

Benington Nursey POLICY MANUAL

June 2025

Policies

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This policy manual and all the listed policies

(1.1 – 11.2) were adopted at a

meeting of

Management

Held on

3/2/2025

Date to be reviewed

3/2/2026

Signed on behalf of the management



Name of signatory

Kent Atkinson

Child Protection

1.1 Children's rights and entitlements

Policy statement

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

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

To be strong means to be:

- secure in their foremost attachment relationships where they are loved and cared for, by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;
- safe and valued as individuals in their families and in relationships beyond the family, such as nursery or school;
- self assured and form a positive sense of themselves – including all aspects of their identity and heritage;
- included equally and belong in our setting and in community life;
- confident in their own abilities and proud of their achievements;
- progressing optimally in all aspects of their development and learning;
- part of a peer group in which they learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world; and
- able to represent themselves and participate in aspects of service delivery that affects them, as well as aspects of key decisions that affect their lives.

To be resilient means to:

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

To be listened to means:

- adults who are close to children recognise their need and right to express and communicate their thoughts, feelings and ideas;
- adults who are close to children are able to tune in to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated;
- adults who are close to children are able to respond appropriately and, when required, act upon their understanding of what children express and communicate; and
- adults respect children's rights and facilitate children's participation and representation in imaginative and child centered ways in all aspects of core services.

1.2 Safeguarding children, young people and vulnerable adults

Policy statement

Our setting will work with children, parents and the community to ensure the rights and safety of children and young people* and vulnerable adults. Our Safeguarding Policy is based on the three key commitments of the Pre-school Learning Alliance Safeguarding Children Policy.

Procedures

We carry out the following procedures to ensure we meet the three key commitments of the Alliance Safeguarding Children Policy, which incorporates responding to child protection concerns.

Key commitment 1

We are committed to building a 'culture of safety' in which children, young people and vulnerable adults are protected from abuse and harm in all areas of our service delivery.

- Our Designated Safeguarding Leads (DSLs) are Samantha Cragg, Stephanie Jones.
 - Samantha Cragg also acts as the Designated Officer (DO), providing oversight and support to the DSLs and liaising with external agencies when required. A DSL is always contactable during opening hours.
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- The designated safeguarding lead ensures she has relevant links with statutory and voluntary organisations with regard to safeguarding.
 - The DSL maintains up-to-date knowledge of safeguarding and completes appropriate training as specified in Annex C of the EYFS 2025. This includes training refreshed at least every two years and knowledge updates annually.
 - We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.
 - All staff understand that safeguarding is their responsibility
 - All staff have an up-to-date knowledge of safeguarding issues, are alert to potential indicators and signs of abuse and neglect and understand their professional duty to ensure safeguarding and child protection concerns are reported to the local authority children's social care team or the NSPCC. They receive updates on safeguarding at least annually.
 - Safeguarding training must be renewed every two years by all staff. All staff are trained to understand our safeguarding procedures and receive annual safeguarding updates.
 - Providers should consider whether staff need to undertake annual refresher training within that two-year period. Refresher training may be necessary to:

- Maintain basic safeguarding skills.
- Keep up to date with changes to safeguarding legislation and procedures.
- Respond to any safeguarding concerns or incidents that occur within the setting.
- All staff are confident to ask questions in relation to any safeguarding concerns and know not to just take things at face value but can be respectfully sceptical.
- All staff understand the principles of early help (as defined in *Working Together to Safeguard Children*, 2018) and are able to identify those children and families who may be in need of early help and enable them to access it.
- All staff understand what constitutes significant harm and are familiar with local safeguarding thresholds. They know how to access support for children and families, including those who do not meet the threshold for statutory intervention, in line with the arrangements set out by the local safeguarding partners.
- All staff understand their responsibilities under the General Data Protection Regulation and the Data Protection Act 2018, and understand relevant safeguarding legislation, statutory requirements and local safeguarding partner requirements and ensure that any information they may share about parents and their children with other agencies is shared appropriately and lawfully.
- We will support families to receive appropriate early help by sharing information with other agencies in accordance with statutory requirements and legislation.
- We will share information lawfully with safeguarding partners and other agencies where there are safeguarding concerns.
- We will be transparent about how we lawfully process data.
- All staff understand how to escalate their concerns in the event that they feel either the local authority and/or their own organisation has not acted adequately to safeguard and know how to follow local safeguarding procedures to resolve professional disputes between staff and organisations.
- All staff understand what the organisation expects of them in terms of their required behaviour and conduct, and follow our policies and procedures on positive behaviour, online safety (including use of cameras and mobile phones), whistleblowing and dignity at work.
- Children have a key person to build a relationship with, and are supported to articulate any worries, concerns or complaints that they may have in an age appropriate way.
- All staff understand our policy on promoting positive behaviour and follow it in relation to children showing aggression towards other children.
- Adequate and appropriate staffing resources are provided to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Enhanced criminal records and barred lists checks and other suitability checks are carried out for staff and volunteers prior to their post being confirmed, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Where applications are rejected based on information disclosed, applicants have the right to know and to challenge incorrect information.

- Before confirming employment, we obtain and check at least two written references for all prospective staff, students, and volunteers. This forms part of our safer recruitment process, which is fully detailed in our Recruitment and References Policy.
- Enhanced criminal records and barred lists checks are carried out on anyone living or working on the premises.
- Volunteers must:
 - be aged 17 or over;
 - be considered competent and responsible;
 - receive a robust induction and regular supervisory meetings;
 - be familiar with all the settings policies and procedures;
 - be fully checked for suitability if they are to have unsupervised access to the children at any time.
- Information is recorded about staff qualifications, and the identity checks and vetting processes that have been completed including:
 - the criminal records disclosure reference number;
 - certificate of good conduct or equivalent where a UK DBS check is not appropriate;
 - the date the disclosure was obtained; and
 - details of who obtained it.
- All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).
- From 31 August 2018, staff and volunteers in childcare settings that are not based on domestic premises are **not** required to notify their line manager if anyone in their household (including family members, lodgers, partners etc.) has any relevant convictions, cautions, court orders, reprimands or warnings or has been barred from, or had registration refused or cancelled in relation to any childcare provision or have had orders made in relation to care of their children. For childminders and childcare provided from domestic settings they will be required to notify if anyone in their household has any relevant convictions, court orders or reprimands or had registration refused or cancelled in relation to childcare provision or have had certain Orders made in relation to the care of their children in accordance with the Childcare Disqualification and Childcare Regulations 2018, and Disqualification under the Childcare Act guidance effective from 31 August 2018.
- Staff receive regular supervision, which includes discussion of any safeguarding issues, and their performance and learning needs are reviewed regularly.
- In addition to induction and supervision, staff are provided with clear expectations in relation to their behaviour outlined in the employee handbook.
- We notify the Disclosure and Barring Service 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.
- Procedures are in place to record the details of visitors to the setting.

- Security steps are taken to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- Steps are taken to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child. Any images of children are held securely and in a locked filing cabinet when not in use. Staff do not use personal cameras or filming equipment to record images.
- Personal mobile phones are not used where children are present.
- Intimate care, including nappy changing and toileting, is carried out in a manner that safeguards children while respecting their dignity and privacy. Staff remain visible or within hearing range of others where appropriate and follow our Intimate Care Procedures.
- The designated safeguarding lead in the setting has responsibility for ensuring that there is an adequate online safety policy in place.
- Mealtimes are always supervised by staff to prevent food sharing, manage allergies, and reduce choking risks. A Paediatric First Aid-qualified staff member is always present during snacks and meals in line with EYFS 2025 requirements. Further details are available in our separate Food and Mealtimes Policy.
- All staff, including students, trainees or apprentices who are counted in the staff-to-child ratios, must hold a current Paediatric First Aid (PFA) certificate in accordance with the EYFS 2025 framework.
- We keep a written record of all complaints and concerns including details of how they were responded to.
- We ensure that robust risk assessments are completed, that they are seen and signed by all relevant staff and that they are regularly reviewed and updated, in line with our health and safety policy.
- The designated officer will support the designated safeguarding lead to undertake their role adequately and offer advice, guidance, supervision and support.
- The designated safeguarding lead will inform the designated officer at the first opportunity of every significant safeguarding concern, however this should not delay any referrals being made to children's social care, or where appropriate, the LADO, Ofsted or RIDDOR.

This policy has been reviewed and is fully in line with the Statutory Framework for the Early Years Foundation Stage (EYFS 2025).

Key commitment 2

We are committed to responding promptly and appropriately to all incidents, allegations or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG, 2015) and the Care Act 2014.

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.

- We ensure that all staff have an understanding of the additional vulnerabilities that arise from special educational needs and/or disabilities, plus inequalities of race, gender, language, religion, sexual orientation or culture, and that these receive full consideration in relation to child, young person or vulnerable adult protection.
- When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:
 - significant changes in their behaviour;
 - deterioration in their general well-being;
 - their comments which may give cause for concern, or the things they say (direct or indirect disclosure);
 - changes in their appearance, their behaviour, or their play;
 - unexplained bruising, marks or signs of possible abuse or neglect; and
 - any reason to suspect neglect or abuse outside the setting.
- We understand how to identify children who may be in need of early help, how to access services for them
- We understand that we should refer a child who meets the s17 Children Act 1989 child in need definition to local authority children's social work services
- We understand that we should refer any child who may be at risk of significant harm to local authority children's social work services.
- We are aware of the 'hidden harm' agenda concerning parents with drug and alcohol problems and consider other factors affecting parental capacity and risk, such as social exclusion, domestic violence, radicalisation, mental or physical illness and parent's learning disability.
- We are aware that children's vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement, we inform our local authority children's social care team.
- We are prepared to take action if we have concerns about the welfare of a child who fails to arrive at a session when expected. The designated safeguarding lead will take immediate action to contact the child's parent to seek an explanation for the child's absence and be assured that the child is safe and well. If no contact is made with the child's parents and the designated person has reason to believe that the child is at risk of significant harm, the relevant professionals are contacted immediately and LSP procedures are followed. If the child has current involvement with social care the social worker is notified on the day of the unexplained absence. We are alert to the safeguarding risks posed by repeated or unexplained absences. All absences are followed up on the same day, and patterns are monitored over time. Escalation to appropriate services (e.g. social care or police) is made where necessary, in line with our Attendance Policy.
- We are aware of other factors that affect children's vulnerability that may affect, or may have affected, children and young people using our provision, such as abuse of children who have special educational needs and/or disabilities; fabricated or induced illness; child abuse linked to beliefs in spirit possession;

sexual exploitation of children, including through internet abuse; Female Genital Mutilation and radicalisation or extremism.

