below shows when your child could be eligible subject to the above criteria.

Option 3

Only a third party professional such as a social worker, health professional or practitioner can make a referral for a child under the following eligibility criteria.

- Children who have a current statement of Special Educational Needs (SEN) or an Education, Health and Care Plan;
- Children looked after by the local authority.

If you're eligible the free early education and childcare:

- must be with an [approved childcare provider](#)
- starts from the term after your child's 2nd birthday

Contact your childcare provider or [local council](#) to find out more.

Government Funding for 3 and 4 year olds

All 3 and 4-year-olds in England get 15 hours a week (term time only), or 11 hours a week (all year round), or 570 hours a year of free early education. If their parents are living and working in England, 3 and 4-year-olds may be entitled to 30 hours (term time only) or 22 hours (all year round) funded childcare. An extra 570 hours of free childcare a year, so 1140 hours in total. For more information please see: <https://childcare-support.tax.service.gov.uk/par/app/extendedentitlement>

Additional Meal Charges:

When a child receives the government funding for 3 and 4 year olds there is an additional charge for their meals during the session. If you do not wish for your child to take up the meals provided with the additional charges, then you have the choice to bring a suitable packed lunch/tea for your child. These must be approved by the Nursery Manager or Nursery Deputy Manager to ensure they comply with our Food and Drink policy and all the relevant risk assessments, including those relating to allergies and choking.

Below is a list of the charges that would come into effect:

Funded Place and Hours	Free
Morning snacks and Lunch	£4.50 per day
Afternoon snacks and tea	£3.00 per day
All Meals (snacks, lunch and tea)	£6.50 per day

Please note that these meal charges reflect the quality of the home cooked meals provided at Daisy Chain.

Reviewed on	16/05/23
Reviewed by	Samantha Hinds
Date disseminated to staff (if applicable)	N/A

Record Retention Policy

This policy is subject to the laws relating to data protection and document retention.

We are required under legislation to keep certain records about children, parents and also staff members. Due to this legislation we are required to keep this information for a set amount of time.

Below is a brief overview of the information we keep and for how long. This policy should be used in conjunction with the Access and Storage of Information policy, the Data Protection and Confidentiality policy and the Privacy Notice.

Children's records - A reasonable period of time after children have left the provision. We will keep these records for 6 years.

Records relating to individual children e.g. care plans, speech and language referral forms – We will pass these on to the child's next school or setting following our Local Authority's protocols for transition and sharing of sensitive records. We will then dispose of these documents once the child has left the setting.

Accidents and pre-existing injuries - If relevant to child protection we will keep these ~~until the child reaches~~for 25 years ~~old~~.

Medication forms – 25 years

Safeguarding Records and Cause for Concern forms – We will keep ~~until the child has reached~~these for 25 years ~~old~~.

Records of any reportable death, injury, disease or dangerous occurrence (for children) - As these incidents could result in potential negligence claims, or evolve into a more serious health condition, we keep records until the child reaches the age of 21 years and 3 months.

Records of any reportable death, injury, disease or dangerous occurrence (for staff) – 3 years

Type of accidents include fractures, broken limbs, serious head injuries or where the child is hospitalised.

Observation, planning and assessment records of children - We keep our planning filed since the last inspection date so there is a paperwork trail if the inspector needs to see it.

Information and assessments about individual children is either given to parents when the child leaves or to the next setting/school that the child moves to (with parents' permission).

Personnel files and training records (including disciplinary records and working time records) – 7 years

Child Registers – 7 years

Funding Forms – 7 years

Visitors/signing in book – Up to 24 years as part of the child protection trail.

This policy will be reviewed annually and amended according to any change in law/legislation.

Related forms and guidance:

- Privacy Notices
- Information Audit

Internal use only

Reviewed on	16/05/23
Reviewed by	Samantha Hinds
Date disseminated to staff (if applicable)	

Safeguarding Children Policy

Objectives

We are committed to protecting the children in our care from abuse and harm. We will respond promptly and appropriately to all incidents or concerns of abuse that may occur and work with statutory agencies in accordance with the procedures that are set down in 'Working Together to Safeguard Children' (DFE, 2015) and 'What to do if you are worried a child is being abused' (DFE, 2015). We promote all practitioner, student and volunteer's awareness of child abuse issues through training and we empower children by promoting their right to be listened to.

We recognise that:

The welfare of the child is paramount.

All children regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity have the right to equal protection from all types of harm or abuse.

Working in partnership with children, young people, their parents, carers and their agencies is essential in promoting young people's welfare.

We seek to safeguard young children by:

- Valuing, listening and respecting them.
- Assigning a designated member of staff (Designated Lead Practitioner) who advises on child protection issues – Samantha Hinds.
- Providing adequate and appropriate staffing resources to meet the needs of the children.
- Ensuring that all staff adhere to the staff code of conduct policy in particular in regards to the use of personal mobile phones and photographic equipment which are not to be stored or used within rooms. (Use of personal mobile phones and photographic equipment is strictly limited to the office and staff room).
- Ensuring staff are trained and supported to be aware of and able to identify, signs and symptoms associated with child abuse and if noted or suspected are aware of the correct action to take.
- Sharing information about concerns with agencies who need to know and involving parents and children appropriately.
- Abiding by Ofsted requirements in respect to obtaining references and Disclosure Barring Service checks for staff to ensure that no unsuitable person is employed. Any new employee or student that does not have

DBS clearance will be supervised by a member of staff at all times.

