

# DAISY CHAIN DAY NURSERY



# Policy Documents

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- Tapestry agreement form

**Further documentation available:**

- Long Term Planning
- Risk Assessment

## **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

<b>Reviewed on</b>	21/2/18
<b>Reviewed by</b>	Samantha Hinds
<b>Date disseminated to staff (if applicable)</b>	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

## **Admissions Policy**

Daisy Chain Day Nursery caters for children from 3 months to 5 years. We market our services to all areas of the community and welcome children from all backgrounds regardless of culture, ethnicity, gender or educational need. The number of children admitted to the nursery is monitored to ensure that ratio's and registration are met. Should a place not be available parents are welcome to be placed on a waiting list. For a child to be admitted to the nursery the following documents must first be fully completed:

- Registration form
- Terms and conditions form
- Permissions form
- Image consent form
- Government funding form (if applicable)

After the initial enquiry a visit to view the nursery and meet the staff is arranged at a mutually convenient time. A second visit is arranged whereby the child is left for a short period to familiarise themselves with the nursery environment. Further visits would be welcomed if required. In consultation with the manager a convenient start date is arranged.

If information about the nursery is required in a language other than English, we will endeavour to do this with assistance from an interpreter and the translated policies provided by Peterborough City Council.

If a child has special needs we would invite the parent/carer into an open discussion where we would look at how the setting could accommodate the child. We would aim to welcome children with any special needs and work closely with parents and outside agencies.

Related forms and guidance:

- Registration Form
- Terms and Conditions
- Permissions Form
- Image consent Form
- Government Funding Form

Internal use only

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<b>Reviewed by</b>	Samantha Hinds
<b>Date disseminated to staff (if applicable)</b>	N/A

## **Anti-Bullying and Harassment Policy**

Daisy Chain Day Nursery is committed to providing a healthy, pleasant and fair environment in which all our employees, volunteers and students may work without fear of bullying or harassment.

We recognise that bullying can take many forms. Behaviour considered bullying by one person may be considered as firm management or constructive criticism by another. Bullying may be characterised as offensive, intimidating or malicious behaviour usually with the intention of undermining, humiliating, denigrating or injuring the recipient. The following are some examples of bullying:

- Discussing someone in negative terms with their peers i.e. malicious gossip
- Ridiculing or demeaning someone. This includes denigrating his/her ideas or opinions.
- Exclusion or victimisation
- Withholding information that a person requires to work effectively.
- Insulting someone, particularly the use of offensive language.
- Deliberately ignoring someone or responding in such a way that communication is discouraged.
- Overbearing supervision or other misuse of power.
- Intimidating someone by use of language or tone of voice.

Harassment in general terms is the unwanted conduct affecting the dignity of an individual. It may be related to age, sex, race, disability, religion, nationality or any personal characteristic of the individual, and may be persistent or an isolated incident.

Bullying or harassment in any form will not be tolerated.

Whilst we encourage employees and students to discuss issues with either their direct supervisor in the first instance, the nursery manager must be informed if the person feels that (s)he is the victim of bullying or harassment. Any complaint will be dealt with fairly and sensitively. Confidentiality will be maintained as far as possible but will be balanced with our responsibility to our employees to take appropriate action. Complaints will be investigated promptly and objectively and may lead to disciplinary action, especially if informal discussions with the alleged perpetrator and victim have been ineffective. The nursery's disciplinary and grievance procedure will apply in such cases.

All employees have a responsibility to each other to maintain a harmonious working environment.

Related forms and guidance:

- Staff code of conduct policy

Internal use only

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<b>Date disseminated to staff (if applicable)</b>	N/A

## **Anti-Bullying Policy (Children)**

Daisy Chain Day Nursery is committed to providing a caring, friendly and safe environment for all children that is free from bullying.

Bullying is defined as the persistent physical, verbal or emotional abuse of another child or children. It is often planned and most bullies are aware of the impact of their actions.

All alleged incidents of bullying will be taken seriously and investigated.

### **We aim to:**

- Reassure the bullied child that they will be listened to and every effort will be made by the staff to help and support them.
- Not label children as 'bullies'.
- Establish facts surrounding the allegations.
- Help a child that has been bullying to recognise and understand the implications of their actions.
- Recognise that children who bully have often been bullied or are being bullied themselves.
- Discuss with the parents/carers of the child who has been bullying the situation and strategies for managing the behaviour.
- Discuss the situation with the parents/carers of the child who has been bullied and offer reassurance that the situation is being dealt with.
- Record all relevant details of an investigation of alleged bullying.

Children attending the setting will be supported to become more assertive and develop their self esteem. Equipment, resources and activities will be used to promote anti bullying.

**The Anti-bullying policy is to work in conjunction with the Behaviour Policy.**

Internal use only

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## **Behaviour Management Policy**

This policy aims to promote, encourage, reinforce and reward positive behaviour, enabling children to develop a sense of appropriate behaviour and positive self-image. Nursery staff must employ a consistent approach to behaviour management and develop effective strategies using positive methods appropriate to the individual child. Children's behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs.

### **Inappropriate Behaviour**

Inappropriate behaviour invariably occurs when a child's fundamental needs are frustrated. Staff should always consider what the child's needs are and how they can best be met.

The nursery has its own expectations of the children within its care based on safety issues, a sense of right and wrong and care and consideration for other people and possessions.

### **Consistent Approach**

The degree of success of any behaviour management programme is dependent upon the way in which the programme is carried out consistency of staff attitude and response. Nursery staff act as role models and should encourage the development of children's positive self-image. All children need to feel valued and accepted in the group – to feel secure with the adults caring for them and with the routines of the nursery.

### **Nursery Rules**

Children need to be taught rules about functioning in a group. Young children are very egocentric and much of what society deems acceptable, e.g. politeness, honesty, consideration for others, has to be learned. Practitioners need to let children know what is required of them by showing them how and why things are done. Any directives issued should be clear and concise. Staff will not use the word 'naughty' or raise their voices. Children need to observe good behavioural models and then copy activities such as sharing, taking turns and listening.

Where possible undesirable behaviour should be ignored.

## Individual Attention

Physically removing children from a situation can stop undesirable behaviour by giving the child time to think away from the situation. Such time out should be brief.

## Incident forms

If undesirable or inappropriate behaviour results in an incident, then an incident form will be completed for all children involved. This will record the time, date and circumstances of the incident and how the incident was dealt with. An incident form will also be completed on any occasion whereby physical intervention is used.

Internal use only

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<b>Date disseminated to staff (if applicable)</b>	

## **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

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## **Cameras, Mobile Phones, Devices and Social Networking Policy**

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

### **Mobile Phones, Personal tablets and Smart Watches**

The welfare, protection and safety of every child in our care is of paramount importance, and we take our responsibility to safeguard children seriously. We have procedures in place which we ask everyone to respect, to help promote the safety of the children in our care. We believe our staff should be completely attentive during their hours of work to ensure all children in the nursery receive good quality care and education. Mobile phones, personal tablets and smart watches must not be used during working hours.

- Mobiles, personal tablets and smart watches must be kept on silent or switched off during working hours and kept either in the individual storage draws in the kitchen or with the staff belongings in the office.
- Mobiles, personal tablets and smart watches may only be used on a designated break and only in a child free area of the nursery.
- The Nursery has an emergency mobile phone which can be taken out on trips, this mobile phone does not have a camera installed in it.
- Mobiles, personal tablets and smart watches must never be used to take photographs of any of the children or any area of the nursery or their work or any member of staff at work. It is the responsibility of all members of staff to be vigilant and report any concerns to the Nursery Manager. Concerns will be taken seriously, logged and investigated appropriately (see safeguarding policy). The Manager or Deputy Manager in her absence reserves the right to check the image contents of a member of staffs mobile phone should there be any cause for concern over the appropriate use of it. Should inappropriate material be found then our Local Authority Designated Officer (LADO) will be contacted immediately. We will follow the guidance of the LADO as to the appropriate measures for the staff member's dismissal.