- In relation to radicalisation and extremism, we follow the Prevent Duty guidance for England and Wales published by the Home Office and LSP procedures on responding to radicalisation.
- The designated person completes online Channel training, online Prevent training and attends local WRAP training where available to ensure they are familiar with the local protocol and procedures for responding to concerns about radicalisation.
- We are aware of the mandatory duty that applies to teachers, and health workers to report cases of Female Genital Mutilation to the police. We are also aware that early years practitioners should follow local authority published safeguarding procedures to respond to FGM and other safeguarding issues, which involves contacting police if a crime of FGM has been or may be about to be committed.
- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.
- If we become concerned that a child may be a victim of modern slavery or human trafficking we will refer to the National Referral Mechanism, as soon as possible and refer and/or seek advice to the local authority children's social work service and/or police.
- We will be alert to the threats children may face from outside their families, such as that posed by organised crime groups such as county lines and child sexual exploitation, online use and from within peer groups and the wider community.
- Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures below for reporting child protection and child in need concerns and follow the LSP procedures, or when they come into force replacing the LSP, we will follow the local procedures as published by the local safeguarding partners.
- Where such indicators are apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the member of staff who is acting as the designated person. The information is stored on the child's personal file.
- In the event that a staff member or volunteer is unhappy with the decision made of the designated safeguarding lead in relation to whether to make a safeguarding referral they must follow escalation procedures.
- We refer concerns about children's welfare to the local authority children's social care team and co-operate fully in any subsequent investigation. NB In some cases this may mean the police or another agency identified by the Local Safeguarding Children Board (or the local safeguarding partners when their published safeguarding arrangements take over from the LSP).
- We respond to any disclosures sensitively and appropriately and take care not to influence the outcome either through the way we speak to children or by asking questions of children (although we may check out/clarify the details of what we think they have told us with them).

- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse or neglect is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account in an age appropriate way, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.
- All staff are also aware that adults can also be vulnerable and know how to refer adults who are in need of community care services.
- All staff and volunteers are aware of how to raise safeguarding concerns about colleagues, managers, or the setting. Our detailed Whistleblowing Policy outlines the internal steps for reporting, as well as external contacts such as the NSPCC Whistleblowing Helpline (0800 028 0285) and Ofsted.
- Staff are supported to challenge decisions if they feel safeguarding concerns are not adequately addressed, in line with our escalation procedures.

Recording suspicions of abuse and disclosures

- Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff:
 - listens to the child, offers reassurance and gives assurance that she or he will take action;
 - does not question the child, although it is OK to ask questions for the purposes of clarification;
 - makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with the date and time; and the names of any other person present at the time.
- These records are signed and dated and kept in the child's personal file, which is kept securely and confidentially.
- The member of staff acting as the designated safeguarding lead is informed of the issue at the earliest opportunity, and always within one working day.
- The Designated Safeguarding Lead (DSL) will contact the parent or carer when appropriate and in the best interests of the child. Where necessary, the DSL will escalate the concern to the relevant authorities and inform the parent or carer, unless doing so would place the child at further risk.
- Where the Local Safeguarding Children Board or local safeguarding partners safeguarding procedures stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding Children Board.

Making a referral to the local authority children's social care team

- We follow the procedures set out by our Local Safeguarding Children Partnership (LSCP) when there is a concern that a child may be at risk of harm.
- All concerns are recorded using our safeguarding concern form and reviewed by the Designated Safeguarding Lead (DSL) or their deputy.
- If the concern meets the threshold for a referral, the DSL (or deputy) completes and submits an online referral to children's social care via the LSCP's approved referral portal.
- Threshold guidance and referral criteria are checked before any referral is made, and we ensure that all relevant information is included in line with local requirements.
- Up-to-date guidance and referral links are kept accessible to staff, and procedures are reviewed regularly to ensure compliance with statutory safeguarding duties.

Escalation process

- If we feel that a referral made has not been dealt with properly or that concerns are not being addressed or responded to, we will follow the LSP escalation process.
- We will ensure that staff are aware of how to escalate concerns.
- We will follow local procedures published by the LSP or safeguarding partners to resolve professional disputes.

Informing parents

- Parents are normally the first point of contact. Concerns are normally discussed with parents to gain their view of events, unless it is felt that this may put the child or other person at risk, or may interfere with the course of a police investigation, or may unduly delay the referral, or unless it is otherwise unreasonable to seek consent. Advice will be sought from social care, or in some circumstances police, where necessary.
- Parents are informed when we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the procedures of the Local Safeguarding Children Board/Local Safeguarding Partners does not allow this, for example, where it is believed that the child may be placed at risk.
- This will usually be the case where the parent is the likely abuser or where sexual abuse may have occurred.
- If there is a possibility that advising a parent beforehand may place a child at greater risk (or interfere with a police response) the designated safeguarding lead should consider seeking advice from children's social care, about whether or not to advise parents beforehand, and should record and follow the advice given.

Liaison with other agencies and multi-agency working

- We work within the Local Safeguarding Children Board/Local Safeguarding Partners guidelines
- The current version of 'What to do if you're worried a child is being abused' is available for parents and staff and all staff are familiar with what they need to do if they have concerns.
- We have procedures for contacting the local authority regarding child protection issues and concerns about children's welfare, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and children's social care to work well together.
- We notify Ofsted of any incident or accident and any changes in our arrangements which may affect the well-being of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.
- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.

Allegations against staff and persons in position of trust

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- We ensure that all staff volunteers and anyone else working in the setting knows how to raise concerns that they may have about the conduct or behaviour of other people including staff/colleagues.
- We differentiate between allegations, and concerns about the quality of care or practice and complaints and have a separate process for responding to complaints.
- We respond to any inappropriate behaviour displayed by members of staff, volunteer or any other person living or working on the premises, which includes:
 - inappropriate sexual comments;
 - excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.
- We will recognise and respond to allegations that a person who works with children has:
 - behaved in a way that has harmed a child, or may have harmed a child
 - possibly committed a criminal offence against or related to a child
 - behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- We respond to any concerns raised by staff and volunteers who know how to escalate their concerns if they are not satisfied with our response
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to a senior manager within the organisation and the Local Authority Designated Officer (LADO) as necessary to investigate and/or offer advice.

- We also report any such alleged incident to Ofsted (unless advised by LADO that this is unnecessary due to the incident not meeting the threshold), as well as what measures we have taken. We are aware that it is an offence not to do this.
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the management team and children's social care agree it is appropriate in the circumstances, the member of staff or volunteer will be suspended 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. Where it is appropriate and practical and agreed with LADO, we will seek to offer an alternative to suspension for the duration of the investigation, if an alternative is available that will safeguard children and not place the affected staff or volunteer at risk.

Disciplinary action

Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Disclosure and Barring Service of relevant information, so that individuals who pose a threat to children and vulnerable groups can be identified and barred from working with these groups.

Key commitment 3

We are committed to promoting awareness of child abuse issues throughout our training and learning programmes for adults. We are also committed to empowering children through our early childhood curriculum, promoting their right to be strong, resilient and listened to.

Training

- Training opportunities are sought for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse (including child sexual exploitation) and neglect and that they are aware of the local authority guidelines for making referrals. Training opportunities should also cover extra familial threats such as online risks, radicalisation and grooming, and how to identify and respond to families who may be in need of early help, and organisational safeguarding procedures.
- The Designated safeguarding lead receives appropriate training, as recommended by the Local Safeguarding Children Board, every two years and refresh their knowledge and skills at least annually.
- We ensure that all staff know the procedures for reporting and recording any concerns they may have about the provision.
- We ensure that all staff receive updates on safeguarding via emails, newsletters, online training and/or discussion at staff meetings at least once a year.

Planning

- The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being within sight and/or hearing of other staff or volunteers.

Curriculum

- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and so that they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for individuals, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

Confidentiality

- All safeguarding concerns, records, and investigations are treated with the utmost confidentiality and are only shared with individuals who need to know in order to protect the child.
- Information is shared in line with the guidance from our Local Safeguarding Children Partnership (LSCP), and in accordance with the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018, and *Working Together to Safeguard Children* (updated 2023).
- We understand that the duty to safeguard children overrides the need for confidentiality where there is a risk of harm. Information is only shared lawfully and proportionately, ensuring that children are protected while also respecting privacy.

Support to families

- We believe in building trusting and supportive relationships with families, staff and volunteers.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
- We will engage with any child in need plan or early help plan as agreed.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure, and only if appropriate under the guidance of the Local Safeguarding Children Board.

Legal framework

Primary legislation

- Children Act (1989 s47)
- Protection of Children Act (1999)
- The Children Act (2004 s11)
- Children and Social Work Act 2017
- Safeguarding Vulnerable Groups Act (2006)
- Childcare Act (2006)
- Child Safeguarding Practice Review and Relevant Agency (England) Regulations 2018

Secondary legislation

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equality Act (2010)
- General Data Protection Regulations (GDPR) (2018)
- Childcare (Disqualification) Regulations (2009)
- Children and Families Act (2014)
- Care Act (2014)
- Serious Crime Act (2015)
- Counter-Terrorism and Security Act (2015)

Further guidance

- Working Together to Safeguard Children (2023, statutory from 2024)"
- What to do if you're Worried a Child is Being Abused (HMG, 2015)
- Information Sharing: Advice for Practitioners providing Safeguarding Services (DfE 2018)
- Disclosure and Barring Service: www.gov.uk/disclosure-barring-service-check
- Revised Prevent Duty Guidance for England and Wales (HMG, 2023)

*A 'young person' is defined as 16 to 19 years old – in our setting they may be a student, worker, volunteer or parent.

1.3 Looked after children

Policy Statement

We are committed to providing high-quality early years provision that is inclusive and based on equality of opportunity for all children and their families. All staff in our setting are dedicated to supporting children who are looked after by the local authority, helping them to thrive and reach their full potential.

A child is defined as 'looked after' if they are subject to a care order or are voluntarily accommodated by the local authority under Section 20 of the Children Act 1989. Most looked after children live in foster care, although some may reside in residential settings, with family members (kinship care), or in placements with birth parents under supervision.

We understand that looked after children may have experienced significant disruptions in their lives, including trauma, abuse, neglect, or multiple changes in care placements. However, not all looked after children will have had these experiences. Our approach is to treat each child as an individual and to understand their unique circumstances and needs.

We are committed to promoting each child's emotional well-being, security, and resilience. Our practice is rooted in the understanding of attachment theory and the importance of secure relationships in building confidence and readiness to learn.

Principles

- The term 'looked after child' refers to a child's legal status. It is used sensitively and never to single out or stigmatise a child.
- Where appropriate, we offer funded early education places to eligible two-, three-, and four-year-old looked after children in line with local authority guidance.
- Admissions decisions consider the child's attachment with their current carer and whether the early years placement will provide consistency and support their well-being.
- A flexible settling-in period is always provided. We adapt this process based on the needs of the child and in partnership with the foster carer and social worker.
- Where a child already attending our setting becomes looked after, we will work closely with the local authority to support continuity of care wherever possible.