- Abiding by the Protection of Children Act requirements in respect of any person who is dismissed from our employment or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern, by informing the Department of Health.

Visitors

- We have security measures in place to control who enters the building. Staff and parents are made aware of these procedures and should not admit any unauthorised person.
- Parents must inform the nursery in advance if a friend or relative is to collect their child. We will then request a photograph or detailed description of the person and issue a password.
- All visitors to the setting must sign in and out of the visitors' book, recording date, time and purpose of visit. Visitors including parents will not be given unsupervised access to children.

Procedure for Responding to Suspicions of Abuse or Disclosures

- Staff should be aware of any changes in appearance or behaviour that could be an indicator of physical, sexual or emotional abuse. Abuse may also be demonstrated through the things a child says (direct or indirect disclosure). If an injury is apparent the staff member may ask the child about it in a brief and open-ended way for example 'That looks like a nasty bruise, can you remember how you got it?'
- Where a child makes a disclosure to a member of staff, that member of staff:
 - offers reassurance to the child;
 - listens to the child but does not question the child.
- Staff must inform the person in charge immediately of any suspicions that they have or of any disclosures.
- The member of staff will be asked to record and date the details of their concern.
- The person in charge will consult the nursery's designated child protection officer, the registered person and if appropriate other carers such as the child's key worker.
- Staff must maintain confidentiality and take care not to influence the outcome either through the way they speak to children or by asking

questions.

Recording suspicions of abuse and disclosures

The following information is recorded:

- the child's name;
- the date and time of the observation or the disclosure;
- an objective record of the observation or disclosure;
- the exact words spoken by the child as far as possible;
- the names of any other person present at the time.

These records are signed, dated and kept in a confidential file.

If you are concerned that a child is at immediate risk of harm:

The person in charge will contact the local authority's specialist safeguarding customer service team (tel. 01733 864180) and inform Ofsted. The Customer Service Centre will ask for the child's name and address, this enables them to check if the child or children already have a social worker or a team manager. If the child does not have a social worker, they will ask for:

- All the details known to the nursery about the child including ethnicity, language spoken whether the child has any specific learning needs/disabilities
- Family composition including siblings including their names/dates of birth/schools attended
- The nature of the concern and your view of the immediate risks of significant harm, what the impact is on the child and the evidence to support this
- They will also need to know where the child is now and whether you have informed parents/carers of your concerns.
- All telephone referrals will need to be followed up in writing within 24 hours by the referring professional.
- The referring professional will be contacted and updated as to the outcome of their referral and what actions if any will be taken within one working day.

If a child is not at risk of immediate harm but you have ongoing concerns about a child:

- Staff will follow the procedure for responding to suspicions of abuse or disclosure. (see above). Then the following points will be considered for next steps:
- Does this child need an Early Help Assessment? All children, young people and their families should have had an opportunity to engage

with Early Help support, before a referral is made to Children's Social Care, and it is the expectation that an Early Help Assessment will have been considered/completed and services put in place prior to a referral being made to Children's Social Care where there are no immediate safeguarding concerns. We can contact Early Help Peterborough on 01733 863649 to discuss any concerns and explore what support from Early Help Services may be available.

- Have we gained consent, or have we informed the parents that we are making the referral? If consent has not been granted from the parents we will be unable to progress with a referral (unless the child is at immediate risk of harm – see above). Please note that **refusal to engage in Early Help support is not a reason for a referral to Children's Social Care except where this would result in a child suffering significant harm.**
- Please see the 'Effective Support for Children and Families in Peterborough and Cambridgeshire Guidance' for more information on how to make a referral. Once the referral has been completed please send to: referralcentre.children@cambridgeshire.gov.uk.

Allegations of Abuse Made Against a Member of Staff

- We ensure that all parents know how to complain about staff, which may include allegations of abuse. The complaints procedure is explained at registration and also displayed in the hallway.
- We follow the guidance of the Peterborough Safeguarding Children Board when responding to any complaint that a member of staff or student has abused a child.
- The person in charge will be immediately informed of any allegations of abuse made against a member of staff.
- The person in charge will then ask the person making the allegation and any witnesses to write down accurately the details of the incident/conversation/concern and records facts only. Telephoned allegations must also be written down and as far as possible the exact conversation recorded. This information should be treated in a sensitive manner and remain confidential. Written statements will be kept in a confidential incident book and include:
 - Dates/Times
 - Context
 - Names of witnesses
 - Signature of person making records
- The person in charge will consult our designated Child Protection Officer within one working day of all allegations that come to the person in charges attention, and they will refer any such complaint to the local authority's specialist service department on 01733 864038 by asking to speak directly to the LADO (Local Authority Designated Officer) and they will then inform Ofsted at the latest within 14 days of the allegation being made.