### **Tablets and Cameras**

The nursery has provided one digital camera and one Amazon Fire Tablet for each room.

Photographs taken on both devices for the purpose of recording a child or group of children participating in activities or celebrating their achievements is an effective form of recording their progression in the Early Years Foundation Stage. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care. Only the designated nursery camera or tablet is to be used to take any photo within the setting, and only the designated camera is to be taken on outings. Images taken on the cameras and tablets must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress. All staff are responsible for the location of the cameras and tablets; this should be placed in the designated area in each of the rooms. Images taken and stored on the cameras and tablets must be downloaded (by a member of the management team only) onto the main laptop or computer

located in the office as soon as possible, ideally once a week. Under no circumstances must cameras or tablets be taken into the bathrooms without prior consultation with the Manager or Deputy Manager. If photographs need to be taken in a bathroom, i.e. photographs of the children washing their hands, then the Manager or Deputy Manager must be asked first and staff be supervised whilst carrying out this kind of activity.

The nursery tablets cannot be used for anything other than taking photos of the children for their online learning journals, and logging on to the Online Journals through the system 'Tapestry'. The nursery Manager has blocked all use of the internet on these tablets. The tablets are to remain in nursery at all times, and are locked in the filing cabinet alongside the nursery main laptop at the close of the business.

### **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.

### **Parents and visitors – permission's, use of mobile phone and devices**

Whilst we recognise that there may be emergency situations which necessitate the use of a mobile telephone, in order to ensure the safety and welfare of children in our care and share information about the child's day, parents and visitors are kindly asked to refrain from using their mobile telephones whilst in the nursery or when collecting or dropping off their children.

We ensure that any photographs or videos taken of the children in our nursery are only done with prior consent from each child's parent. This is obtained after the child is registered, by completing the Image Consent Form.

We ask for individual permissions for the tapestry system and photographs/video recordings for a range of purposes including:

- Use in the child's online learning journal
- Display purposes
- Online publications, e.g. nursery website

- Images to be posted on our Nursery Facebook Group (closed).
- Permission for pictures of their children to be included in other children's Online Learning Journals if there is child is engaged in the same activity as another.

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

Parents are only permitted to use any recording device or camera (including those of mobile phones or tablets) on the nursery premises during nursery events only, such as graduation party and Christmas play. These photographs should not be shared on Facebook or other social media if they contain other children within them. If there is an occasion where we have a child who is not permitted to have photos taken of them within a group situation, e.g. Christmas Plays then the Nursery Manager will send a letter out to all parents prior to the event to explain to parents that they are not permitted to use any recording device or camera at this event, and the nursery will then take individual photos of the children at the event and send them to the parents instead.

**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

<b>Reviewed on</b>	21/2/18
<b>Reviewed by</b>	Samantha Hinds
<b>Date disseminated to staff (if applicable)</b>	

## **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 posted in the suggestions box in the hall. 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. The address and telephone number of our Ofsted regional centre are:

Ofsted  
Piccadilly Gate  
Store Street  
MANCHESTER  
M1 2WD  
Tel. 03001231231

Internal use only

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## **Confidentiality Policy for Daisy Chain Day Nursery Employees**

The exchange of information regarding children and their families is essential for practitioners within the nursery to learn how best to look after and educate the children in their care. Within the nursery all information that is exchanged remains confidential between the nursery and parent at all times. If the nursery is required to provide information in regards to a child in order to acquire additional advice, support or funding for the child, parental permission will always be sought prior to the release of any information.

All staff and students receive training on confidentiality during their induction and are asked to sign the confidentiality agreement. Practitioners are made aware that information about individual children can only be exchanged or displayed to the parents of that child. All confidential information regarding children is stored in a locked filing cabinet.

Breach of confidentiality by any member of staff is considered to be a highly serious offence and will be dealt with swiftly and appropriately.

Internal use only

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<b>Date disseminated to staff (if applicable)</b>	N/A

## **Confidentiality Agreement for Daisy Chain Day Nursery employees**

It is the intention of Daisy Chain Day Nursery to respect the privacy of children and their parents and carers, whilst ensuring that they access high quality nursery care and education. Daisy Chain Day Nursery aims to ensure that all parents and carers can share information in the confidence that it will only be used to enhance the welfare of their children.

**I have read and understood the confidentiality policy and hereby agree to the following:**

- Parents have ready access to the files and records of their own children but do not have access to information about any other child.
- Personal information about children, families and staff is kept securely in a lockable file.

Those working in the nursery may discuss personal information given by parents or children to support the care and development of the child within the nursery. This personal information will not be discussed outside the nursery setting.

Internal use only

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<b>Date disseminated to staff (if applicable)</b>	

## **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 – PERSONAL SOCIAL AND EMOTIONAL, PHYSICAL AND COMMUNICATION AND LANGUAGE**

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. The aspects of learning within this area are:

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

**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. The aspects of learning within this area are:

- Moving and handling
- Health and self-care

**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. The aspects of learning within this area are:

- Listening and attention
- Understanding
- Speaking

### **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. The aspects of learning within this area are:

- Reading
- Writing

**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. The aspects of learning within this area are:

- Numbers
- 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. The aspects of learning within this area are:

- People and communities
- The world
- Technology

**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 practitioners observe children, assess what we have learnt from our observations and plan experiences, learning environments and routines in response to what we know about the child. To build up a clear and accurate picture of each child's interests and development needs practitioner's complete observations of each child which they support with information from parents. Parents are asked for information about their child's activities and experiences using forms such as 'My Child's Week' and 'All about Me' and through one-to-one communications. Parents can also do their own observations from home and give them to practitioners, as well as complete this on the tapestry app/web page that we use. Practitioners can then use their knowledge on each child to plan activities and experiences which are aimed to meet individual needs and interests. This is coupled with planned adult initiated activities which are designed to encourage development in each of the areas of learning. Alongside these planned activities we have a continuous provision of resources and experiences for children to self-select. Details of our continuous provision can

be seen in the Long Term Planning document. Activities planned on a daily and weekly basis are displayed on the planning boards in each child's respective room.

### **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.

### **All About Me Folder**

Each child has an all about me folder. This folder is kept in the rooms at all times, and is updated by the child's key person. This folder includes:

- All about me form
- Child's week
- Language questionnaire
- Child information sheet
- My first day form
- My first week form
- I can form
- Learning progress reviews
- Two year old progress check
- ECAT form
- Learning and development progress tracker
- EYFS observation development tracker

Internal use only

<b>Reviewed on</b>	21/2/18
<b>Reviewed by</b>	Samantha Hinds

<b>Date disseminated to staff (if applicable)</b>	
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## **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

<b>Reviewed on</b>	22/5/18
<b>Reviewed by</b>	Samantha Hinds
<b>Date disseminated to staff (if applicable)</b>	

## 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

<b>Reviewed on</b>	21/2/18
<b>Reviewed by</b>	Samantha Hinds
<b>Date disseminated to staff (if applicable)</b>	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

<b>Reviewed on</b>	21/2/18
<b>Reviewed by</b>	Samantha Hinds
<b>Date disseminated to staff (if applicable)</b>	N/A

## **Equal opportunities as an employer**

In implementing our equal opportunity policy we aim to ensure, that we as employers are meeting the employment guidelines.

We feel that it is important to have a workforce that is diverse on terms of race, religion and culture. We aim to be accessible to all and to treat all staff, students, volunteers and job applicants fairly and on an equal basis, regardless of age, culture, background, gender, disability, race sexual orientation or religion. We aim to give equal consideration as to their individual merits and the personal qualities that they may be able to bring to the nursery to enhance our work with children.