Procedures

- The Designated Safeguarding Lead (DSL) is also the designated practitioner for looked after children.
- Each looked after child is assigned a key person prior to starting. The DSL ensures the key person is informed, supported, and trained to meet the child's specific needs.
- The DSL and key person liaise with the child's social worker, Independent Reviewing Officer (IRO), virtual school, foster carer, and other relevant professionals.
- A Personal Education Plan (PEP) or equivalent is requested and used to support the child's individual learning and development needs.
- A care plan or placement plan from the local authority outlines expectations and contact arrangements. We adhere to this plan and consult the social worker before making any changes to routines, attendance, or communication with birth parents.
- Confidentiality is maintained, with information shared only with relevant professionals in line with the Data Protection Act 2018 and safeguarding protocols.

- The settling-in process is carefully managed to ensure emotional security and allow the child to develop a trusting relationship with their key person. This process is flexible and may take longer depending on the child's previous experiences.
 - The child's progress is closely monitored, particularly in the early weeks. Observations focus on emotional well-being, communication, social interaction, and learning.
 - Concerns about the child's behaviour, well-being, or care are shared with the foster carer and reported to the social worker as appropriate. If any safeguarding concerns arise, they are managed in line with the setting's safeguarding policy.
 - Regular multi-agency meetings are attended by the DSL or key person to review the child's progress and ensure their needs are being met.
 - Transitions, particularly to school, are handled with care. With social worker agreement, we liaise with the receiving school to support a smooth and informed transition.
-

Further Guidance

- *Working Together to Safeguard Children* (HM Government, 2023)
- *Promoting the Education of Looked-After Children and Previously Looked-After Children* (DfE, 2018 – still current)
- *Keeping Children Safe in Education* (DfE, 2024)
- *EYFS Statutory Framework* (DfE, 2025)

1.4 Uncollected child

Policy Statement

We are committed to ensuring the safety and well-being of all children in our care. If a child is not collected by their expected collection time, we follow our uncollected child procedures to ensure the child remains safe and calm, and that appropriate steps are taken to contact parents or carers.

Parents and carers are made aware of this policy so they understand what actions will be taken if they are unavoidably delayed.

Procedures

Information Provided by Parents/Carers

At registration, parents/carers must provide and keep up to date:

- Home address and telephone number(s). If unavailable, a trusted alternative contact must be provided.
- Place of work and work contact details (if applicable).
- Mobile telephone number(s).

- Names, addresses, and phone numbers of all adults authorised to collect the child (e.g., relatives or childminders).
- Details of who holds parental responsibility.
- Information about any individual who is legally restricted from accessing the child.

Parents must inform the setting in advance if:

- Their contact details change.
- A different authorised adult will collect the child (name and agreed identification method must be provided).
- They are unable to collect their child at the usual time.

If a Child Is Not Collected on Time

1. Immediate steps:
 - Staff check the child's file for any updated collection arrangements.
 - Staff attempt to contact the parent/carer using all available phone numbers.
 - If unsuccessful, staff contact authorised emergency contacts listed on the registration form.
2. If the child is still not collected within 30 minutes:
 - We contact the local authority children's social care team:
☎ 0300 123 4043
3. If social care is unavailable:
 - We contact the local police for further guidance.
4. After an additional 15 minutes (i.e., 45 minutes after expected collection time):
 - We attempt again to contact children's social care or the police.
 - The child will remain at the setting under the care of two vetted members of staff, one of whom is the manager or deputy.
5. Ongoing care:
 - The child will not leave the premises with anyone not authorised by the parent or carer.
 - Staff ensure the child remains safe, calm, and reassured.
 - Concerns are not discussed in front of the child.
6. If the child is taken into the care of children's services:
 - The local authority will make efforts to locate the parent/carer or a suitable relative.
 - If this is not possible, the child will be cared for under local authority arrangements.
7. Reporting:
 - A full written record is made in the child's safeguarding file.
 - Depending on circumstances, Ofsted may be notified:
☎ 0300 123 1231

Additional Notes

- Parents may be charged for additional staff time required due to a late collection.
- The child's welfare remains our top priority throughout.

1.5 Missing child

Policy Statement

Children's safety is our highest priority. Robust procedures are in place to ensure children are supervised and secure both on and off the premises. In the unlikely event that a child goes missing, we act swiftly, calmly, and in accordance with our agreed procedures to ensure their safe recovery.

Procedures

If a Child Goes Missing on the Premises

- The child's key person or the staff member noticing the absence alerts the manager or deputy immediately.
 - The attendance register is checked to confirm that the child is on site.
 - A thorough search of the building, outdoor areas, and access points (doors/gates) is conducted.
 - If the child is not found within a few minutes:
 - The **police are called immediately** and the child is reported as missing.
 - The **parents/carers are contacted** without delay.
 - A recent photo and a description of what the child was wearing is provided to the police.
 - Staff members give clear accounts of where the child was last seen and what was happening at the time.
 - If the manager is not present, the deputy will lead the response and immediately inform the manager.
-

If a Child Goes Missing on an Outing

The responsible staff member:

- Instructs the group to stop and conduct an immediate headcount.
 - Searches the **immediate area** without leaving the group unattended.
 - The senior staff member present calls the **police** and notifies the setting manager.
 - Parents/carers are informed.
 - A staff member remains at the location to liaise with the police, while the rest of the children return to the setting with appropriate supervision.
 - A photo and description of the child is provided to the police.
 - Staff remain calm and reassure the other children throughout.
-

Investigation and Reporting

- **Ofsted** is informed of the incident as soon as possible and kept updated as required.
- A full internal investigation is carried out by the manager, including:
 - Gathering written accounts from all staff involved.
 - Reviewing procedures and identifying any security breaches or supervision lapses.
 - Documenting times, locations, and actions taken.
- Parents/carers are kept informed throughout and are invited to discuss the findings.
- Where applicable, staff may be subject to disciplinary procedures, and Ofsted will be notified of the outcome.
- If a safeguarding concern arises, a referral will be made to children's social care.
- The incident is reported to the setting's **insurance provider**.

Supporting Those Involved

- All staff involved are treated fairly and offered support throughout the investigation.
- Parents may experience distress or anger; meetings with them should be conducted sensitively by the manager and one other senior member of staff.
- Staff must not face verbal abuse or aggression; police will be contacted if necessary.
- Remaining children are supported calmly and appropriately. Staff answer questions truthfully but with reassurance, avoiding unnecessary alarm.
- Where necessary, staff involved in the incident may be offered access to counselling or external support services.

1.6 Online safety (inc. mobile phones, electronic devices, cameras)

Policy statement

We take steps to ensure that there are effective procedures in place to protect children from the unacceptable use of Information and Communication Technology (ICT) equipment or exposure to inappropriate materials while at the setting. We are committed to promoting safe digital practices in line with safeguarding responsibilities and current legislation.

Designated Persons

Our designated persons responsible for coordinating online safety are:

Samantha Cragg & Charlotte Verney

Information Communication Technology (ICT) Equipment

- Only ICT equipment belonging to the setting is used by staff and children.

- The designated person ensures that all ICT equipment is safe, virus-protected, and has appropriate filtering software enabled.
 - All ICT equipment is regularly reviewed to ensure it remains fit for purpose.
-

Internet Access

- Children do not have unsupervised access to the internet.
 - If internet access is used for learning purposes, children are closely supervised and age-appropriate safety guidance is followed.
 - The designated person ensures that online safety risk assessments are completed and kept up to date.
 - Children are taught the following online safety principles in an age-appropriate way:
 - Only go online with a grown-up.
 - Be kind online.
 - Keep information about me safe.
 - Only press buttons on the internet for things I understand.
 - Tell a grown-up if something online makes me feel unhappy or uncomfortable.
 - Staff are trained to build children's resilience to online risks as part of their wider emotional development and understanding of relationships and safety.
 - Any second-hand computer or device brought into the setting is thoroughly checked for inappropriate material before use.
 - All computers for children are positioned in areas visible to staff.
 - Children are not permitted to access social networking platforms.
-

Reporting Online Concerns

- Staff report any offensive, harmful, or inappropriate online material to the Internet Watch Foundation: www.iwf.org.uk
 - Suspected grooming or online abuse must be reported to CEOP: www.ceop.police.uk
 - If staff become aware that a child is the victim of cyberbullying, they speak with parents/carers and signpost to support (e.g. NSPCC: 0808 800 5000 | Childline: 0800 1111).
-

Email Use

- Children do not use email in the setting.
 - Staff may not access personal or work emails while supervising children.
 - Setting devices are not to be used to access personal emails.
 - Any personal information shared electronically is sent via encrypted or secure systems only.
-

Mobile Phones – Children

- Children are not allowed to bring mobile phones or other digital devices to the setting.
 - If a child is found with a device, it is stored securely until collected by a parent.
-

Mobile Phones – Staff and Visitors

- Staff must store personal mobile phones in a secure area (e.g., office or locked cupboard) during working hours.
- Mobile phones may only be used in a non-child area during breaks or in an emergency, with manager permission.
- Staff must ensure that the nursery's telephone number is provided to family in case of emergency.
- On outings, staff may carry a setting mobile phone for emergencies only—personal use and photo-taking are strictly prohibited.
- Parents and visitors are asked not to use mobile phones within the setting. If lone working policies apply, they will be directed to a private area without children.
- These rules apply equally to work-issued phones when used in childcare areas.

A designated nursery mobile phone is used for contacting parents via WhatsApp and text message (e.g., for illness, emergencies, or important updates). This phone is monitored regularly by the manager or Designated Safeguarding Lead (DSL).

The camera function on this phone may only be used to capture photos of children's learning and development with parental consent. These images are stored and printed solely within the setting and are never shared externally or stored long-term on the device.

Smart Watches and Connected Devices

- Staff must not wear smart watches or internet-enabled wearables in rooms where children are present.
 - Supervisors monitor daily compliance and log any breaches.
 - Breaches will result in discussions with the safeguarding team and management. Repeated issues may lead to formal warnings or development plans.
 - Any connected devices such as speakers, tablets, or iPads must be pre-approved by management and a risk assessment completed before use.
-

Cameras and Videos

- Staff and volunteers must not bring personal cameras or video equipment into the setting.
- Photographs and videos are only taken with setting-owned devices and only where parental permission has been obtained (e.g. for learning journals, displays).

- Parental consent is required before photographing or filming events involving children. Parents are reminded not to photograph other children without permission and not to share such images online.
- Any publicity use of photos requires explicit additional consent and must ensure children cannot be identified (e.g. no visible name tags or branded clothing).

Social Media Policy

- Staff must manage the privacy settings of their personal social media accounts to ensure their information is only visible to approved contacts.
- Staff must not accept friend or follow requests from parents, carers, or children currently attending the setting, in order to maintain clear professional boundaries.
- If a pre-existing friendship with a family exists before a child joins the setting, this must be disclosed to the manager. A risk assessment and clear agreement around communication boundaries will be put in place.
- If staff choose to reference the setting or their role on social media, this must be done professionally and never in a way that could bring the setting or its service users into disrepute.
- Confidentiality must always be maintained. Staff must never discuss the setting, children, families, or colleagues online.
- Staff should only share content they would be comfortable being viewed by children, parents, and colleagues.
- Any concerns about online conduct or potential breaches must be reported to the Designated Safeguarding Lead or setting manager immediately.