- We will co-operate entirely with any investigation carried out by specialist services in conjunction with the police.
- We will suspend the member of staff on full pay for the duration of the investigation; this is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process. The nursery's disciplinary procedure will apply.
- The person in charge will inform the child's parent /carer immediately after LADO and Ofsted have both been informed. The parent will be asked to come to the nursery in order that the nature of the incident plus action taken (or to be taken) can be explained in full. The date and time that the parent was informed will be recorded in the confidential incident book and the parent asked to sign this.
- We will continue to welcome the child at nursery and support the child's family.

Relevant forms and guidance (see end of folder):

- Staff suitability declaration
- Staff proof of identification sheets
- Record of disclosure
- Existing injury forms
- Nagging doubt forms
- Effective Support for Children and Families in Peterborough and Cambridgeshire
- Effective Support for Children and Families in Peterborough and Cambridgeshire (Guidance)

Reviewed on	16/05/23
Reviewed by	Samantha Hinds
Date disseminated to staff (if applicable)	

Appendix to Safeguarding Policy: The Prevent Duty and Promoting British Values

From 1st July 2015 all schools, registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. Here at Daisy Chain Nursery we take Safeguarding very seriously, therefore to ensure that we adhere to and achieve the Prevent duty we will:

- Provide appropriate in-house training for staff on ‘Prevent Duty’.
Enabling staff to understand as a practitioner how they can promote good ‘British Values’ and also how they can identify children who may be at risk of radicalisation.
- We will therefore build the children’s resilience to radicalisation by promoting fundamental British Values. The statutory framework for the EYFS sets standards for learning, development and care for children 0-5, thereby assisting their personal, social and emotional development and understanding of the world. We will demonstrate strong British values such as:
 - ❖ Democracy
 - ❖ Rule of Law
 - ❖ Individual Liberty and Mutual Respect
 - ❖ Tolerance of those with different faiths and beliefs

Within these guidelines we will be helping children to become compassionate, considerate adults. They will form part of a fair and equal society.

- We will ensure that our staff understand the risks so that they can respond in an appropriate and proportionate way.
- As with managing other safeguarding risks, our staff will be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection (children at risk of radicalisation may display different signs or seek to hide their views). The key person approach means we already know our key children well and so we will notice any changes in behaviour, demeanour or personality quickly.
- We will follow our safeguarding policy procedures if we have a concern regarding a child or their family.
- We will not carry out unnecessary intrusion into family life but we will take action when we observe behaviour of concern. The key person approach means that we already have a rapport with our families so we will notice and changes in behaviour, demeanour or personality quickly.
- We will work in partnership with our LCSB for guidance and support.

We will assist and advise families who raise concerns with us. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

We will ensure that any resources used in the nursery are age appropriate for the children in our care and that our staff have the knowledge and confidence to use the resources effectively.

Reviewed on	16/05/23
Reviewed by	Samantha Hinds
Date disseminated to staff (if applicable)	N/A

Settling In Policy

At Daisy Chain Day Nursery, we endeavour to invest time in getting to know new parents and children to the nursery. When a child enters the nursery environment it is important that they receive emotional support whilst they settle into the nursery. It is important that children learn to be strong and independent and the first step in the settling in process is to assign your child with a key person. A key person is someone who is responsible for building a relationship with your child, making them feel safe and cared for, and helping them to become familiar with the setting and to feel confident within it. This person will make the link between home and nursery for your child and will aim to learn as much as possible about your child, your home and their routines. This knowledge will support them to ensure the transition into nursery is as smooth as possible.

We will initially arrange two visits to the nursery before a child starts. The first visit, at a mutually convenient time, is to enable the parent(s) to meet with the child's key person and discuss the child's individual stage of development, interests and needs. This also gives the child some time at the nursery with his/her parent to get used to the environment and staff. With the parents agreement we would then like to arrange for the key person to visit the child at home. During this visit the key person will spend time with the child in the home environment to enable the child to become more familiar with them and will also ask parents for further information on their child's weekly routines and experiences. The information which the key person gains during these visits is to enable them to support the settling in process of your child and to plan for experiences and activities which support you child's interests and development needs whilst at nursery. On the second visit to the nursery the child can be left for a short time (about an hour) to begin to introduce them to being left without parents or carers. Further visits may be necessary and can be arranged, we will work with parents and child to individually tailor the settling in process to best meet the needs of the child. We encourage parents to contact the nursery at anytime to speak to their child's keyworker if they would like an update on their child's day or alternatively we can arrange a convenient time for the nursery to contact the parent at home or at work to be informed of their child's progress. If parents would like, the nursery will send text message or email update to the parents throughout their first day at nursery to inform them of their child's day.