Internal use only

<b>Reviewed on</b>	21/2/18
<b>Reviewed by</b>	Samantha Hinds
<b>Date disseminated to staff (if applicable)</b>	N/A

## **Employment and Vetting Policy and Procedure**

- Applicant applies in first instance via the telephone or email.
- Applicant is sent an application form. All applicants must complete an application form.
- Applicants are short listed for interview and telephoned to arrange time.
- Applicants are asked to bring with them full identification and verification of address. (passport, birth certificate or drivers licence)
- Prior to the interview each candidate is shown around the setting by the Deputy Manager who can answer any questions. Interview takes place with the Manager and Deputy Manager. Certificates of relevant qualifications, full identification and DBS clearance to be shown as part of the interview. Applicant is then required to spend time in a Nursery room in a supervised capacity enabling the Deputy Manager and the room based practitioners to gauge suitability for the post and the opportunity to ask questions by both parties. Feedback as to the suitability of the applicant is sought from practitioners and if possible, children within the nursery.
- If necessary Manager and Deputy Manager short list the applicants for second interview.
- Applicants are informed of second interview.
- Second interviews take place if required, with the Manager and Deputy Manager.
- Once the decision has been made written references from previous and present employer will be taken up.
- The suitable applicant will be offered the position and a start date given pending suitable written references.
- The new practitioner will be asked to come into the nursery with their relevant identification to complete the DBS application, prior to them starting.
- All practitioners will be asked to complete a satisfactory 6-month probation period in the first instance that could be extended if the nursery so requires.
- The new practitioner will be fully inducted on their first day and given a time to complete relevant paperwork. Proof will be taken of identification and qualifications, photocopies of these will remain in the practitioners file.
- All recruitment decisions will be made in line with the Equal Opportunities policy of the setting and decisions will be based solely on merit.

### **Procedure for vetting students**

All students who undertake training at the nursery come from the following training providers:

- Peterborough College of Adult Education NVQ Level 2 and 3
- Peterborough Regional College studying the Diploma in Nursery Nursing or Certificate in Childcare and Education levels 2 and 3
- Stamford college NVQ level 2 and 3

The students are vetted as follows:

- All students attend an interview, where they can meet the staff and children in the setting, this is also an opportunity for the student to have a look around the nursery and ask any questions that they may have.
- All students are asked to bring with them full identification. (passport, birth certificate or drivers licence)
- All students are asked to provide verification of address.
- The student is asked to provide their DBS clearance. The manager of the setting will record the relevant information from the DBS.
- Once the student has been accepted for the placement the student completes the induction process.
- The student is given a mentor, who is responsible for their welfare.
- All apprentice students complete a DBS within the setting.

Internal use only

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<b>Reviewed by</b>	Samantha Hinds
<b>Date disseminated to staff (if applicable)</b>	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 and toast (in Pre-school room). 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> (June 2014)

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 folder (located in the hallway) which includes each food/meal on the current menu, what ingredients are included in the food/meal, and which allergen food it may contain. 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 is 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 either bring pre-prepared bottles which we will store in the fridge until use or separate, **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 off 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

<b>Reviewed on</b>	21/2/18
<b>Reviewed by</b>	Samantha Hinds
<b>Date disseminated to staff (if applicable)</b>	N/A

## Fire Policy and Procedure

Every door is an official fire exit and must be kept clear and unlocked at all times whilst children are on the premises. (with the exception of the front door and outside gates which must remain locked for security reasons).

Fires have been classified into four groups A, B, C, and D

- **Class A fires** - are fires involving organic solids like paper, wood, etc
- **Class B fires** - are fires involving flammable Liquids.
- **Class C fires** - are fires involving flammable Gasses
- **Class D fires** - are fires involving Metals



At Daisy Chain Day Nursery there is a fire extinguisher and a fire blanket in the kitchen located next to the back door. There are also two fire extinguishers located in the office.

**CO2 extinguisher (office)** – this is for use on class B flammable liquids and on live electrical equipment.

**Foam extinguisher (office)** – this is for use on class A fires, wood, paper and textiles or class B fires, flammable liquids.

**Powder (kitchen)** – this is for use on class A wood paper and textiles, class B flammable liquids and class C flammable gases.

Remember that fire spreads very quickly. Even a small contained fire can quickly spread, producing smoke and fumes which can kill in seconds. If you are in any doubt do not tackle the fire, no matter how small. You can put yourself at risk by fighting the fire. **If in doubt, get out, call the Fire Service out and stay out.**

The electric fire bell in the sleep room is used in drills and will be sounded if a fire occurs. In addition a hand bell is available in the Pre-School Room. Every member of staff is responsible for familiarising themselves with the location of fire equipment. Fire Drills are carried out as a minimum every 3 months.

### **On discovering a fire:**

- Raise the alarm by switching on the fire alarm in the sleep room. If it is not safe to enter the sleep room or the fire has been caused by an electrical fault, ring the large bell in the Pre-School Room.
- Calmly lead all children out of the building via the most appropriate exit. Babies and non mobile children should be picked up and carried to the front of the building. Staff to assist the baby room if needed. On no

account should any person attempt to re-enter the building or collect personal belongs.

- Everyone to assemble in the car park outside the front of the building or at alternative assembly point as designated by the manager in charge, e.g. next door. The room leader or senior staff member in each room is responsible for collecting their room register. The last adult should ensure that doors are closed as the last person leaves each room. If for any reason the front exit is blocked then the nearest exit should be used.
- The manager (or person in charge) will call the fire brigade and collect the visitor's book and the nursery mobile containing the children's contact details.

It is agreed that a neighbour would allow us access to gather in her grounds property should it be necessary in an emergency.

**The Manager in charge to:**

- Check the building including the sleep room and the toilet.
- Close all the doors before exiting with the main register, mobile phone, staff/student and children's records.
- Telephone emergency services: 999
- In a safe place clear of the building check the children against the register and account for all the adults.

**No one is to return to the building for any reason unless advised by the fire service or in case of a practical drill, the manager in charge.**

A full fire risk assessment has been completed in accordance with the Fire Brigade risk assessment training; this is contained in the fire assessment file in the filing cabinet.

Internal use only

<b>Reviewed on</b>	21/2/18
<b>Reviewed by</b>	Samantha Hinds
<b>Date disseminated to staff (if applicable)</b>	N/A

## **Health Hygiene and Safety Policy**

We endeavour to maintain a hygienic, safe working environment. Staff should assist in ensuring the safety of themselves and their colleagues whilst at work. Unsafe practices can and do cause serious injury. Members of staff not following health, hygiene and safety procedures will be disciplined. All staff, students and volunteers must receive the health and safety training induction. This policy is to be considered alongside the following:

- Food and Drink Policy
- Sickness and Medication Policy
- Fire Policy and Procedure
- Sun safety Policy

## **Health**

### **Accidents / injuries and First Aid**

The first aid box is kept in the cupboard behind the kitchen door. The content and condition of the entire first aid box should be checked and replaced as necessary. Samantha Hinds is responsible for checking the contents of all the first aid boxes. Staff and children's medication should be kept out of the reach of children and can be stored in the cupboard which contains the first aid box, in addition there is a sealed container in the fridge for refrigerated medication. All staff should be trained in the sickness and medication policy and procedures within this policy should be followed at all times in regards to sickness, medication, accidents and incidents.

### **Outdoor play and physical exercise**

Outdoor play is actively encouraged for all children and as such, free flow to outdoors is available in Pre-school and Toddler rooms. All children are encouraged to participate in physical activity and spend a period of time outdoors each day. Practitioners discuss the benefits of exercise and the effects on our bodies and plan experiences which promote healthy exercise.

### **Food**

The nursery provides a two week menu which is reviewed quarterly to ensure a healthy balance of nutritious food. The staff, parents and children are consulted prior to each menu change and practitioners plan activities to promote discussions around healthy eating. The requirements of the Food and Drink Policy should be adhered to at all times.

### **Sleeping**

Cots, sleep mats and bedding are provided for all children who need to sleep. The temperature of the room is monitored and sleeping children are checked as a minimum every 10 minutes. Bedding is individual to each child and is laundered weekly.