Use and/or Distribution of Inappropriate Images

- Staff understand that it is a criminal offence to create, possess, or distribute indecent images of children.
- If any member of staff has concerns about the behaviour of a colleague, volunteer, visitor, or other individual (e.g., inappropriate use of images or technology), this must be reported in line with the Safeguarding and Child Protection Policy, under procedures for managing allegations against adults.
- Staff understand that grooming or exploiting children online is an offence and that any suspicions of such behaviour must be reported immediately to the Designated Safeguarding Lead, and where necessary, to external safeguarding agencies.
- The setting cooperates fully with any police or local authority investigation involving digital images or online harm.

Further guidance

- NSPCC and CEOP *Keeping Children Safe Online* training: www.nspcc.org.uk/what-you-can-do/get-expert-training/keeping-children-safe-online-course/

- NSPCC and CEOP Online Safety Training

A recommended course for professionals working with children: www.nspcc.org.uk/keeping-children-safe/online-safety

- CEOP (Child Exploitation and Online Protection) Report concerns or access educational resources: www.ceop.police.uk

- UK Safer Internet Centre

Guidance and resources for early years settings: www.saferinternet.org.uk

1.7 Use of Social Media Policy

Policy Statement

We take the safety, privacy, and digital wellbeing of children, families, and staff very seriously. This policy outlines how social media is used responsibly by the setting to promote positive communication with families and the wider community, and to support our reputation as a professional and trusted provider.

Our use of platforms such as Facebook, complements our existing safeguarding, camera and image use, and data protection policies.

Responsibilities

- The designated person responsible for overseeing the implementation of this policy is:
Stephanie Jpnes The setting's Facebook Group is limited to staff, current parents, and carers (e.g., childminders, nannies) and is administered by authorised staff.
- The Facebook Group's privacy settings are set to "Secret", meaning only members can view content and comments.
- All content shared on our public Facebook page or private group is reviewed and approved by trained staff prior to posting.
- We only post identifiable images of children when explicit parental permission has been given, and we respect each family's preferences at all times.

Content Guidelines

Do Post:

- Images and updates showing the activities, events, and everyday experiences children enjoy at the setting (with parental consent).
- Examples of how we deliver high-quality early years education and care.

- Relevant, useful information for parents and families about our setting and early childhood development.
- Promotional material, including availability of nursery places.
- Posts that promote community spirit, partnership with families, and connections with local organisations.
- News about early years policy or guidance changes that may be helpful to families.

Do Not Post:

- Any personal, identifying, or confidential information about children, families, or staff (e.g., full names, addresses, contact details).
 - Images of children or staff that could be deemed inappropriate or unprofessional.
 - Any content that goes against parental permissions, or nursery guidelines on image use.
 - Location-based updates during off-site trips or outings — content should be posted only after returning to the setting.
 - Any content containing political, religious, or controversial opinions.
-

Monitoring and Compliance

- Access to posting and editing privileges is limited to authorised staff members only.
- The Designated Safeguarding Lead (DSL) monitors content and ensures compliance with all related safeguarding policies.
- Any breach of this policy is taken seriously and may result in disciplinary action, in line with the setting's staff code of conduct and safeguarding procedures.
- Parents are encouraged to report any concerns relating to content posted on the setting's social media.

1.8 Whistle Blowing

At Nursery we are committed to safeguarding and promoting the welfare of children and to maintaining an open and transparent culture where staff feel confident to raise concerns about poor or unsafe practice.

Policy Statement

Employers must put appropriate whistleblowing procedures in place for staff to raise concerns about poor or unsafe practice in the setting's safeguarding provision. This includes:

- When and how to report concerns,
- The process that will be followed once a concern is raised, and
- Ensuring staff know their welfare will be protected after reporting.

All staff must be made aware of the whistleblowing procedures and must feel able to raise concerns in the knowledge that they will be taken seriously by the leadership team.

What Is Whistleblowing?

Whistleblowing refers to raising a concern about wrongdoing, malpractice, or risks, particularly in relation to the safety and wellbeing of children. This may include:

- Failing to follow safeguarding procedures,

- Risky or harmful behaviour by staff or volunteers,
- Unsafe practices that place children at risk,
- Concerns about the way safeguarding concerns are handled by others.

This policy is distinct from complaints or grievance procedures, which address personal employment matters.

How to Raise a Concern

If any staff member has a safeguarding concern, they must:

1. **Report it to the Designated Safeguarding Lead (DSL) immediately or within one working day.**
2. If the concern involves the DSL, or if the staff member feels it is not being addressed properly, they must contact the **Local Authority Designated Officer (LADO)** without delay.

Concerns may be raised verbally or in writing. Staff do not need to have proof before raising a concern, but it should be done in good faith.

What Will Happen Next

- All concerns will be taken seriously and handled sensitively.
 - The DSL or senior manager will investigate the concern, following appropriate safeguarding procedures.
 - The outcome will be recorded, and the whistleblower will be informed (within the bounds of confidentiality and data protection).
 - The welfare of the person raising the concern will be supported throughout.
-

If You Are Not Satisfied

Where a staff member feels unable to raise an issue internally, or feels that their genuine concerns are not being addressed, the following external channels are available:

- **NSPCC Whistleblowing Advice Line:**
Call **0800 028 0285** (Mon–Fri 08:00–20:00; Weekends 09:00–18:00)
Email: help@nspcc.org.uk
Write to: NSPCC, Weston House, 42 Curtain Road, London, EC2A 3NH
- **Ofsted Complaints:**
Guidance on making a complaint about a childcare provider is available via:
Complaints procedure – Ofsted – GOV.UK
- **General Guidance on Whistleblowing:**
Whistleblowing for employees – GOV.UK

1.9 Attendance

Attendance Policy

At Nursery we recognise that regular attendance plays a vital role in safeguarding children and supporting their wellbeing, development, and early learning. This policy outlines our procedures for managing attendance and absence, in line with statutory safeguarding guidance.

Our Commitment

We are committed to:

- Promoting the importance of regular attendance.
- Following up on absences in a timely and appropriate manner.
- Sharing clear expectations with families about attendance and absence reporting.
- Using professional judgement and safeguarding procedures where concerns arise.

Parental Responsibility

Parents and carers must:

- Ensure their child attends nursery regularly and on time.
- Notify the nursery by phone, text, email, or in person on the first day of absence, providing the reason for the absence.
- Inform the nursery in advance of any planned absences (e.g., holidays, appointments).

Nursery Procedure for Absence

If a child is absent without prior notification:

- We will make efforts to contact the parent/carers on the first day of absence.
- If we cannot reach the parent/carers, we will attempt to contact alternative emergency contacts. (We ask parents/carers to provide three emergency contacts on a child's registration form)
- If no explanation is received within two working days, the absence will be considered unexplained, and the Designated Safeguarding Lead (DSL) will assess any potential concerns.

Prolonged or Repeated Absence

- A child's absence will be considered prolonged based on patterns, duration, and individual circumstances. We use our professional judgement in determining this.
- Where repeated or prolonged absences occur, we will:
 - Monitor attendance trends and discuss concerns with parents/carers.
 - Consider the child's and family's vulnerability and home situation.
 - Seek appropriate support or intervention, where necessary.

Safeguarding Concerns

If a child is absent without explanation and there are additional safeguarding concerns, or if we are unable to make contact with the family:

- We may refer to local children's social care services.

- We may request a police welfare check, in line with our safeguarding policy.
- All actions will be documented and handled by the DSL.

Sharing the Policy

This Attendance Policy is shared with all parents and carers at the point of registration and is available upon request. It clearly outlines:

- Parental expectations for reporting absences.
- The steps we take if a child is absent without notification.
- The safeguarding measures in place to protect children.

2.1 Employment Policy

Policy Statement

We meet the Safeguarding and Welfare Requirements of the **Early Years Foundation Stage (EYFS 2025)** by ensuring all staff and volunteers are appropriately qualified, suitable to work with children, and subject to safer recruitment and vetting procedures. We are committed to fair employment practices and to safeguarding children through robust staff management and ongoing supervision.

Procedures

Vetting and Staff Selection

- We are an equal opportunities employer and recruit staff using non-discriminatory procedures, in line with the Equality Act 2010.
- All staff have clear job descriptions outlining their roles and responsibilities.
- Applicants are considered based on suitability, regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marital status, or pregnancy/maternity status.
- All staff and volunteers who will have unsupervised access to children undergo enhanced DBS checks with barred list checks as required.
- References are obtained and verified before an offer of employment is made. Gaps in employment history must be explained and documented.
- Where an applicant is subscribed to the DBS Update Service, we carry out status checks following verification of identity and the original DBS certificate.
- We maintain accurate records of all safer recruitment checks, including the date, type of check, reference number, and suitability decision.

- All staff must keep their DBS certificate up to date by remaining on the DBS Update Service for the duration of their employment.
- Staff are expected to disclose any convictions, cautions, reprimands or warnings at any point before or during employment.
- Ongoing suitability is monitored through annual declarations and DBS status checks, with consent.

Disqualification

- We act on any information which may lead to the disqualification of an employee. Where disqualification occurs, the individual's employment is terminated in line with statutory requirements to protect children.

Suitability Documentation

We complete an in-house **staff suitability checklist** for each employee, including:

- Valid DBS check and reference number
 - Date and outcome of all suitability checks
 - Two professional references (requested and verified)
 - Photographic ID
 - Full employment history with gaps explained
 - Evidence of any name changes
 - Proof of qualifications and training
 - Confirmation of safeguarding and paediatric first aid (where applicable)
-

Notifying Ofsted

- We notify Ofsted of any changes to the Registered Person or nominated individual as required by the EYFS and Ofsted registration conditions.
-

Training and Staff Development

- All staff receive a structured induction programme, starting in their first week and completed over four weeks. This includes safeguarding, health and safety, and key policies.
 - We provide access to ongoing training and professional development via recognised providers.
 - Regular supervision meetings and annual appraisals are held to support staff and monitor professional conduct, well-being, and training needs.
 - All staff are encouraged to work toward higher qualifications and continued professional development.
-

Staff Taking Medication or Substances

- Staff must inform management if they are taking any medication that may affect their ability to care for children.
 - Staff may only work with children if medical advice confirms they are fit to do so.
 - Medication is stored securely and out of children's reach.
 - Staff under the influence of alcohol or any substance will not be permitted to work and will be subject to further action.
-

Staff Absences and Contingency Planning

- Staff take holidays when the setting is closed, or request leave in advance with appropriate notice.
 - Short-term illness is managed in accordance with employment contracts and monitored for frequency.
 - We maintain appropriate staff-to-child ratios and use the following contingency plans:
 - Existing part-time staff may be called in to cover short notice absences
 - Pre-approved bank staff may be used
 - If necessary and safe, parents may be invited to volunteer (in line with safeguarding procedures and only with enhanced DBS clearance if left unsupervised)
-

2.2 Student Placements Policy

Policy Statement

We support the professional development of future early years practitioners by offering high-quality placements to students working towards early years qualifications, as well as to school pupils on work experience. These placements are managed carefully to protect children and ensure the experience is beneficial to both the student and the setting.