Related Forms and Guidance:

- All About Me
- Childs Week
- Child Information Sheet
- I Can Sheet
- Language Questionnaire
- My Home Visit Sheet
- Babies Feeding/Weaning Diary

Internal use only

Reviewed on	16/05/23
Reviewed by	Samantha Hinds
Date disseminated to staff (if applicable)	N/A

Sickness and Medication Policy

If the child becomes ill whilst they are attending the nursery, they will be monitored, made comfortable and if it is felt that it is not beneficial for them to continue with us, the person in charge will phone the parent/carer and inform them of the situation.

Communicable Diseases

Parents/carer are to notify us immediately if they are aware that their child has a communicable disease, even if it has yet to be confirmed by a doctor. If the child has such an illness, we may require written confirmation that they are fit to return to nursery. In the event if a child/member of staff having a communicable disease we may seek advice from the Health Protection Agency and OFSTED will be informed of any notifiable diseases as identified by the Health Protection Agency. Parents of children who may have had exposure to the communicable disease will be informed and appropriate advice given.

Extract from the 'Guidance on Infection Control In Schools and other Child Care Settings' by the Health Protection Agency

Please contact the HPU (Health Protection Unit) on 0300 303 8537 option 1 if you would like any advice or further information

Illness	Recommended period to be kept away from school, nursery or childminders
Diarrhoea and / or vomiting	48 hours from last episode of Diarrhoea and / or vomiting
Flu	Until recovered
*Tuberculosis	Always consult with HPU
Whooping cough	Five days from commencing antibiotic treatment or 21 days or 21 days from onset of illness if no antibiotic illness
Athletes foot	None
Chicken pox	5 days from onset of rash
Cold sores	None
German measles	5 days from onset of rash
Hand, foot and mouth	None
Impetigo	Until lesions are crusted or healed
*Measles	5 days from onset of rash
Ringworm	Until treatment is commenced
Scabies	Child can return after first treatment
*Scarlet fever	5 days after commencing antibiotics
Slapped cheek	None
Shingles	Exclude only if rash is weeping and cannot be covered
Warts and verrucae	None
Conjunctivitis	None

Diphtheria	Exclusion is important. Always consult with HPU
Glandular fever	None
Head lice	None
*Hepatitis A	Exclusion maybe necessary. Always consult with HPU.
*Hepatitis B and C	None
HIV / AIDS	None
Meningococcal meningitis/ septicaemia	Until recovered
Meningitis	Until recovered
MRSA	None
*Mumps	Five days from onset of swollen glands
Swine Flu	Until treatment is complete
Suspected swine flu	Until there are no symptoms
Threadworms	None
Tonsillitis	None

* Denotes a notifiable

Administration of medicine

Nursery staff will only administer prescribed medicine that is in the original container with a pharmacist label which clearly states the child's name, medicine type, amount to be administered and the correct date. Any variations to the dosage instructions on the label will require written consent from a doctor. Medicines should not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. Teething gel can be administered with prior written consent, normally given at registration.

High Temperature

If the child develops a high temperature, we will attempt to reduce the temperature by removing excess clothing, sponging with tepid water and giving fluids and would request the parents/carer's attendance as soon as possible. If the nursery is unable to contact the parents and it is felt that it is necessary to safeguard the child, liquid paracetamol can be administered if the parent/carer has given the nursery prior written consent (normally given at registration). The maximum dose which will be administered is 2.5 ml up to the age of 12 months and 5ml from the age of 1-5 years. Every effort will be made to contact the parent before emergency medication is given and this will only be administered by supervising member of staff and cross checked by another member of staff. Parents are required to inform nursery if their child has been given liquid paracetamol prior to their attendance at nursery.

Medication

Parents/carer of child who requires prescribed medicine during their time with us must complete a **medication form** each day. This will give the name of the medication, required dose, time of last dose and the date/time of dose required. This will be completed and signed by parent/carer with parental responsibility. If the form is not completed daily and signed by the parents/carer, the medicine will not be administered with the exception of long-term medication and lifesaving medication. (See below)

When a member of staff administers any medication, this is signed and witnessed by a colleague. This record includes the name, time, date and dose of medication given. This will then be signed by the parent/carer collecting the child.

Ongoing / Long term Medication

Parent/carers of children with long term medical needs will be required to complete a separate long-term medication form, which will give long-term authorisation or specific dates over a period. This will apply to lifesaving medication such as inhalers and epi-pens. If this is required the same administration policy will be followed as above. The parent/carer will be required to complete and sign the form before the medication can be held at the nursery. This consent will be reviewed on a monthly basis. For most children with long term medical care needs an individual care plan will be put in place in conjunction with parents and other agencies working with the child.

In the case of invasive medication (e.g. epi-pen) the child cannot attend without the parent/carer until staff are trained to administer medication by medical professional either as part of first aid training or separate course. A record of such training will be held at the nursery.

All medication will be stored out of reach of the children as per instructions from the person prescribing the medication.

Administering Medication

- Only staff members trained to administer medicine may do so. The staff member must check information on the form or the covering letter for ongoing medication as well as the label prior to administering medicine
- The witness is responsible for checking dosage and time against that on the form before signing the form.
- If the time that the medicine is administered differs from that stated on the form, this must be noted on the form together with the reason for the variation.