## **Hygiene**

### **Hand and face washing**

Practitioners should ensure that they wash their hands using anti-bacterial soap prior to handling food. Children should be encouraged to wash their hands after toileting and before snack, lunch and tea. Anti-bacterial soap and paper towels are provided at all sinks. Anti-bacterial hand gel is provided in the toilets and in the kitchen. Children are encouraged to wash their faces after meals and snacks using a clean flannel which is then laundered

### **Washing hands effectively**

1. Wet your hands thoroughly under warm running water, put liquid soap into the palm of your hand.
2. Rub hands together to make a lather.
3. Rub the palm of one hand along the back of the other and along the fingers. Then repeat with the other hand.
4. Rub in between each of your fingers on both hands, round your thumbs and then your fingertips and nails.
5. Rinse off the soap with clean water.
6. Dry hands thoroughly on a disposable towel. Turn off the tap with the towel then throw the towel away.

Staff should wash hands when;

- Entering the kitchen
- Before touching 'ready to eat' foods
- After emptying bins
- After cleaning
- After touching a cut or changing a dressing/plaster
- After coughing or sneezing

## **Toileting**

**Nappies, wipes and creams** – Each child provides their own nappies, wipes and cream. Permission to apply the cream is given by the parent on the parental permissions form. Practitioners must only apply the cream supplied by the parent. Nappies are changed at regular intervals throughout the day and as and when soiled. Records are kept of all nappy changes and who changed them.

**Potty training** – potty training is carried out in partnership with the parent and in line with the parents' wishes and procedures at home. Potties are provided, although parents may provide a 'personal' potty if preferred. Practitioners encourage children to communicate their toileting needs and to be independent when dressing or undressing, providing support where needed.

## **Safety**

### **Risk assessment**

The nursery risk assessment document is on display in the front entrance. This is reviewed yearly and as and when a change of circumstances or situation requires. This document highlights any areas of the nursery environment which need to be checked and maintained to ensure the safety of children, parents and staff.

### **Fire safety**

Fire training is included as part of the induction process and is reviewed with all staff annually. Fire drills are carried out as a minimum every 3 months. Samantha Hinds is the fire safety officer responsible for maintaining the fire safety maintenance. This is held in the nursery office and contains the following records and checks:

- A full fire risk assessment
- Escape routes and exit doors – weekly inspection record
- Emergency Lighting system test record
- Smoke alarm warning test record
- Fire warning system test record
- Fire training records
- Fire extinguisher record of inspections

We must all be vigilant in ensuring that the fire exits are always left clear and that the locks are in good working order. Any issues should be reported to the person in charge immediately.

### **Toys and equipment:**

Staff are responsible for ensuring that the premises and equipment are kept clean and safe and that 'all reasonable steps are taken to ensure that hazards to children – both indoors and outdoors are kept to a minimum.' (EYFS Statutory Framework for the Foundation Stage). The following documents support staff in this process:

- Toy and equipment safety check – staff must record any items which have been identified which need to be destroyed, replaced or repaired.
- Garden and outside equipment check

## **Kitchen safety**

The nursery cook (or staff member covering in their absence) has overall responsibility for the maintaining health, hygiene and safety within the kitchen. A full record of kitchen processes is maintained in the Safer Food Better Business folder. The cook must ensure all equipment is working and in good condition, that knives are stored safely, the cooker is switched off when not in use, there is adequate ventilation and all surfaces, storage space and

equipment are clean. The cook follows daily weekly and monthly cleaning routines which are signed for by the person who completes the cleaning.

### **Hygiene practices**

The nursery cook and staff members preparing hot meals are required to have a current Food hygiene certificate. All food is prepared according to the guidelines in the Safer Food Better Business folder. Any deviances from the guidance in this file are recorded on the diary sheets. All staff members handling food are required to complete and sign the training within the SFBB folder.

Prior to food handling, hand washing is one of the best ways to prevent harmful bacteria from spreading. Staff are expected to maintain a high standard of personal hygiene at all times.

Prior to food preparation:

- Outer clothes must be removed.
- Hair that is longer than shoulder length must be tied back at all times when preparing or handling food.
- Staff should not wear watches or jewellery (wedding bands acceptable) because of the risk of spreading bacteria, or falling into food.
- Staff should be 'fit for work' at all times. This means they must not be suffering from, or carrying any illness or disease that could cause problems with food safety.
- Any member of staff who has diarrhoea or vomiting must report it immediately to management.
- Cuts and sores should be completely covered with a blue waterproof plaster. This is to prevent the bacteria from a cut or sore from spreading.
- Any skin conditions such as psoriasis, dermatitis or eczema, or that may affect food handling should be notified to management.
- Any staff member suffering from conjunctivitis, impetigo or a parasitic infection should inform management and will be excluded from food handling/ preparation duties until it is safe to do so.

### **Cleaning routines**

Within the setting we use the following cleaning products which can be found in the cleaning cupboard in the kitchen:

Purchased from cleaning suppliers Newline or Gompels

- D2
- D10
- Toilet cleaner
- Handwashing soap

Purchased as domestic products

- Washing up Liquid

- Window cleaner
- Washing powder
- Softener
- Bleach
- Handwashing soap

**D2 and D10** are supplied as a concentrated solution which can be dispensed directly into a mop bucket or watered down for use in a bottle. To make up a bottle fill it with water and turn the indicator on the D2/D10 bottle to 'bottle' and dispense into the water. This is now ready to use. When spraying it should be a fine mist. Once you have sprayed leave for 10 seconds and then wipe.

Newline and Gompels cleaning company have supplied training and COSHH information for all products which they supply.

**Mops, buckets and cloths**

All cloths and mop buckets are used according to the following colour coding:

**Blue = Kitchen use only**

**Green = Room use only**

**Yellow = Bathroom use only**

**Red = Body Fluids (blood and vomit)**

Please use the mops and cloths correctly to prevent cross contamination

It is ALL nursery staff's responsibility to maintain the health, hygiene and safety of the nursery on a daily basis.

Internal use only

<b>Reviewed on</b>	21/2/18
<b>Reviewed by</b>	Samantha Hinds
<b>Date disseminated to staff (if applicable)</b>	N/A

## **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

<b>Reviewed on</b>	21/2/18
<b>Reviewed by</b>	Samantha Hinds
<b>Date disseminated to staff (if applicable)</b>	N/A

## **Lost Child Policy**

In the unlikely event that a child is lost from within the nursery premises the following procedure should be followed:

1. The person in charge will, establish where and when the missing child was last seen then delegate a staff member to search the immediate vicinity.
2. The person in charge will inform each room leader (or senior staff member in that room) who will instigate a search as follows:
  - Baby room staff – baby room, office and toilets, including staff toilets.
  - Toddler room staff – Toddler room, kitchen, toddler outdoor area including garage.
  - Pre-school room staff – pre-school and pre-school outdoor area including the side passage way.
  - Manager to assign two staff members to search the area in front of the nursery. These staff members should take the nursery mobile.
3. Should the child not be found on or surrounding premises, the person in charge to contact parents, police and proprietor. The police would want to know:
  - Where you are:  
**Palmers Road, Peterborough PE1 5YF**  
**Tel: 01733554897**
  - The next of kin of the child.
  - A detailed description of the child, including age, sex, working down from head to toe including as much clothing description as possible.
  - The circumstances of the incident, including anything that may have triggered the disappearance, how long have they been missing, where were they last seen, was there an argument (older child).
  - Who is looking for the child, where are they, do they have a mobile with them, what is the number? Nursery mobile no: **07928832836**
4. The person in charge to record all information on an incident form.
5. Search to continue until advised otherwise by the police. Person in charge to ensure welfare and ratio's for children in setting are maintained during search.
6. Ofsted to be informed of the incident, and its outcome, in writing.  
Nursery Manager to review risk assessment document and complete incident paperwork.