Procedures

- Students on placement must meet the suitability requirements of the EYFS, including a satisfactory enhanced DBS check with barred list check where required.
- Students must have sufficient English to contribute to children's welfare and development.
- For students under 17, schools or colleges must vouch for their good character in writing.
- Students under 17 are never left unsupervised with children.
- Students on short-term placements are not included in staffing ratios.
- Trainees and apprentices aged 17 or over may be included in staffing ratios only if the manager deems them competent and responsible.
- We provide a short induction at the beginning of placement covering key policies, including safeguarding, confidentiality, and health and safety.
- Students must comply with the setting's Confidentiality Policy and respect the privacy of children and families.

- The number of students is managed to ensure the quality of care for children is not affected.
- We work closely with training providers to support student learning, and welcome tutor visits or observations.
- We ensure all placements are genuine early years training opportunities that include appropriate background learning on child development.

2.3 Employment Procedures – References and Suitability Checks

Policy Statement

To ensure the suitability of all adults working with children, we follow a robust and transparent recruitment process. This includes thorough reference checking, safeguarding vetting, and suitability assessments prior to confirming employment for staff, volunteers, or long-term assistants.

Obtaining References for New Staff

Before confirming an appointment, we will:

- Obtain at least two professional references, including one from the applicant's most recent employer or training provider.
- Seek a reference from any previous role involving work with children, if applicable.
- Ensure all references are from individuals in a position of authority, not peers, friends, or family members.
- Refuse open or non-specific references (e.g., "To whom it may concern").
- Contact referees directly, not via the applicant.
- Confirm that all references originate from a legitimate source and are received securely.
- Verify and address any gaps in employment, discrepancies, or unclear information.
- Compare references with the application form and follow up with the applicant on any inconsistencies.
- Confirm the reason for leaving previous posts.

Reference Content Requirements

All references must:

- Include the referee's knowledge of the applicant's suitability to work with children.
- Confirm any substantiated safeguarding concerns or allegations that meet the harm threshold.
- Exclude unsubstantiated, unfounded, false, or malicious information.
- Be verified before confirming employment. No staff member will start until all reference checks are satisfactorily completed.

Providing References for Former Employees

When providing references for previous employees, we will:

- Respond promptly and professionally.
 - Confirm whether the individual is suitable to work with children.
 - Share any substantiated safeguarding concerns that meet the harm threshold.
 - Ensure all references are factual, impartial, and based on records.
 - Exclude unsubstantiated or malicious allegations.
-

3.1 Induction of Employees and Volunteers

Policy Statement

We provide a structured induction for all new employees and volunteers to ensure they are fully briefed on our setting, procedures, curriculum, and safeguarding responsibilities.

Procedures

- A written induction plan is followed for all new staff and includes:
 - Introductions to the team.
 - Familiarisation with the premises and emergency procedures.
 - A review of core policies, especially safeguarding and health & safety.
 - Meeting key children's parents, where appropriate.
 - Reviewing confidential information relevant to the role.
 - Understanding tasks, routines, and responsibilities.
 - The induction process lasts at least two weeks and is led by the manager.
 - During induction, individuals must demonstrate understanding and compliance with policies and routines.
 - Completion of induction forms part of the probationary period.
 - Ongoing support is provided through regular supervision and appraisal.
-

Safeguarding Training

All safeguarding training is designed to meet the expectations outlined in Annex C of the EYFS 2025, ensuring staff understand their responsibilities, reporting procedures, and how to recognise signs of abuse and neglect.

First Aid meal times

We ensure a Paediatric First Aid-qualified member of staff is present during all meal and snack times to support safe eating, reduce choking risks, and respond to allergies or medical emergencies.

Policy Guidance

We base our employment procedures on current EYFS requirements, safer recruitment best practices, and government safeguarding guidance, which are reviewed regularly and updated in line with statutory expectations.

3.2 First Aid Policy

Policy Statement

We are committed to ensuring that appropriate first aid procedures are in place to respond effectively to accidents and injuries involving children, staff, or visitors. At all times, at least one member of staff with a current Paediatric First Aid (PFA) certificate is present on the premises and accompanies children on outings.

All newly qualified staff (Level 2 or 3) who gained their qualification on or after 30 June 2016 must hold a full PFA certificate to be included in staff:child ratios, in line with the EYFS 2025 requirements. We maintain due diligence when selecting first aid training providers to ensure the course content meets the needs of early years settings.

Procedures

First Aid Kit

- Our first aid kit is:
 - Clearly labelled and easily accessible to staff
 - Kept out of reach of children
 - Checked and replenished regularly by the manager or room supervisor

The kit contains:

- 3 x sterile triangular bandages
- 3 x small, 3 x medium, and 3 x large sterile dressings
- 1 x pack of 20 assorted sterile plasters
- 2 x sterile eye pads with attachment
- 1 x container of 6 safety pins
- 1 x first aid guidance card (as recommended by the HSE)
- 2 x pairs of disposable gloves (PVC or vinyl)
- 1 x disposable apron
- 1 x ear thermometer
- 1 x cold compress (stored in fridge)

Paediatric First Aid Trained Staff

- A list of all staff with current Paediatric First Aid certificates is displayed in the setting.
- This list is included in induction materials and available to all staff and volunteers.

- Training is refreshed every 3 years, or sooner if required.

Responding to Accidents and Injuries

- First aid is administered by a qualified first aider.
- Minor injuries are treated and logged in the accident record book.
- Parents are informed upon collection unless:
 - The child is unduly upset or
 - The injury raises concern — in which case parents are contacted immediately for advice and agreement on next steps (e.g. collection or GP visit).
- In serious cases, an ambulance is called, and parents are informed straight away.
- At registration, parents provide written consent for staff to accompany their child to hospital if needed, and to authorise emergency medical treatment until the parent arrives.

Record Keeping and Reporting

- All injuries are logged in the accident record book and signed by the parent on collection.
- Injuries requiring notification to external bodies (e.g. Ofsted, the Local Authority, or the HSE under RIDDOR) are reported in accordance with our Accident and Incident Reporting Policy.
- Copies of serious injury records are retained in line with data protection and safeguarding guidance.

Paediatric First Aid During Mealtimes

To meet EYFS 2025 expectations, a Paediatric First Aid-trained staff member is present at all mealtimes to support safe eating, respond to choking, and manage allergy risks.

Legal Framework

- Health and Safety (First Aid) Regulations 1981
- EYFS Statutory Framework (2025)

Further Guidance

- HSE First Aid Requirements in Early Years
- DfE Statutory Framework for the EYFS (2025)

4.1 The Role of the Key Person and Settling-In

Policy Statement

We believe that children settle best and thrive when they form secure, trusting relationships with a consistent adult. A key person provides a familiar point of contact for the child and their family, supporting emotional security, individual needs, and learning and development. This approach benefits the child, parents, staff, and the wider setting, creating a nurturing and responsive environment where children feel safe, confident, and ready to learn.

Our key person approach is a statutory requirement under the EYFS 2025 Safeguarding and Welfare Requirements.

Key Person Procedures

- Each child is allocated a key person before they start at the setting.
- The key person (with manager support) is responsible for:
 - Providing a warm, supportive induction for the child and family.
 - Completing all registration forms, including consent forms.
 - Explaining relevant policies (e.g. safeguarding, Prevent Duty).
 - Offering a non-judgemental, respectful relationship with the child.
 - Planning and delivering a personalised approach to care and learning based on the child's individual needs.
 - Acting as the main contact for parents, maintaining open communication.
 - Monitoring and updating the child's learning and development records in collaboration with parents.
 - Liaising with other professionals or carers where appropriate.
 - Supporting the child to build positive relationships with peers, including daily group time with their key group.

We promote the role of the key person as the child's primary attachment figure within the setting, creating a secure base for exploration, confidence-building, and emotional resilience.

Settling-In Process

- Before the child starts, families are invited to:
 - Complete a 'Getting to Know You' form to help us understand the child's routines, preferences, and needs.
 - Attend an information settling-in session, where they meet staff, learn about daily routines, and ask questions.
 - Receive a welcome letter summarising key information and what to expect during the settling period.

- A home visit may be offered where appropriate to support transition and gather additional insights into the child's interests and background.
 - The key person welcomes the child and parent/carer on their first day and leads the settling-in process.
 - Parents are supported to stay during initial sessions, gradually increasing time away as the child becomes more confident.
 - The child is considered "settled" when they:
 - Seek comfort from their key person.
 - Begin to explore the environment confidently.
 - Show interest in peers and activities.
 - We ask parents to always say goodbye to their child and explain when they will return.
 - We understand that some children need longer to settle, and we will work flexibly and sensitively to support this.
 - We do not leave a distressed child to cry alone, as we believe emotional wellbeing is foundational for development and learning.
 - We may delay or adjust a start date if a child continues to experience high levels of distress without parental presence.
 - Within the first 4–6 weeks, the key person begins to build the child's learning journey record, reflecting their interests, development, and settling progress.
-

Progress Check at Age Two

- In line with the EYFS 2025, the progress check at age two is completed by the key person and shared with parents.
 - The progress check:
 - Summarises the child's development in the prime areas.
 - Identifies strengths and any areas where progress is less than expected.
 - Describes the setting's plan to support the child's ongoing development.
 - If there are concerns, we agree next steps with parents and involve other professionals (e.g. health visitor or SEND services) as appropriate.
 - The key person supports parents to build on learning at home and ensures the check is a collaborative, positive experience.
-

Guidance and Legal Framework

- Early Years Foundation Stage (EYFS 2025)
- Working Together to Safeguard Children (2023)
- Attachment theory and child development best practice

5.1 Staffing

Policy Statement

We meet or exceed the statutory staffing requirements set out in the Early Years Foundation Stage (EYFS 2025). This ensures that children receive high-quality care and individual attention from appropriately qualified and suitable adults. All staff are subject to enhanced Disclosure and Barring Service (DBS) checks and barred list checks to verify their suitability to work with children.

Procedures

To meet these requirements, we maintain the following ratios of adults to children:

- Children aged two years:
 - 1 adult : 5 children
 - At least one member of staff must hold a full and relevant Level 3 qualification
 - At least half of all other staff must hold a full and relevant Level 2 qualification
- Children aged three years and over:
 - 1 adult : 8 children, where:
 - At least one member of staff holds a full and relevant Level 3 qualification
 - At least half of all other staff hold a full and relevant Level 2 qualification
 - 1 adult : 13 children, where:
 - A person with Qualified Teacher Status (QTS), Early Years Teacher Status (EYTS), Early Years Professional Status (EYPS) or another suitable Level 6 qualification is working directly with the children between 8am and 4pm
 - At least one other staff member holds a full and relevant Level 3 qualification
- The number of children assigned to each key person takes into account the individual needs of the children and the capacity of the key person to meet those needs effectively.
- We only include individuals aged 17 years or older in our ratios when we are confident that they are competent and responsible.