Remember to ask the person collecting the child to sign the form – this person does not need parental responsibility.

Accidents

If a child has an accident whilst at Nursery it will be dealt with appropriately by a First Aid trained member of staff. An account of the accident will then be documented on a confidential form. If the child was collected by either a family member or close family friend then the manager will contact the parent(s) after the child has left the nursery to let them know the details of the accident. The parent(s) will then need to sign the accident form the next time they come into the nursery. This account should be written up immediately and signed by the person dealing with the accident and any witnesses to the accident. The child's parents will be informed of the accident upon collection and must sign the accident form. If the accident is considered to require further medical attention the person in charge will contact the parent / carer immediately.

Head Injury

The parent will be informed of the head injury via telephone and a head injury form will be completed and issued on the parent/ carers' return.

The head injury form MUST be signed by the parent/carer who collects the child.

Procedure for completing an accident / head injury form

1. Note the child's full name and date of birth.
2. Note the date and time of the accident
3. The nature of the accident and how it occurred should be recorded clearly and concisely
4. Record who witnessed the accident
5. If applicable, state what the first aid was given and by whom
6. State the name of the first aider on duty
7. The parent must be asked to read the account and sign it.
8. We will then note down on the form for the next 3 days on how the child is responding, and the details of the injury on the head.

This account should be written up immediately and signed by the person dealing with the accident and any witnesses to the accident.

Procedure for completing a medication form

- Ensure all sections of the medication form are completed up to and including parent's signature by person with parental responsibility.
- Check that the information given by parent on form does not contradict that on the label e.g. quantity and frequency of dosage. Do not be afraid to ask the parent to change the form.
- The person taking the medicine from the parent must check and sign the form and is responsible for informing all of the child's carers.
- Ensure that the medicine is stored according to instructions on the bottle.

Please also see COVID 19 Policy

Internal use only

Reviewed on	16/05/23
Reviewed by	Samantha Hinds
Date disseminated to staff (if applicable)	N/A

Special Educational Needs Policy

At Daisy Chain Day Nursery we provide an environment in which all children are supported to reach their full potential.

Definition of Special Educational Needs:

A Special Educational Need (SEN) exists if a child has had any difficulty that prevents them from accessing standard facilities, or finds it significantly more difficult to learn than most of their peers and requires additional or special provision.

A child must not be regarded as having a learning disability solely because the language of the home is different from the language in which he or she will be cared for.

Aims:

- We have regard to the SEN Code of Practice, and all staff are aware of the principles and procedures in the code.
- To work in partnership with parents/carers and other professionals to meet the child's specific needs, and establish how we can best meet them, by monitoring their progress and planning future targets.
- Promote an inclusive environment to encourage children to develop in their learning and holistic development.
- Provide a broad and balanced curriculum that is accessible to all children and recognises individual need.
- To keep up to date with current initiatives and attend in-service training on Special Educational Needs when possible
- All staff to recognise the importance of the Disability Discrimination Act 1995

Disability Discrimination Act 1995:

From September 2002 the Disability Discrimination Act 1995 (DDA) applies to all providers of early years services.

The Disability discrimination Act sets out two main duties:

- Not to treat a disabled child less 'Favourably'
- To make 'reasonable adjustments' for disabled children

Special Educational Needs Coordinator (SENCo):

At Daisy Chain Day Nursery the SENCo is:

- Samantha Hinds

The needs and progress of all children with Special Educational Needs (SEN) will be monitored by our SENCO. The SENCo will also work closely with the

child's key person to support them to induct the child and monitor their progress. The key person will be in regular contact with the parent to ensure that all of the child's needs are being met.

The SENCo's role will be to:

- Liaise with parents
- Liaise with other agencies
- Be familiar with the SEN Code of Practice
- Attend regular training courses and be aware of the training needs of other adults (including parents where appropriate) working within the setting
- Give advice and support to other members of staff in the setting
- Ensure individual educational plans and other records are kept and updated
- Monitor and review action taken
- Plan future support for the child

The SENCo at Daisy Chain Day Nursery will also receive support from our Early Years Department at Peterborough City Council who will be available to advise when required.

Identification and Assessment

We place great importance on early identification of special educational needs so that we can help children with their additional needs as early as possible.

If the key person has any emerging concerns or an identified SEN or disability practitioners should develop a targeted plan to support the child's future learning and development. They should liaise with the SENCo, nursery management and parents/carers and work together to plan to meet the child's individual needs.

Where despite the early years provider having taken relevant and purposeful action to identify, assess and meet the SEN of a child, the child has not made expected progress, the provider could bring that child to the attention of the local authority, if they think an EHC (Education, Health and Care) needs assessment might be necessary. This should be done with the agreement of the child's parent.