Internal use only

<b>Reviewed on</b>	21/2/18
<b>Reviewed by</b>	Samantha Hinds
<b>Date disseminated to staff (if applicable)</b>	N/A

## Lost Child – Outings

Outings are carefully planned and organised, negating the risk of a child being lost. However, in the unlikely event of that happening the following procedure should be followed:

1. The person in charge will gather the group together, establish where and when the missing child was last seen then delegate a staff member to search the immediate vicinity
2. The person in charge will keep the group calm and ensure the safety of the children
3. A delegated staff member should inform the management of the premises and a search party organised. Should the child not be found on or in surrounding premises, the person in charge to contact parents, police and proprietor. The police would want to know:
  - Where you are:  
**Palmers Road, Peterborough PE1 5YF**  
**Tel: 01733554897**
  - The next of kin of the child.
  - A detailed description of the child, including age, sex, working down from head to toe including as much clothing description as possible.
  - The circumstances of the incident, including anything that may have triggered the disappearance, how long have they been missing, where were they last seen, was there an argument (older child).
  - Who is looking for the child, where are they, do they have a mobile with them, what is the number? Nursery mobile: **07928832836**
4. The person in charge to record all information on an incident form.
5. Search to continue until advised otherwise by the police. Person in charge to ensure welfare and ratio's for children in setting are maintained during search.
6. Ofsted to be informed of the incident, and its outcome, in writing. Nursery Manager to review risk assessment document and complete incident paperwork.

Internal use only

<b>Reviewed on</b>	21/2/18
<b>Reviewed by</b>	Samantha Hinds
<b>Date disseminated to staff (if applicable)</b>	N/A

## **No Smoking Policy**

Daisy Chain Day Nursery operates a no smoking policy anywhere on the premises including the car park. Additionally staff are not permitted to smoke in the area immediately in front of the premises, as staff should promote healthy choices to the children.

Staff accompanying children outside the nursery are not permitted to smoke.

Internal use only

<b>Reviewed on</b>	21/2/18
<b>Reviewed by</b>	Samantha Hinds
<b>Date disseminated to staff (if applicable)</b>	N/A

## **Outings Policy**

Outings are planned in detail to ensure the safety and enjoyment of the children. We will visit the site prior to each outing to perform a specific risk assessment prior to taking the children on the outing. Parental written consent for outings is required and kept with the child's records.

We maintain an adult to child ratio of a minimum of 1:3, which may include parents who will only be responsible for their own children. A named person will take charge of the outing and a key person system will operate in order that every child is allocated to the care of a named staff member.

Children and staff records including contact numbers are taken together with a first aid kit, a mobile phone and any prescribed medication. Registers and headcounts will be taken before, during and at the end of the visit. A record will also be taken for each child of their colour and style of clothing they are wearing that day for the trip.

If we decide that private transport is appropriate, staff will only be permitted to transport children once we have checked that they are appropriately insured i.e. we will require a copy of motor insurance and driving licence. Another member of staff who will take a mobile phone and emergency first aid kit will accompany any drivers. Parents will be required to provide appropriate child safety seats and we will ensure that the maximum seating allowance is not exceeded.

Internal use only

<b>Reviewed on</b>	21/2/18
<b>Reviewed by</b>	Samantha Hinds
<b>Date disseminated to staff (if applicable)</b>	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

<b>Reviewed on</b>	21/2/18
<b>Reviewed by</b>	Samantha Hinds
<b>Date disseminated to staff (if applicable)</b>	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 books** – these are provided for each parent in the baby and toddler rooms detailing everything about the child's day. Mealtimes, sleep times, activities and toileting are documented and given to the parent. A keyperson hands over verbally to every parent at the end of each day, giving important information about his or her child's day.
- **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.
- **Suggestions box** – This is placed in the main hall and is available for anyone to post suggestions. These may be anonymous if preferred.
- **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.
- **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

<b>Reviewed on</b>	21/2/18
<b>Reviewed by</b>	Samantha Hinds
<b>Date disseminated to staff (if applicable)</b>	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 10<sup>th</sup> 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 babies, toddlers and children over three in order to reflect variation in the costs of providing care for these different age groups. Fees decrease at the age of two and three 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 month's 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 September.

## **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>

### **Childcare Vouchers**

Childcare vouchers are provided by employers to help their staff with the cost of childcare. They are exempt from both tax and National Insurance Contributions, so provide a saving to the employee as well as the employer. Please speak to the Nursery Manager for further details.

### **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](http://www.hmrc.gov.uk)

[www.taxcredits.inlandrevenue.gov.uk](http://www.taxcredits.inlandrevenue.gov.uk)

Help line: 0845 3003900

The nursery have 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**

Your 2-year-old can get free early education and childcare if you live in England and get one of the following benefits:

- Income Support
- income-based Jobseeker's Allowance (JSA)
- income-related Employment and Support Allowance (ESA)
- Universal Credit
- tax credits and you have an annual income of under £16,190 before tax
- the guaranteed element of State Pension Credit
- support through part 6 of the Immigration and Asylum Act
- the Working Tax Credit 4-week run on (the payment you get when you stop qualifying for Working Tax Credit)

A child can also get free early education and childcare if any of the following apply:

- they're looked after by a local council
- they have a current statement of [special education needs \(SEN\)](#) or an education, health and care (EHC) plan
- they get [Disability Living Allowance](#)
- they've left care under a special guardianship order, child arrangements order or adoption order

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	£3.75 per day
Afternoon snacks and tea	£1.75 per day
All Meals (snacks, lunch and tea)	£5.00 per day

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

<b>Reviewed on</b>	21/2/18
<b>Reviewed by</b>	Samantha Hinds
<b>Date disseminated to staff (if applicable)</b>	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 25 years old.

Safeguarding Records and Cause for Concern forms – We will keep until the child has reached 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

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

<b>Reviewed on</b>	23/5/18
<b>Reviewed by</b>	Samantha Hinds
<b>Date disseminated to staff (if applicable)</b>	

## **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.
- CCTV cameras are positioned outside the main entrance, covering the front door and parking area. An additional camera covers the toddler outdoor play area. This records all entrance to the building and can be monitored from the front office prior to allowing entrance to the building.

## **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.
- If the person in charge considers that immediate action needs to be taken she will contact the local authority's specialist service department, Refer & Assessment Team (tel. 01733 864180) and inform Ofsted.
- We will then follow the advice of the Refer and Assessment team with regards to the immediate action to take and if we should inform the parents.
- If it is decided that the most appropriate action is to monitor the situation, a record should be kept of any incidences, signs or symptoms of abuse in a diary form or record sheet. Any evidence should be recorded immediately. Follow up meetings should take place for monitoring and decision making as determined by the person in charge.

#### 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.

#### **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

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<b>Date disseminated to staff (if applicable)</b>	

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

From 1<sup>st</sup> 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.

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<b>Date disseminated to staff (if applicable)</b>	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
- Observations from my first week
- My First Day at Nursery

Internal use only

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## **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 01480 398607 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

### **Swine Flu – updated July 2009**

If a GP diagnoses suspected swine flu and administers medication, patients are unable to return to nursery until the course of medication is complete (usually 5 days). If a child or staff member has a relative who is suspected of having the illness they are able to attend nursery as long as they remain symptom free.

### **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 upto 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.

Internal use only

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<b>Date disseminated to staff (if applicable)</b>	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:

- Tracy Howard

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

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## **Staff Code of Conduct Policy**

At Daisy Chain Day Nursery we strive to achieve high standards in all areas of child care, this includes practitioners adhering to a strict code of conduct.

### **Appropriate Clothing:**

The nursery has a uniform, which is provided by the nursery, this consists of a blue Daisy Chain t-shirt / polo shirt, jumper and fleece / hooded jumper. All staff are required to wear uniform whilst at nursery. Practitioners are required to wear black or navy blue, trousers, knee length skirts or knee length shorts for work. Shoes must be black, with toes and heels covered with no heels. We do not allow trainers or flip-flops.