Apprentices (aged 16 or over), students and volunteers (aged 17 or over) may be included in ratios only when we are satisfied they are competent and appropriately supervised.
- A minimum of two staff members are on duty at any one time, one of whom will be the manager or deputy.
- The manager or room supervisor is responsible for the daily deployment of staff, students and volunteers to ensure effective supervision indoors and outdoors. Children are always within sight or hearing of staff and usually both.
- All staff, students and volunteers communicate clearly with colleagues if they need to leave an area and explain where they are going.
- Staff remain focused on the needs, safety and engagement of children and do not engage in unrelated conversations during contact time.

- Each child is assigned a key person to support their emotional wellbeing and development from the outset. The key person works in partnership with parents to support the child's learning and routines, meets regularly with families, and shares information to guide development at home.
 - We hold regular staff meetings to discuss curriculum planning, children's progress, and any concerns or achievements.
-

Key References

- Statutory Framework for the Early Years Foundation Stage (2025)
- Working Together to Safeguard Children (2023)
- Keeping Children Safe in Education (2025)

6.1 Administering Medicines

Policy Statement

While we do not care for children who are unwell and should be at home, we will administer medication when necessary to support a child's health and wellbeing—provided it is done in line with our policy, safeguarding expectations, and legal requirements.

We do not administer non-prescription medicines routinely. However, in emergency situations, certain non-prescription medicines (e.g. paracetamol or antihistamine) may be given under strict conditions, with prior written consent and verbal authorisation at the time of use (see below).

Procedures

General Medication

- Children must be well enough to attend before any medication is administered.
 - Only medication that is:
 - Prescribed by a qualified medical professional, and
 - In-date, labelled, and in original packagingwill be administered.
 - The child's name, dosage, and instructions must be clearly marked on the label.
 - Aspirin is never given unless prescribed by a doctor specifically for that child.
-

Parent Consent and Record Keeping

- Medication is only given where a parent/carer has completed a written medication consent form, including:
 - Full name and date of birth of the child
 - Name, strength, and dosage of medication
 - Who prescribed it and reason for use

- Administration method and timing
 - Storage instructions and expiry date
 - Any known side effects
 - Parent/carer signature and date
 - Each dose is recorded in the Medication Record, including:
 - Date and time
 - Dose and method
 - Name and signature of administering staff and a witness
 - Parent signature on collection
-

Storage and Handling

- Medicines are stored securely, either in a high-level cupboard or fridge as required, in clearly marked containers.
 - Medication is returned at the end of the day or earlier if no longer required.
 - Out-of-date medication is not used and returned to parents promptly.
-

Emergency Use of Non-Prescription Medicines

We retain a small supply of emergency non-prescription medicines such as:

- Paracetamol (e.g. children's liquid Calpol)
- Antihistamine (e.g. Piriton)

These are only administered:

- In the event of an unexpected medical emergency (e.g. high fever or allergic reaction), and
- If prior written consent has been given by the parent/carer on the child's registration or health form, and
- If verbal authorisation is received from the parent/carer at the time of use (except in life-threatening emergencies requiring immediate action)

This is intended to:

- Prevent febrile convulsions
- Support the child's safety during the wait for collection or medical treatment

All emergency administration is logged in the Medication Record and must be signed by the parent on collection.

More information can be found in our Emergency Non-Prescription Medication Policy.

Long-Term Medical Needs

- For children with ongoing medical conditions (e.g. asthma, epilepsy, diabetes), we complete an Individual Health Care Plan (IHCP) in consultation with parents and, where appropriate, medical professionals.

- The plan details:
 - The condition and medication needed
 - Signs and symptoms
 - Emergency action to be taken
 - Training requirements for staff
 - Risk management, including outings
 - IHCPs are reviewed every 6 months or sooner if the child's condition or medication changes.
-

Trips and Outings

- Medication needed during outings is carried by a designated staff member in a sealed, labelled container.
 - All required forms and emergency plans accompany the child.
 - Medication given during an outing is logged and attached to the setting's Medication Record for parent signature.
-

Legal Framework

- The Human Medicines Regulations (2012)
- Statutory Framework for the Early Years Foundation Stage (EYFS 2025)

6.2 Managing Children Who Are Sick, Infectious, or with Allergies

Policy Statement

We aim to care for healthy children by preventing the spread of infection and by effectively managing allergies and other medical needs. We follow current public health guidance to limit cross-infection and promote a safe, inclusive environment.

Procedures for Sick or Infectious Children

- If a child becomes unwell during the day (e.g. with a high temperature, vomiting, diarrhoea, headache, or stomach pain), the manager, key person or responsible person will contact the parent to arrange immediate collection.
- While awaiting collection:
 - The child is kept comfortable and away from others.
 - If they have a fever, top layers are removed, and their temperature is monitored.
 - We do not administer unprescribed medication unless agreed in an emergency under our Emergency Non-Prescription Medication Policy.
- In cases of a suspected febrile convulsion or other urgent condition, emergency services will be called.

- Children should only return once they are well enough to participate and do not pose a risk of infection to others.
 - Children who have been prescribed antibiotics for an infectious illness must remain at home for 48 hours from the start of treatment.
 - Children who have had diarrhoea or vomiting must stay at home for at least 48 hours after the last episode.
 - During outbreaks of contagious illness, activities that may increase cross-contamination risk (e.g. sand/water play, self-service snacks) may be temporarily suspended.
 - We follow and display current exclusion guidance issued by UKHSA (UK Health Security Agency):
 - Exclusion Table – Gov.uk
-

Reporting Notifiable Diseases

- If we are notified or become aware that a child has a notifiable disease (as listed under the Health Protection (Notification) Regulations 2010), we:
 - Inform Public Health England (UKHSA)
 - Follow their advice immediately
 - Notify Ofsted where appropriate
-

Infection Control (including HIV/AIDS/Hepatitis)

- We follow universal hygiene precautions when dealing with bodily fluids, including:
 - Wearing single-use gloves and aprons for changing or cleaning
 - Disinfecting all affected surfaces and equipment thoroughly
 - Bagging and returning soiled clothing to parents
 - All waste and contaminated items are disposed of in accordance with infection control procedures.
-

Head Lice

- Head lice and nits are not an excludable condition.
 - If live lice are found, we inform the child's parent discretely and recommend treatment for the whole family.
 - In persistent or extreme cases, we may request the child remain home until treatment has begun.
-

Procedures for Children with Allergies

- Upon registration, we ask parents to disclose any known allergies or intolerances.
- Where an allergy is identified, we complete a:
 - Risk Assessment to outline:
 - The allergen (e.g. nuts, eggs, bee stings)
 - Type and severity of the reaction
 - Emergency procedures and medication required (e.g. antihistamine or Epipen)
 - Control measures and review frequency

- Health Care Plan in partnership with parents and, where needed, medical professionals
 - Copies of the Health Care Plan and allergy risk assessment are:
 - Kept securely in the child's file
 - Shared with relevant staff
 - Displayed discreetly in appropriate staff-only areas (e.g., kitchen, room noticeboard)
 - We are a nut-free setting and advise parents not to bring food containing nuts.
-

Medication and Insurance Compliance for Allergy or Medical Needs

- All medication (e.g., inhalers, Epipens) is:
 - Clearly labelled and easily accessible in an emergency
 - Stored according to safety guidance
 - Administered only with written parental consent
 - For life-saving medication (e.g., Epipens, rectal diazepam), we require:
 - Written confirmation of the child's condition from a GP or consultant
 - Parent/carer consent for medication administration
 - Proof that staff have received training from a qualified medical professional
 - For children requiring specialist care (e.g., feeding tubes, colostomy care), we:
 - Gain written permission from parents
 - Ensure key staff are trained and confident to support the child
 - Complete a full risk assessment and care plan
 - Where necessary, we confirm that our insurance policy covers specific treatments or care procedures in line with EYFS 2025 requirements.
-

Legal and Regulatory References

- Statutory Framework for the Early Years Foundation Stage (EYFS 2025)
- Health Protection (Notification) Regulations 2010
- UKHSA Guidance: Managing Infections in Schools and Childcare Settings

6.3 Recording and Reporting of Accidents and Incidents

Policy Statement

We are committed to maintaining a safe and secure environment. We follow the procedures set out in the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR 2013) to report and respond to all accidents and incidents appropriately.

We distinguish between:

- Accidents or incidents related to health and safety
- Safeguarding concerns, which follow separate child protection procedures

- Behavioural or discriminatory incidents, which are recorded separately under our Behaviour Policy and Equalities Policy
-

Accident Book

- A written record of all accidents involving children, staff or visitors is maintained in our Accident Book.
 - The accident book is:
 - Stored securely
 - Accessible to staff who are trained in how to complete it
 - Reviewed half-termly to monitor patterns and reduce risk
-

Reporting to Ofsted, UKHSA and Local Authorities

We notify Ofsted within 14 days of any:

- Serious accident, illness or injury to a child in our care
- Death of a child in our care
- Food poisoning affecting two or more children

We notify UKHSA (Public Health) and Local Safeguarding Partners of:

- Any notifiable disease, serious illness, or injury
- Any death of a child in our care

We act on all guidance provided by these agencies.

RIDDOR Compliance (Reporting to HSE)

We report to the Health and Safety Executive (HSE) in line with RIDDOR 2013 where any of the following occur:

- A work-related accident involving a child or visitor that leads to them being taken directly to hospital
- A specified injury to an employee (e.g. fractures, loss of consciousness, serious burns, amputation)
- An employee being unable to work for more than 7 consecutive days due to a work-related injury
- Diagnosis of a reportable occupational disease
- A fatality connected to work
- A dangerous occurrence, such as a gas leak, major electrical fault, or near-miss that could have caused harm

All such events are recorded and reported promptly via the official HSE RIDDOR online system:

www.hse.gov.uk/riddor

Incident Book

Major events that fall outside of typical accident recording are logged in our Incident Book. These may include:

- Break-ins, burglaries, or vandalism
- An intruder on the premises
- Fire, flood, gas leak, or electrical failure

- Physical assault or threats on the premises
- Any racist or discriminatory incident
- An outbreak of illness or food poisoning affecting multiple children
- The death of a child or adult
- A terrorist threat or attack

Each record includes:

- Date and time of the incident
- Nature of the incident
- Action taken
- People affected and staff involved
- Whether the police or emergency services were contacted
- Crime reference number (if applicable)
- Any follow-up or insurance claim

The incident book is not used to record safeguarding concerns—these are documented in the child's confidential safeguarding file.