During the EHC Assessment the local authority will gather information and advice about the child's education, health and care needs as well as desired outcomes. The early years provider should co-operate with this by providing all requested advice and relevant information. This will include details of all support provided, and progress/developmental assessments/monitoring undertaken

Education and Health Care Plan

Only a small number of children will not have their needs met in this way. For a very small number of children whose needs are complex and severe, more formal arrangements are made to help them make progress. These children will probably require support that is additional and different from the support

the setting has been providing. If this thought to be likely, a request for a formal assessment will be made to the Local Education Authority.

Arrangements for reviewing the SEN policy of procedures:

The SENCo and the nursery manager will review and monitor the SEN policy annually or before if necessary. If any parent/carer should have a complaint, they should follow our Complaints Policy. Copies can be obtained from the Nursery Manager, or Deputy Manager.

Internal use only

Reviewed on	16/05/23
Reviewed by	Samantha Hinds
Date disseminated to staff (if applicable)	N/A

Sun Safety Policy

Daisy Chain Day Nursery believes in Sun Safety to ensure that children and staff are protected from skin damage caused by the harmful ultra-violet rays in sunlight. A sun protection policy is an important step towards encouraging good health now and in the future.

As part of the children's learning process, activities and discussions will take place with the children to raise their awareness of keeping safe in the sun. To maintain sun safety we will:

- Encourage children to wear clothes that provide good sun protection (e.g.hats, long sleeves).
- Only children wearing a sun hat and sun cream are permitted to play outside when practitioners feel that sun protection is needed.
- Permission from parents must be given on the children's individual parental permission form for staff to administer the application of sun cream.
- Parents will supply their own sun cream in the original container clearly labelled with the name of the child it is intended for and this will be given to a staff member who can then place it in the designated area in their room. Staff must not use children's sun cream on any other children.
- Sun cream must be applied with disposable gloves, changing them between each child.
- Staff should apply the cream before the children venture outside to ensure that they are protected as soon as they are under the sun's rays. The cream will be reapplied as per instruction on each individual bottle.
- Where possible, outdoor activities should be scheduled at times other than the middle of the day when the sun rays are most harmful.
- Outdoor activities will be held in areas of shade where possible.
- Staff and parents/carers should act as good role models by practising sun safety themselves.
- Individual arrangements will be made for children with medical conditions who are unable to wear sun cream.
- We will regularly remind children, staff and parents about sun safety through newsletters, meetings, the facebook group and informal discussions.
- The nursery has a purpose built canopy that provides cover from the direct sunlight. There are other areas of shade outside that children can freely access.
- All staff will record the children's names and time when sun cream was applied throughout the day using the 'sun cream checklist' form.
- A spare supply of sun hats and sun cream will be kept in case anyone forgets to bring their own – the manager will phone the parent's/ carers for permission before applying the sun cream.
- Fresh water is available at all times for children to drink.

Internal use only

Reviewed on	16/05/23
Reviewed by	Samantha Hinds
Date disseminated to staff (if applicable)	N/A

Toilet Training Policy

At Daisy Chain we aim to support children's health, wellbeing and development by promoting effective toilet training at an appropriate time.

Learning to use the toilet is a big event in a young child's life. Toilet training is a complex process and we aim to support parents and carers through this process with their children.

Toilet training can be a very daunting process for families. At Daisy Chain we will support families by discussing expectations of potty training, and providing information through our Toilet Training Leaflet. The child's Key Person will discuss Toilet Training during the transition meeting to Toddler Room.

Families will be supported to decide the best time to toilet train their child. We believe that it is helpful for the same approach to be taken at home and in the early years setting, including using the same words for wee/poo/potty/toilet etc.

The first stage of toilet training is to recognise when the child is ready. It is essential that the child is:

- Pooing at least one soft poo a day
- Staying dry for at least an hour and a half between wees

Other signs to look out for are:

- Showing interest in the toilet
- They can follow simple instructions
- Able to sit themselves on the potty and get up again
- Starting to show signs of awareness of when they have done a wee or a poo
- Showing awareness that other family members and peers don't wear nappies, and that they use the toilet

Children with additional needs may not show reliable signs of awareness. Toilet training children with additional needs should **not** be delayed; it is much harder to achieve when the child is older. Readiness can be assessed by monitoring the child's wees and poos. Please see *ERIC's Guide for Children with Additional Needs* (<https://www.eric.org.uk/guide-for-children-with-additional-needs>) for more information.

If your child is showing the first signs of toilet training (see above) then Initially your child will slowly be encouraged to use the toilet/potty at home. If you child successfully uses the toilet on a regular basis and is beginning to understand when they feel they need to go then we can start the toilet training process at nursery.