Long hair must be tied back and tattoos should not be offensive. Piercing should be kept to a minimum and only stud earrings can be worn at nursery. Jewellery should be kept to a minimum, for example wedding ring/engagement ring, no large stones in rings.

### **Mobile Phones and photographic equipment:**

Staff and students are reminded that mobiles phones must be turned off or on silent. Mobiles phones are not permitted in the rooms and may only be used during break and lunch times. If you need to use the telephone whilst at nursery please speak to the manager or person in charge. Personal cameras and video cameras are not to be used on the premises by staff or students.

### **Chewing Gum:**

At Daisy Chain Day Nursery, chewing gum is not accepted on the nursery premises.

### **Room conduct:**

Practitioners and students are reminded that adults must sit on the floor or on chairs, it is NOT appropriate for practitioner or student to sit on tables. Practitioners and students must adhere to the behaviour management policy at all times. The word 'naughty' is not to be used, and all children should be treated with respect. Children are not to be removed from rooms if they have been demonstrating unacceptable behaviour. The procedures within the behaviour management policy should be followed in all circumstances of undesirable behaviour.

### **Smoking:**

The nursery has a no smoking policy, this means that any practitioner or student who wishes to smoke during breaks or lunchtime must cover their nursery uniform and smoke away from the nursery premises.

### **Time Keeping:**

All practitioners and students are reminded that if they are going to be late into nursery for any reason, they must contact via telephone the manager or person in charge, or alternatively you can contact the Nursery directly on 01733 554897. Please arrive for work before you shift starts to ensure that you are ready to start on time.

### **Breaks:**

Lunch and tea breaks are allocated on a daily basis to ensure that ratios are maintained at all times. Lunch times will be displayed in the kitchen. It is important that all staff and students adhere to times allocated. If you are late back this impact's on the rest of the team.

### **External communication /social networking:**

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.

### **Outgoing communication:**

All outgoing communication from the setting must be sent as a representation of the nursery as a whole and as such will be professional, unbiased, and anti-discriminatory. This includes cards and gifts.

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## **Staff sickness and absence policy**

### **Introduction**

This document, Daisy Chain Day Nursery' Sickness Absence Policy, provides the framework and formal guidelines within which managers and staff will address sickness absence. The policy works alongside the guidelines in the staff handbook and applies to all staff. All staff are required to read this policy during induction and then annually. The policy does not apply to absence resulting from accidents at work and entitlement to sick pay remains as set out in the terms and conditions of employment.

### **Aims and Objectives**

The overall objective of this policy is to strike an effective balance between the needs of the setting and the need for the employee to be given time to recover from illness. The policy aims:

- to ensure that short and long term sickness absence are dealt with in accordance with best practice, relevant legislation and ACAS's Code of Practice
- to monitor the level of sickness absence at the individual, team and organisational levels
- to identify any action which the setting can reasonably take to improve working conditions and promote the health, safety and welfare of staff
- depending on the circumstances of the case the nursery and the employee to look at other practical and mutually agreeable alternatives to dismissal e.g. changing work load, work organisation or working environment, reviewing conditioned hours, and redeployment (if possible).

### **Management Responsibilities**

Managers are required to treat all cases of staff absence due to illness in fair, consistent and constructive manner. It will be the responsibility of the manager to monitor the attendance record of all staff in their team. When an employee returns to work from sickness absence she/he should be seen by the manager for a return to work meeting. The object of this informal meeting will be for the manager to:

- welcome the employee back
- establish/confirm the reason for the employee's absence and ensure that a return to work form is completed
- find out if the employee has a health problem and, if so, whether there is some support which it would be reasonable and practicable for the nursery to provide. If the employee feels unable to discuss their health issue with the manager, she/he can talk to the proprietor who will keep the conversation confidential if the staff member desires.

Confidentiality must be maintained when dealing with cases under this policy and as such records must be kept in a secure, lockable cabinet.

In certain circumstances absence can result in dismissal. However, no employee will be dismissed on grounds of sickness absence without due

warning and without the appropriate procedure having been followed as per the staff handbook.

Where an employee experiences sickness absence as a result of a disability it will be recorded separately and treated in line with the Disability Discrimination Act 1995. A disabled employee's absence may be related to their impairment rather than illness, e.g. they require a period of absence in order to manage their disability, absences for consultants' appointments, physiotherapy, hearing aid replacements, adjustment to new medication, to be fitted for a new wheelchair etc. In such cases where the absence is not related to ill health the employee will be given disability leave to manage their disability and will not be counted as sickness absence. Where this is not provided, the setting would have to justify why they were not allowing this.

If an employee becomes disabled or their disability worsens, the nursery is under a duty to consider making reasonable adjustments if they become unable to carry out their job. This will include considering whether or not it is reasonable to make adjustments to working conditions or the workplace environment.

The nursery will allow a person who has become disabled more time off during work than would be allowed to non-disabled employees to enable them to have rehabilitation training. A similar adjustment would be appropriate if a disability worsens or if a disabled person needs occasional treatment.

### **Grievance and Discipline**

Any employee who feels aggrieved at the way their sickness absence has been dealt with may invoke the nursery's Grievance Procedure. Where an employee abuses the sickness regulations (e.g. not providing certificates, being absent without permission, refusing to comply with this policy, etc) it will be dealt with under the Disciplinary Procedure.

### **Notification Procedure**

When employees are absent due to sickness they must do the following:

- (1) On the first day of sickness absence: contact the nursery manager or deputy if the manager is not available by 8.00 am; give the reason for their absence; and indicate the likely date of their return to work.
- (2) Keep their line manager informed on a regular basis, where possible contact the nursery by 5.pm to confirm whether they will be returning to work on the following day.
- (3) On the eighth day of sickness absence: contact the manager by 8 a.m. Obtain a medical certificate (a 'fit note') from their GP or a hospital doctor and send it to the setting within two working days.
- (4) Continue to send in consecutively dated medical certificates as necessary and keep the manager informed on a regular basis.
- (5) If their GP provides a certificate stating that the employee 'may be fit for work taking account of advice' (such as a phased return to work, altered hours, amended duties, workplace adaptations) she should

inform the manager immediately. The manager shall discuss with the employee whether there are any additional measures that may be needed to facilitate their return to work, taking into account the GP's advice. This may take place at a return to work interview. If appropriate measures cannot be taken, the employee will remain on sick leave and a date will be set to review the situation.

- (6) If no contact is made by the employee this will be deemed as unauthorised absence.

### **Contacting Employees who are At Home on Sick Leave**

Employees on short-term sickness who have followed the reporting procedure should not be contacted at home unless the manager can demonstrate urgent or extraordinary circumstances justifying the contact.

### **Medical Reports**

As appropriate with the agreement of the employee the Nursery may seek a medical report from the employee's GP, Consultant and refer the employee for an independent medical assessment or to an occupational health unit (OHU).

If it is agreed that a medical report will be sought from the employee's GP, Consultant or OHU, written permission will be gained from the employee first. Employees have a right under the 'Access to Medical Reports Act 1988' to see their own medical reports before it is given to the employer and to query items in it.

Further to the receipt of the medical report, a meeting will be arranged between the line manager, employee and his or her representative. The purpose of this meeting is to discuss the response from the employee's GP, Consultant or OHU and for all parties to consider options available to the worker.