Emergency and Evacuation Procedures

- Emergency services are called as required.
- If an incident occurs before children arrive, the manager risk assesses and decides whether to open, partially open, or close the setting.
- If an incident occurs during opening hours, we follow our:
 - Fire Safety and Emergency Evacuation Policy
 - Outings and Offsite Risk Assessment Procedures, if off-premises

In the event of a terrorist incident or serious emergency, staff will:

- Keep children safe
- Follow emergency services' instructions
- Record the incident and actions taken once safe

Witness Statements

- If a crime or serious incident has occurred, staff or adults present are asked to write a witness statement including:
 - What they saw or heard
 - Date, time, and location
 - Actions taken
 - Full name and signature

Monitoring and Ofsted Requirements

In line with the Education Inspection Framework (EIF), we maintain:

- A summary record of all accidents, exclusions, children taken off roll

- Incidents of poor behaviour or discrimination, including racist incidents
- Any complaints and resolutions

These records are available during inspections.

Legal Framework

- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
 - The Health and Safety (Enforcing Authority) Regulations 1998
 - Statutory Framework for the Early Years Foundation Stage (EYFS 2025)
-

Further Guidance

- [RIDDOR Guidance](#)
 - UKHSA Health Protection in Schools and Childcare Settings
 - Education Inspection Framework (Ofsted)
-

6.4 Nappy Changing Policy

Policy Statement

We are an inclusive setting and welcome all children, including those who are not yet toilet trained. No child is ever excluded due to their stage of toileting development. We support children and families with toilet training in a way that is sensitive, respectful, and based on each child's readiness and individual needs.

We provide appropriate nappy changing facilities and follow strict hygiene routines to ensure children's safety, comfort, and dignity. We view toilet learning as a self-care skill that is supported in a positive, non-judgemental and developmentally appropriate way.

Procedures

- Key persons are aware of each child's individual toileting needs and routines, including any health-related or cultural considerations.
- Children are changed as needed and at regular intervals to ensure they remain clean and comfortable.
- Children are changed within sight or hearing of other staff but with maximum privacy and dignity respected at all times.

Hygiene and Changing Environment

- The changing area is warm, safe, and welcoming. Lighting is gentle and distractions (e.g. mobiles, books) may be offered to comfort and engage the child.

- Each child has their own supply of nappies, pull-ups, wipes and creams provided by parents and clearly labelled.
- **Before each change:**
 - The mat is cleaned with antibacterial spray and dried.
 - Staff wear gloves and aprons, especially when dealing with soiled nappies. For wet-only nappies, PPE is available and used according to staff judgement and hygiene requirements.
- **During changing:**
 - Children are never left unattended on the changing mat.
 - Staff communicate gently with the child and avoid any negative language or facial expressions regarding the nappy contents.
 - Children's privacy and bodily autonomy are respected at all times.

Supporting Independence and Toilet Learning

- Where developmentally appropriate, children are encouraged to:
 - Sit on the toilet, even if they do not need to go
 - Participate in pulling down/up clothing
 - Flush the toilet and wash their hands with soap
- Older children are supported to use the toilet independently with appropriate supervision and support.

Disposal and Cleaning

- Soiled nappies and pull-ups are placed in a sealed nappy sack and disposed of in a designated nappy bin with a lid.
- Wet or soiled clothing is placed in a bag and returned to parents at the end of the day.
- The changing area is cleaned and disinfected after each use.

Safeguarding and Duty of Care

- All staff are trained in safe, hygienic and respectful nappy changing procedures as part of their induction and ongoing safeguarding training.
- Staff are aware that failure to meet a child's basic care needs, such as being left in soiled or wet nappies, may be a safeguarding concern and may result in disciplinary action.

Facilities and Supplies

We provide an adequate number of child-friendly toilets and handwashing facilities appropriate to the number and ages of children attending. Separate toilet facilities are available for staff and visitors.

Our setting includes a suitable, hygienic changing area that meets the needs of children who wear nappies or pull-ups. We ensure that children's privacy and dignity are respected during changing, while maintaining appropriate adult supervision to meet safeguarding requirements.

We maintain a supply of clean spare clothes and towels to support children's hygiene and personal care needs throughout the day.

6.5 Food and Drink Policy

Policy Statement

We view mealtimes as a key part of the day, supporting children's wellbeing, social development, and independence. Meal and snack times offer a calm, unhurried opportunity for conversation and connection between adults and children.

We promote healthy eating and aim to ensure that every child's dietary needs, preferences, cultural practices, and allergies are respected and met.

Procedures

Dietary Needs and Allergies

- Before a child joins the setting, we ask parents to share details about their child's dietary needs, including:
 - Allergies or intolerances
 - Religious or cultural food requirements
 - Dietary preferences (e.g. vegetarian)
- These details are recorded on the child's Registration Form, and parents are asked to sign to confirm accuracy.
- We review dietary information regularly and update it in consultation with parents, who sign to confirm any changes.
- Current dietary needs are displayed in food preparation areas to ensure all staff and volunteers are fully informed.
- See also our *Managing Children with Allergies Policy* for more detailed allergy procedures.

Food Provision and Storage

- Children bring packed lunches. We:
 - Inform parents of storage arrangements (e.g. cool boxes, fridges where available)
 - Recommend the use of ice packs to keep food cool
 - Provide clean drinking water at all times and inform children they may request water whenever needed
 - If breakfast or snacks are provided by the setting, we ensure food is:
 - Fresh, nutritious and age-appropriate
 - Free from nuts and other known allergens where relevant
 - Culturally inclusive and varied
 - A qualified paediatric first aider is always present during all meal and snack times in case of choking or allergic reactions.
-

Packed Lunch Guidance for Parents

We support families in making healthy lunch choices. We:

- Ask parents to avoid excessive amounts of sugar, salt, or saturated fat, processed snacks, sweetened drinks, and chocolate bars
 - Encourage sandwiches or wraps with healthy fillings, fresh fruit and vegetables, milk-based desserts such as yoghurts
 - Recommend reusable containers with clearly labelled contents
 - Discourage food sharing to protect children with allergies
 - In extreme cases, we may return items that present a clear health risk, but will always discuss concerns with parents first
-

Healthy Eating Culture and Supervision

- We use mealtimes to encourage:
 - Social skills (e.g. talking, turn-taking)
 - Independence (e.g. pouring drinks, choosing food, feeding themselves)
 - Good hygiene (e.g. handwashing before eating)
 - Staff sit with children and supervise all snack and lunch times. This ensures children are safe, supported, and never left to eat unsupervised.
 - Children are never forced to eat but are gently encouraged to try new foods.
-

Drinks and Milk

- We provide access to fresh drinking water throughout the day.
 - In line with EYFS 2025 (Section 3.67), milk is available for children aged one and over who attend for a full session or over lunch, unless otherwise agreed with parents.
-

6.6 Food Hygiene Policy

Policy Statement

We are committed to maintaining the highest standards of food hygiene to safeguard children's health and wellbeing. We provide and/or serve food on the following basis:

- Snacks
- Meals (e.g. breakfast, lunch)
- Packed lunches provided by parents

All food purchased, stored, prepared, or served within the setting is handled with care to prevent the spread of bacteria and foodborne illness, following current government guidance.

Procedures

Food Safety Management

- Staff responsible for food handling are trained in food hygiene and follow the principles of Hazard Analysis and Critical Control Point (HACCP), as outlined in *Safer Food, Better Business* (FSA).
- We follow current guidance from the Food Standards Agency (FSA) to assess and minimise risk at every stage — from food purchasing and storage to preparation and serving.

Storage and Preparation

- We only use reputable food suppliers.
- Food is:
 - Checked for use-by dates
 - Stored at the correct temperature
 - Protected from contamination by pests, mould or damp
- Food preparation areas are cleaned and sanitised before and after use.
- Separate handwashing and dishwashing facilities are available and clearly identified.
- All surfaces are clean, non-porous, and regularly disinfected.
- Crockery, utensils, and equipment are:
 - Washed thoroughly
 - Stored hygienically
 - Checked for damage

Packed Lunches

- Children's packed lunches are stored in a cool place. Where refrigeration is not possible, parents are encouraged to include an ice pack.
- Unrefrigerated food is served within four hours of the child's arrival.

Kitchen Safety and Supervision

- Cleaning products and chemicals are stored securely, out of children's reach.
- Children do not have unsupervised access to the kitchen.
- During cooking or food-based activities, children are:

- Closely supervised
 - Taught the importance of hygiene and handwashing
 - Kept away from hot surfaces, appliances and sharp tools
 - Never left alone with electrical equipment (e.g. blenders)
-

Reporting of Food Poisoning

- Not all cases of vomiting or diarrhoea are food-related, but if a child or adult is diagnosed by a doctor as suffering from food poisoning and the source is believed to be the setting:
 - The manager will contact the Environmental Health Department
 - We will cooperate fully with any investigation
 - We notify Ofsted as soon as reasonably practicable — and within 14 days — if:
 - Two or more children are confirmed to have food poisoning
 - The illness may be linked to food or drink provided on site
-

Legal Framework

- Regulation (EC) 852/2004 on the Hygiene of Foodstuffs
 - Statutory Framework for the EYFS (2025) – Sections 3.64–3.70
-

Further Guidance

- *Safer Food, Better Business* – Food Standards Agency
www.food.gov.uk/business-guidance/safer-food-better-business
 - *Food Safety – Help for Early Years Providers (GOV.UK)*
<https://help-for-early-years-providers.education.gov.uk>
-

6.7 Allergy Management, Weaning and Choking Prevention Policy

Policy Statement

We are committed to safeguarding children's health through clear, proactive management of food allergies, intolerances, weaning stages, and choking risks. We follow the requirements of the EYFS 2025 to ensure all food and drink offered to children is appropriate to their individual medical, dietary, and developmental needs.

Our procedures promote safe, inclusive practice, with ongoing communication between staff, parents, and health professionals. Staff are trained to understand and respond appropriately to allergic reactions, food sensitivities, and choking incidents.

Procedures

- Before a child starts, we collect detailed information about any:

- Dietary requirements
- Food allergies or intolerances
- Parental preferences
- Special health or medical needs
- This information is shared with all relevant staff, especially those involved in preparing, serving, or supervising food.
- At each mealtime and snack, named staff are responsible for checking that each child's food is suitable and in line with current allergy and dietary records.
- We maintain ongoing discussions with parents and, where appropriate, health professionals to develop and update allergy action plans. Where appropriate, we use the BSACI Allergy Action Plan format.
- All staff are trained to:
 - Recognise the differences between allergies and intolerances
 - Identify the symptoms of allergic reactions and anaphylaxis
 - Know how and when to administer emergency treatment
- We acknowledge that children can develop new allergies, particularly during weaning. We remain alert to symptoms and encourage open, two-way communication with parents.
- For babies and toddlers, we discuss the textures and foods they are used to and prepare meals/snacks that suit their developmental stage. We support them to progress at a pace right for them and in partnership with parents.