During the transitional period, it is paramount that each child's self esteem and confidence remains high. Whilst toilet training at nursery we will:

- Continue to record each nappy change on our nappy sheets.
- In the early stages of toilet training children who are still in nappies will be gently encouraged to sit on the toilet/potty every time their nappy is being changed.
- Once they are ready, children will transfer from nappies to underwear (or pull ups if necessary) and escorted to the toilet regularly.
- We ask that parents ensure that there are always 4 full sets of spare clothes in their child's bag in case their child needs to be changed on more than one occasion.
- Parents are asked to dress their children in sensible clothes, easy to take on and off independently, no dungarees, belts or tricky buttons.
- Children will be reminded to go to the toilet every 30 minutes by a member of staff and a record will be kept of their toileting throughout the day.
- Accidents will be dealt with sensitively. Older children will be encouraged to undress and dress themselves with an adult there to support and offer reassurance. Younger children will be supported and helped a little more, but will still be encouraged to help with dressing.
- If a child is in underwear and had persistent accidents (4 or more) in one day, we will put a pull up or a nappy back on them to save further upset, anxiety and stress for the child.
- If persistent accidents continue and no understanding is shown we will advise that you may need to delay potty training for a short while and resume at a later date.
- Staff will always give positive praise and encouragement after each visit to the toilet, reward charts may also be used.

Related forms and guidance:

- Toilet Training guide for parents

Internal use only

Reviewed on	16/05/23
Reviewed by	Samantha Hinds
Date disseminated to staff (if applicable)	N/A

Tapestry Online Learning Journal Policy

Daisy Chain Day Nursery ensures that all children attending the Nursery have a personal 'Learning Journal' which records photo's, observations and comments in line with the Early Years Foundation Stage (EYFS), to build up a record of each child's interests and achievements during their time at our setting. Each child will have a key person allocated to them who will be responsible for the compilation of their key children's learning journals. Daisy Chain uses a secure online Learning Journal system (Tapestry), allowing staff and parents to access the information via a personal password protected login.

Procedures:

- Daisy Chain Nursery has purchased three tablets for the use of Tapestry Online Journal's only. All other internet sites will be blocked by management. Each room will have their own tablet, which will be shared with the key persons within the room. The tablets are for the use of adults only.
- All tablets are to stay within the setting at all times, and all observations and photos will be uploaded in nursery hours.
- Staff access allows input of new observations and photos or amendment of existing observations and photos.
- Parent access allows input of new observations and photos or the addition of comments on existing observations and photos – parent logins do not have the necessary permission to edit existing material.
- Observations added to the Tapestry system are moderated by either the Manager, Assistant Manager or the Deputy Manager before being added to the child's Learning Journal.
- Parents logging into the system are only able to see their child's Learning Journal.
- In all written observations other children are not referred to by name.
- Before each child's journal is set up, parents are asked to sign and complete the 'Tapestry Online Learning Journal Agreement Form'. This agreement ensures that parents will not share or publish any images or observations from their child's Learning Journal on any social networking site to protect images of other children that may appear in any photo's contained in their child's Learning Journal.
- Parent guide leaflets are available for computers, iOS and Android devices if requested.
- Tapestry is not used as a general communication between Daisy Chain Day Nursery and home. A child's Learning Journal is a document recording their learning and development and parents may add comments on observations or contribute photos, videos or information

about activities they have been doing at home. Parents may contact us through the usual channels for any other day-to-day matters, e.g. absence, lost property etc.

- If a parent does not abide by the terms and conditions of the agreement then their account will be made 'inactive.' The parent will still have access to their child's learning journal but it will be in paper form rather than the online version on Tapestry.

Security:

- The Tapestry on-line Learning Journals system is hosted on a secure dedicated server based in the UK.
- Access to information stored on Tapestry can only be gained by personal email address and password.
- Parents can only see their own child's information and are unable to login to view other children's Learning Journals.
- Photos from the tablet are to be downloaded to the central computer each month to ensure the images can be stored correctly and securely in each child's individual files.

Other Relevant Policies:

- Data Protection Policy
- Nursery Curriculum Policy
- Safeguarding Policy
- Camera, Mobile Phones, Devices and Social Networking Policy

Related Forms and Guidance:

- Image consent Form
- Permission Form
- Tapestry agreement form
- Tapestry introductory letter
- Parent's guide to Tapestry (Computer, iOS and Android)

Internal use only

Reviewed on	16/05/23
Reviewed by	Samantha Hinds
Date disseminated to staff (if applicable)	N/A

Transition Policy

Children Moving to the Next Room

In partnership with the child's parent/carer we agree when is the best time for a child to move to the next room and how we can make the transition a smooth one. Each child is treated as an individual hence each process is tailored to the individual needs of the parents and child.

- The room leader and /or the child's key person will discuss the transition with the parents once the keyperson and the nursery manager considers that the child will benefit from moving to a new room.
- The child's current key person will meet with the child's new key person to hand over detailed information about the child including his/her needs, preferences, interests, developmental progress, parents stated wishes and possible next steps.
- The current key person completes a Learning and Progress review document on the child detailing their current development in each area of the curriculum.
- The parent/carer meets with the current key person to discuss the learning and progress review and the new key person to discuss the transition process. The child sets the agenda and pace. The parent will have the opportunity to look around the new room whilst the new key worker discusses the curriculum, routines and activities of the new room. At this point parents are offered a home visit from the new key person at a mutually convenient time.
- Short pre-visits will be arranged when the child will be supported by the new key person who by this time will have keyed into the child's interests following communication with parents/carer, current key worker and the child
- The key person will monitor and evaluate all visits in order that the parents and key person can decide together what the next steps should be.
- The transition process is individual to each child with no set rules regarding the timing, length and number of visits that will be required before the child is ready to move fully to the next room.
- The new key person will give the child extra support to settle in as long as the child needs it.
- The nursery manager is always available to offer advice to staff and parents on individual transitional periods.