## **SECTION 2 - FREQUENT ABSENCE**

### **Introduction**

Frequent absence refers to cases where an employee is frequently absent from work for relatively short periods due to sickness. Most employees will have some short-term sickness absence. However, it is essential that frequent absence is dealt with promptly and consistently and managers are responsible for deciding when to initiate action. **Frequent absence is considered to be in excess of 3 periods or 10 days of sickness in a six month period.**

### **Seeking Solutions at the Informal Stage**

Daisy Chain Day Nursery believes that it is in everyone's interest for cases of frequent absence to be dealt with quickly and informally. Where a manager becomes concerned about an employee's level of sickness absence, every effort must be made to resolve the matter informally. The manager should raise any concerns during supervision meetings and have a two-way

discussion with the employee. Both parties should discuss the matter positively, with a view to identifying the reasons for the absences, ways in which the situation might be improved and what, if anything, the setting can do to support the employee. The employee should make the manager aware of any relevant factors, such as whether the absence is related to an accident, disability, pregnancy or some medical condition and whether it is likely to be temporary, on-going or long term. The manager should look positively to see if there is anything that the nursery can reasonably do to assist the employee. The manager should also make the employee aware that if the situation does not improve it might need to be dealt with under the formal process. If the employee has a health problem, which s/he feels unable to discuss with the manager, they should be referred to the proprietor who will keep the conversation confidential if the staff member desires.

Where the situation does not improve and the manager assesses that formal action is required the matter will be raised as a disciplinary as outlined by the staff handbook. Where the sickness absence is clearly of a long-term nature, it should be dealt with under Section 3 below.

Where the absence is related to a disabled employee's impairment rather than illness, the employee will be given disability leave to manage their disability and this will not be counted as sickness absence.

Pregnancy-related absences will not be dealt with through the formal procedures. The line manager will maintain contact with a worker who is absent with a pregnancy related illness and will provide return to work interview. Absence due to pregnancy-related illness may trigger the start of maternity leave if within four weeks of the expected week of childbirth (EWC).

## **LONG TERM SICKNESS ABSENCE**

### **Introduction**

Sickness absence of one month or more is generally considered to be long-term absence.

Individuals may be absent on long term sick leave for a variety of reasons (e.g., injury, operation, convalescence from illness, diagnosis of a long term disability, terminal illness, etc.) and any action taken will vary according to the circumstances of the particular case. This section gives broad guidance and establishes standards of good practice.

When a disabled employee is on long-term sick leave related to their disability or they are at risk of a cut in pay, the onus will be on The Nursery to provide convincing justification for not maintaining full pay for the period of absence in accordance with the Disability Discrimination Act or subsequent legislation.

### **Informal Meeting**

Where an employee has been absent for more than two months and there is

no identified return date in the near future, the manager will contact the member of staff to arrange an informal welfare meeting to discuss their current situation and when a return to work can reasonably be expected. The employee will have the right to be accompanied by a trade union representative or work colleague. The response will determine the next stage in the process, as the options will depend on the individual circumstances. In the event that the employee is too ill to attend the meeting, the manager will seek to obtain the necessary information from them in an appropriate manner, e.g. by home visit or via their trade union or other representative.

### **Terminal Illness**

The Nursery will approach cases of terminal illness with as much sensitivity and flexibility as possible. Where the manager becomes aware that she is dealing with an employee whose absence is due to a terminal illness, they should seek confidential advice from the proprietor and, where appropriate, from the employee's GP, Consultant or an Occupational Health Unit. Each case needs to be dealt with separately depending, in particular, on the medical prognosis and the possible effect on the employee of terminating her/his employment. If the affected employee wishes, the Nursery will make every effort to facilitate her/him in continuing to work for as long as possible, either on a full or part time basis, or with periods of absence to take rests from work.

Internal use only

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<b>Reviewed by</b>	Samantha Hinds
<b>Date disseminated to staff (if applicable)</b>	N/A

## **Staff training and development policy**

Every new staff member is recruited and vetted as per the 'Employment and Vetting policy and procedure'. Where possible on their first day of work each staff member receives a full induction procedure as indicated on the 'new team member guide. (see forms and guidance at the end of this document). This induction procedure must be fully completed within a week of the staff members start date.

The induction process includes:

- **Identification form** – each new staff member must show identification which is recorded on the form. This includes any recent DBS clearances.
- **Contract, job description and staff handbook** issued and explained and any queries answered.
- **Health and safety training is completed.** The trainer explains the policy and procedures for fire, first aid, loft ladder, nappy changing, maintenance of equipment and security. Once this is completed the staff member signs the training document and is given a copy for reference.
- **Staff information form** – the staff member completes a form with all of their contact details and those of their next of kin for emergency purposes.
- **Health questionnaire** – the staff member completes a health questionnaire detailing any current or past medical issues which may impact on their role as a childcare professional. This is reviewed and discussed with the nursery manager if necessary.
- **Manual handling training** - the staff member is trained on safe manual handling and signs to indicate their full understanding.
- **Policy and procedures** – the staff member reads through the nursery policy document and is given the opportunity to ask questions and clarify their understanding.
- **Confidentiality and behaviour management forms** – the staff member signs to clarify their understanding of the confidentiality and behaviour management policies.
- **Staff handbook** – the new staff member is given a handbook which outlines the rules and procedures of the nursery.
- **Staff information booklet** – the new staff member is given an information booklet relevant to the room or position they will be fulfilling. This document explains which staff members will be working in their room, and domestic details such as holidays, sickness and nursery contact details. The staff mentor who is a member of staff from within the nursery responsible for supporting the new staff member is also documented in this handout. The manager discusses with the staff member items such as dress code, sickness and general behaviour expectations.
- **Bank details form** - the manager explains the wage payment system and receives any necessary paperwork such as P45 and bank details.
- **Tour around nursery** – each new staff member is shown around the nursery and introduced to all the staff. During this tour all health and safety issues such as fire extinguishers, fire blankets, fire exits and medicine cabinets are highlighted. The staff member is also shown the kitchen area and breaks are explained.

Following the induction process the staff member is introduced to their mentor who will train the staff member on the routines and requirements within their individual room.

### **Reviews and appraisals**

After one month of service the staff member has a review whereby progress so far and any concerns are raised. Further meetings are arranged at three and six months. Progress and targets will be discussed. At the end of the 6 month probationary period the staff member and the manager will meet to sign off the staff members probationary period and discuss any further training needs.

In addition supervision meetings are held with each staff member as a minimum of one per term. In these meetings the manager and the staff member discuss the current situation and the staff member is given the opportunity to indicate if they have any current needs or have any concerns in regards to provision, children, staff members, students or volunteers.

Once a year each staff member will receive an appraisal. The staff member is given an appraisal from to complete. (see forms and guidance at the end of this document). The staff member completes this form in preparation for the appraisal meeting. The manager and the staff member discuss all of the areas raised in the appraisal and agree targets for the following year. The staff member is asked if they feel they have any training requests or needs and these are considered within their targets. If a training needs is identified this is forwarded to the training co-ordinator to arrange.

### **Ongoing training**

The nursery has appointed a training co-ordinator Samantha Hinds who is responsible for monitoring training and development throughout the nursery. The training co-ordinator maintains a matrix of all essential training and renewal dates. In addition the co-ordinator sources information on all training courses available through the local early years and other relevant training providers. Individual staff needs highlighted during appraisals, staff meetings and general staff interest are considered prior to the co-ordinator organising and booking required training. In addition, ongoing training is provided through staff meetings, curriculum events and demonstrations.

Internal use only

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<b>Date disseminated to staff (if applicable)</b>	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

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## **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 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

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## **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 fills out 'my first day' and 'my first week' sheets 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

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<b>Date disseminated to staff (if applicable)</b>	N/A

## **Visitors Policy**

The nursery has a strict policy in vetting outside visitors to ensure the safety of both the children and staff.

If the nursery is aware a visitor is attending the following procedures are followed:

- The full name of the visitor is taken and recorded in the visitor diary against the date they will be visiting.
- The purpose of the visit is recorded in the diary.
- Staff are made aware that the visitor will be attending the nursery, giving the details for security measures.
- The visitor will be asked to bring full identification.

On arrival of the visitor, the practitioner who answers the door will ask the person who they are and ask them to wait whilst a management member is informed, who will go to the door.