Nursery handbook

Parents of new children to the setting will receive a nursery handbook. This gives information about the nursery policies and procedures and an introduction to the management team.

Room Handbook

Each room has a handbook which describes the routines and requirements of the room. This is given to the parents of every child as they enter the room whether their child is new to the nursery or moving up from another room.

Documenting the transition

During the transition process the key person completes observations of the child and will do a 'my first day/week' observation on tapestry which document the child's experiences.

Children Moving to School

When it is time for a child to move onto school the child's key person completes a transition to school document which summarise the child's current stage of development in each area of the curriculum. A parent's evening is then arranged for each parent to meet with their child's key person and discuss their child's development and the content of the Learning Journal. Parents are given the opportunity to contribute to the Learning Journal for the last time. A copy of the Learning and Progress review and the transition to school document is then forwarded to the child's reception class teacher.

To prepare and support children in the transition parents are initially asked to share information about the school to which their child will attend. This information is used by the setting to contact each school and to invite them to visit the child within the nursery prior to the end of term. Children's peers are vital in supporting them during transitions and as such the information is also used to encourage socialisation between children attending the same school and to enable parents to do the same if they wish. The pre-school incorporates the transition process into their activity planning by reading stories and promoting discussion about school and encouraging children to bring in their new uniforms and talk about their school visits. The process as with any transition is an individual one and each child and family will be supported according to their needs and requirements.

Internal use only

Reviewed on	16/05/23
Reviewed by	Samantha Hinds
Date disseminated to staff (if applicable)	N/A

Weapon and Superhero Play

This policy has been inspired by the issue on whether nurseries should allow children to role play the use weapons and superhero play. At Daisy Chain Nursery we recognise that each child is unique and we will support them to be resilient, capable, confident and self assured. Children learn to be strong and independent from a base of secure and loving relationships, as well as having the opportunity to learn in a positive and stimulating environment. At Daisy Chain Nursery we aim to provide support for all areas of learning. From time to time, children may show an interest in superhero and weapon play. This policy is also to support practitioners to respond appropriately to weapon and superhero play, and to also ensure that all practitioners are consistent in their approach to this area.

Rationale

Historically, this type of play has often been banned from early year's settings, in the belief that it encourages aggression or violence. This ban, as well as being difficult to enforce, may well have a negative impact on young children's development, particularly boys.

Recent research and current writing suggests that children learn important lessons by exploring these themes in a safe arena of play, for example, concepts such as good and evil, life and death, strength and power, gender and identity.

Aims and Objectives

- Although we are allowing superhero and weapon play we will discourage children bringing in toy weapons to the nursery, as this is a general rule about any toy, as they may get broken or lost. However, if parents allow for their children to bring in toys then the toys will be stored in the 'toys from home box' until the end of the day.
- If children wish to make a weapon then this will be supported by a practitioner, as it may be an ideal learning opportunity to follow their interests. Children will also be allowed to be creative with the props that they use during this play, providing it will not break, hurt others and is observed by a practitioner.
- When superhero or weapon play is taking place a practitioner will be nearby to observe and extend this play. The practitioner may introduce other storylines or characters to develop this in a creative or imaginative way.
- Superhero costumes are allowed from home into the nursery just as princess dresses or fairies are allowed. This will help practitioners to plan for individual children's interests.
- The children in the setting who show an interest in superhero or weapon play will be asked what rules they think need to be set in order for this play to be acceptable. A 'weapon license' will be made for each

child involved in the play, with the rules on it, their picture and their signature (to show they agree to the rules.) If a practitioner sees any of the rules being broken by someone then they lose their license and they cannot continue in this play.

- When making the rules the practitioner may need to suggest a few, such as, ensuring the children ask if others want to play with them, as certain children may feel uncomfortable with weapon or superhero play and this must not be thrust upon them.
- Conflicts and disagreements will happen, as it would in any play, and this will be dealt with a practitioner listening, discussing, compromising and resolving the problem. Please see our Behaviour Management Policy for more details.
- If parents are concerned by weapon or superhero play, then they are asked to speak to a member of staff and may then be referred onto the Nursery Deputy or Nursery Manager. Their concerns will be taken seriously and the issue will be addressed.
- This policy will be reviewed regularly and we will assess how we can best support, assist and facilitate weapon and superhero play.

If children within the setting do not show an interest in superhero and weapon play then this will not be encouraged. We will only support this if their play revolves around these themes.

Internal use only

Reviewed on	16/05/23
Reviewed by	Samantha Hinds
Date disseminated to staff (if applicable)	N/A