At the door the management member will ask the following:

- The person's full name.
- The full name of the company.
- The purpose of their visit.
- Full identification to be shown.

If all the details are given, then entrance will be allowed.

If the management member were in any doubt, they would ask the person to wait outside while they contact the company for validation of the person and only when they were completely satisfied would the visitor be allowed entry.

On entry the visitor is asked to sign in the visitors book with the following:

- Full name.
- Time of arrival.
- Purpose of the visitor.

The visitor is briefed about security measures and what is expected of them whilst on the premises, which are as follows:

- The visitor is supervised at all times.
- If the visitor needs to use the bathroom, then a member of the management team ensures the bathroom area is vacant and waits in that area until the visitor is ready to proceed.
- If the visitor needs to go off premises a member of the management team escorts them and explains, that they have ring the door bell each time to gain entry.
- On departing the visitor will be asked to sign out giving the time.

If an unexpected visitor arrives the following procedure is followed:

- A practitioner will answer the door and ask the person, who they are and the nature of their business and then ask the person to wait while a management member is informed who will go to the door.
- Full details of the person and the purpose of their visit will be required.
- Identification will be asked for.
- If required a follow up search to company will be sought for valid identification.
- A scheduled appointment will then be arranged and recorded in the diary.

**The safety and the welfare of both the children and the staff is paramount.**

**Related Forms and Guidance:**

- **Proof of identification Form**

Internal use only

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<b>Date disseminated to staff (if applicable)</b>	n/a

## **Volunteer Policy**

Daisy Chain recognises the immense benefits that volunteers bring to the nursery. In return, we hope to give volunteers an opportunity to exercise their skills in a different environment and to undertake new experiences.

Volunteers must undertake a DBS enhanced disclosure check, and provide two referees before they start their placement at the nursery. All volunteers will complete a volunteer application form, and will be invited to attend an interview to become a volunteer after being shown around the nursery. The volunteer's will receive a full induction on their first day, where they are also asked to read through the policy and risk assessment documents. We insist that the volunteer follows all nursery procedures in the same manner as a paid employee to ensure consistency and quality of care and early learning for all children.

Volunteers will agree days and times of their placement, and are asked to keep to these times unless a change is agreed with the Nursery Manager.

Volunteers will be under the supervision of the Nursery Manager, and will be supervised in the rooms by the Room Leaders. Volunteers will not be left on their own with children, and will not be counted in the ratio's within the nursery. Volunteers will be offered training and/or support as appropriate.

Volunteers will have supervisions with the Nursery Manager, and will be supported by the staff team during their time at the nursery. Volunteers will be supported by staff when carrying out all activities, and shown how to use any equipment needed within the nursery.

Volunteers are likely to become aware of confidential information within the nursery either about the children, its staff and parents. Volunteers should not disclose this information and should follow the nursery confidentiality procedure at all times.

### **Volunteer's induction pack**

On commencing their volunteer work, the volunteer will be given a full induction to the nursery including:

- General information about the nursery
- A copy of this volunteering policy
- A confidentiality statement which will require reading, signing and returning to the nursery manager
- Details of access to all nursery relevant policies and procedures and risk assessments.
- Health and Safety Training
- Manual Handling Training

Internal use only

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## **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

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<b>Date disseminated to staff (if applicable)</b>	N/A

## **Whistle Blowing Policy: Guidance for Employees**

“Whistleblowing” means raising or reporting concerns relating to the welfare or safety of children and young people. All of those who come into contact with children and families in their everyday work have a duty to safeguard and promote the welfare of children.

All practitioners have a responsibility to report abuse and malpractice to the relevant authorities when it is suspected or should they have concerns regarding the way in which children are being cared for.

Staff must acknowledge their individual responsibilities to bring matters of concern to the attention of management and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk.

The Public Interest Disclosure Act, which came into effect in 1999, gives legal protection to employees against being dismissed or penalised by their employers as a result of publicly disclosing certain serious concerns. The Setting has endorsed the provisions set out below so as to ensure that no members of staff should feel at a disadvantage in raising legitimate concerns.

You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation; these feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable child or young person who is targeted. These children need someone like you to safeguard their welfare.

*Don't think what if I'm wrong - think what if I'm right*

### **Reasons for whistle blowing**

- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour
- To prevent the problem worsening or widening
- To protect or reduce risks to others
- To prevent becoming implicated yourself

### **What concerns should be reported?**

An allegation is defined as any complaint or concern that might indicate that a person:

- Has harmed a child or put a child at risk of harm
- Has displayed behaviour involving or related to a child that might constitute a criminal offence
- Has behaved in a way that raises concern about the adult's suitability to work with children.

As well as child welfare concerns, instances of poor practice amongst the children's workforce should also be reported – such as the failure to meet standards of

registration with Ofsted, or a failure to meet the welfare requirements of the EYFS. While an individual may not be assessed as perpetrating abuse, they may still present a risk to children due to their behaviour, practice or attitude. Whistleblowing is different from reporting a grievance or complaint, (see the settings policies on this)

### **What stops people from whistle blowing**

- Starting a chain of events which spirals
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed

### **How to raise a concern**

- You should voice your concerns, suspicions or uneasiness as soon as possible for action to be taken
- Try to pinpoint what practice is concerning you and why
- Approach someone you trust and who you will believe will respond
- Make sure you get a satisfactory response - don't let matters rest
- You should put your concerns in writing
- A member of staff is not expected to prove the truth of an allegation but you will need to demonstrate sufficient grounds for the concern

### **What happens next**

- You should be given information on the nature and progress of any enquiries.
- Daisy Chain Day Nursery has a responsibility to protect you from harassment or victimisation
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
- Malicious allegations may be considered as a disciplinary offence

### **Self reporting**

Staff have a responsibility to report any relevant changes of circumstance to their employer. These include any criminal investigations, convictions or warnings they may become the subject of and/or if their own children become involved in any child protection related concern

There may also be occasions where a member of staff has a personal difficulty, such as a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned.

Confidentiality cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children

### **Whistle blowing procedure**

Any member of staff having a concern should speak to their line manager. This **should not be discussed** with anyone else. The concerns should be put in writing.

If the concern is about the line manager then they need to speak to the person above i.e. Manager or Chair/ Proprietor

This links with the policy "Allegation against a member of staff" as it will need reporting to Referral and Assessment and Ofsted. **No investigations** should take place until this has been reported and all guidance will be taken from the LADO (Local Authority Designated Officer) through Referral and Assessment.

The LADO may decide that the concern should be dealt with through disciplinary procedures within the setting. Disciplinary procedures should be followed whilst taking legal advice. (see settings Disciplinary procedures).

### **Further advice and support**

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager, your setting's Childcare Advisor and/or your professional or trade union (if you belong to one)

#### **Key Points**

- Daisy Chain Day Nursery aims to promote a transparent culture with parents and staff where everyone feels able to raise any concerns they may have
- Remember that an allegation of child abuse or neglect may lead to a criminal investigation – don't do anything that may jeopardise an investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse yourself
- Don't keep it to yourself, report it
- Do not rely on someone else to report the suspected abuse – you may be the only person to have noticed, or others may be relying on someone else to make the call
- Remember, there may be more than one child being harmed
- All concerns raised will be taken seriously and fully investigated
- Do not share information in an inappropriate manner
- It should not be deemed that someone is guilty of an offence or poor practice just because a concern has been reported about them.
  - Always put the needs and welfare of the child first – excuses such as 'not wanting to get involved', 'it would lead to a loss of business' or 'not wanting the hassle' are reprehensible if they prevent you from reporting concerns
  - How would you feel if you did nothing and found out later that the child had been abused?

***"Absolutely without fail - challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong"***

With acknowledgement to Sounding the Alarm – Barnardos/ NCMA Factsheet

Whistle blowing policy - Internal use only

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# Forms and guidance notes