Choking Prevention

We follow best practice to minimise choking risks:

- Preparing food safely (e.g. cutting grapes, avoiding hard or round foods)
- Seating children in appropriate high or low chairs
- Minimising distractions (e.g. no toys during eating)
- Ensuring children are always seated while eating

Staff always sit facing children and supervise eating closely to monitor for:

- Food sharing (to protect children with allergies)
- Signs of allergic reaction
- Choking (which can be silent)

If a choking incident occurs and staff intervene:

- It is recorded in detail, including how and where it happened
- The incident is shared with the child's parent/carer
- The record is reviewed regularly to look for patterns or recurring risks

Legal Framework

- Regulation (EC) 853/2004 on the Hygiene of Foodstuffs
- Statutory Framework for the EYFS (2025) – Sections 3.64–3.70

Further Guidance

- *Safer Food, Better Business* – Food Standards Agency
- *Healthy Eating in the Early Years* – NHS Start for Life
- [Weaning – Start for Life \(NHS\)](#)
- [Anaphylaxis – NHS Guidance](#)
- Food Safety – Help for Early Years Providers (GOV.UK)

7.1 Promoting positive behaviour

Policy Statement

We believe children flourish in environments where their emotional needs are understood, where they feel safe and valued, and where behaviour is supported through positive relationships, connection, and consistency.

Our setting uses a therapeutic approach to behaviour, grounded in attachment theory and an understanding of developmental trauma. All staff are trained in attachment and trauma awareness before completing our setting's Therapeutic Approach to Behaviour (TAB) training. This ensures that every child is met with empathy, emotional attunement, and developmentally appropriate support.

We do not label, shame or isolate children in response to behaviour. Instead, we guide children to co-regulate, reflect, repair, and build the skills they need for long-term emotional resilience and wellbeing.

Our Behaviour Lead supports the whole team in embedding this approach consistently and compassionately.

Our Therapeutic Practice Principles

We aim to:

- Recognise that all behaviour is communication
- Create safe, nurturing environments that promote secure relationships
- Prioritise co-regulation and emotional safety
- Support children in learning emotional literacy and relational repair
- Provide clear, calm boundaries that are consistent and respectful
- Avoid labels or judgement — instead focusing on what the child is trying to express or communicate

Stepped Approach to Behaviour Support

Step 1: Foundations

- All staff complete training in attachment and trauma and the Therapeutic Approach to Behaviour (TAB)
- Daily routines, environment and staffing are reviewed regularly to support children's emotional wellbeing
- All staff understand and implement our therapeutic behaviour practices with consistency and care

- Children are supported to manage feelings through connection, visual tools, calm spaces, and adult regulation

Step 2: Early Support

- If a child displays behaviour that disrupts or causes distress to others, staff offer co-regulation and support in the moment
- Key persons and the Behaviour Lead work with parents/carers to understand the child's needs and identify possible triggers
- Where needed, we agree a **Focused Support Plan** outlining tailored strategies and shared language between home and setting
- If behaviour continues to be a concern, this plan may evolve into an **Individual Education Plan (IEP)**
- The plan is monitored and adapted regularly to reflect progress or new needs

Step 3: Enhanced Support

- If behaviour remains a concern, the SENCO and Behaviour Lead may consult external professionals
- Early Help or specialist referrals may be made with family consent
- Multi-agency action plans are reviewed regularly
- If safeguarding concerns arise, our Child Protection Policy is followed

Approaches We Use

Initial (Everyday) Intervention

- Calm, immediate adult presence
- Validation of all children's feelings
- Simple reflection and support to resolve conflict or distress
- Encouraging children to repair relationships
- No shaming, isolating or time-outs

Focused Intervention Approach

When behaviour patterns are complex, persistent, or not immediately understood, a focused intervention is used by the key person and Behaviour Coordinator to observe and reflect more deeply. This approach helps identify the possible causes and function of the behaviour in the broader context of the child's experiences, relationships, communication style, and developmental needs.

We follow the **ABC method**, which is a structured approach using key observations to explore:

- **A – Antecedent:** What happened just before the behaviour? (e.g. transition, request, conflict, sensory stimulus)
- **B – Behaviour:** What exactly did the child do or say? This is described factually without judgment
- **C – Consequence:** What happened immediately after? (e.g. adult or peer response, access to a toy, etc.)

By analysing these patterns, we can begin to understand the **cause** (e.g. wanting to control a toy, needing adult connection, avoiding an overwhelming situation) and the **function** of the behaviour (e.g. to gain attention, to escape, to seek sensory input).

This analysis informs targeted, developmentally appropriate strategies to support the child. Support plans are shared with all staff involved and regularly reviewed with parents.

In addition to ABC observations, we may use tools such as anxiety mapping to identify specific environments, transitions, or social situations that contribute to a child's heightened emotional state. This helps us adapt the environment or routines to better support the child's regulation and sense of safety.

Supporting All Children Involved

- All children involved in a behaviour incident are supported with empathy, regulation, and connection.
- Staff intervene immediately to ensure safety and prevent escalation.
- Each child is given the opportunity to reflect and process what happened with the support of trusted adults.
- Parents of all children involved are informed in a timely and appropriate manner, and the support offered is shared collaboratively.
- Incidents are logged in the child's file and reviewed by the Behaviour Coordinator and/or SENCO to inform future strategies.
- Where the behaviour has caused harm or significant concern, a risk assessment may be carried out and shared with relevant staff and parents.
- If the incident raises safeguarding concerns (e.g. unexplained aggression, serious injury, or suspected abuse), the Designated Safeguarding Lead will follow child protection procedures and consult with social care as required.
- Ofsted is notified where appropriate, in line with statutory requirements (e.g. serious injury).
- Risk assessments relating to specific behaviours may require parental input and signed consent.
- These steps ensure that all children involved feel heard, supported, and safe — both emotionally and physically.

Physical Intervention

- The term *physical intervention* is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.
- Staff should not use physical intervention – or the threat of physical intervention – to manage a child's behaviour unless it is necessary to use **“reasonable force in order to prevent children from injuring themselves or others or damage property”** (EYFS).

- If *reasonable force* has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.
 - Corporal (physical) punishment of any kind should never be used or threatened.
-

Behaviour from Adults in the Setting

- Our setting has a zero-tolerance approach to discriminatory, prejudiced, or inappropriate behaviour from adults, including any form of xenophobia or bias directed toward individuals or groups.
- All adults are expected to demonstrate respect, inclusivity, and cooperation while on the premises.
- Concerns about an adult's behaviour — including language or actions that undermine the wellbeing, identity or dignity of others — will be taken seriously and addressed in line with our Conduct and Complaints policies.

When inappropriate or discriminatory behaviour occurs:

- The individual will be asked to stop immediately and will be reminded of the expectations for conduct within the setting.
- If the behaviour continues or is repeated, the adult may be asked to leave the premises. Where the adult is a staff member, this may lead to formal disciplinary action.
- If a parent makes inappropriate or discriminatory comments to staff or others, this will be recorded and discussed with the setting manager. Parents will be reminded of the standards expected and asked to comply.
- For repeated breaches, a staged approach will be taken:
 1. A verbal warning and reminder.
 2. A formal letter requesting the parent sign an agreement to uphold respectful conduct.
 3. In serious or ongoing cases, the setting may consider restricting access or withdrawing the child's place to maintain a safe, respectful environment for all.

These measures are in place to ensure our community remains welcoming, inclusive, and emotionally safe for children, families, and staff.

Legal and Guidance Framework

- EYFS Statutory Framework (2025)
- Children Act 1989/2004
- SEND Code of Practice (2014)

8.1 Health and Safety General Standards

Policy Statement

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

- We aim to make children, parents, staff and volunteers aware of health and safety issues and to minimise hazards and risks to enable the children to thrive in a healthy and safe environment.
- Our member of staff responsible for health and safety is: Stephanie Jones / Leanne Costello
- She is competent to carry out these responsibilities.
- She works closely with the person responsible for Health & Safety within the main school, complies with their Health & Safety requirements, and acts upon Health & Safety inspections and reports they undertake.
- We display the necessary health and safety poster in: The Staff Room.

Insurance Cover

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

Procedures

Awareness Raising

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues, so that all adults understand their shared responsibility for health and safety. It covers employee well-being, safe lifting, and storage of potentially dangerous substances.
- We keep records of these induction training sessions, and new staff and volunteers sign the records to confirm participation.
- We explain health and safety to new parents, so they understand its role in daily routines.
- Health and safety training is included in staff training plans and discussed at staff meetings.
- We operate a no-smoking policy.
- We raise children's awareness of health and safety through discussions, planned activities and daily routines.

Windows and Doors

- Low level windows are either shatterproof or made safe.
- We protect windows from breakage or vandalism.
- We use finger guards or similar to prevent fingers from being trapped in doors.

Floors and Walkways

- Floors are checked daily for cleanliness and safety.
- Wet spills are cleaned up immediately.
- Walkways are kept clear and uncluttered.

Electrical Equipment

- All electrical equipment conforms to safety requirements and is regularly checked.
- Electrical meter cupboards are inaccessible to children.
- Heaters, sockets, wires and leads are properly guarded.
- Storage heaters are checked daily.
- We avoid overloading sockets.
- Electrical devices are switched off after use.
- Hot water temperature is controlled.
- Lighting and ventilation are adequate.

Storage

- Resources and materials are stored safely and appropriately.
- Equipment is stored or stacked securely to prevent collapse.

Outdoor Area

- Secure fencing is in place.
- Daily safety checks are conducted to remove hazards.
- Poisonous plants and chemicals are avoided.
- Receptacles are left upturned to prevent water collection.
- Sand pits are covered and cleaned.
- Children are dressed appropriately for the weather and sun protection is applied as needed.
- Outdoor play is supervised at all times, especially on climbing equipment.

Hygiene

- We follow current guidance from the Health Protection Agency.
- Children are encouraged to learn about personal hygiene through routines.
- We have a cleaning schedule for all areas, including kitchen and toilets.
- Resources, furnishings, and dress-up clothes are cleaned regularly.
- Toilets are kept hygienic and have adequate facilities.
- We practice good hygiene including:
 - Cleaning tables between activities
 - Regular toilet checks
 - Wearing protective clothing
 - Providing spare clothes
 - Supplying tissues and wipes

Activities, Resources and Repairs

- Equipment is checked before purchase or loan.
- Layout allows safe movement between activities.

- Equipment is regularly cleaned and repaired or discarded if unsafe.
- Unsafe areas are marked and separated.
- Materials are non-toxic.
- Sand is safe for play.
- Physical play is supervised.
- Children are taught safe tool use and storage.
- Sleeping children are checked every 10 minutes and records kept.
- Children may be gently moved to ensure they sleep safely.
- Health, safety and hygiene are embedded in activities and routines.
- Large equipment is discarded only with management approval.

Jewellery and Accessories

- Staff do not wear jewellery or accessories that pose risks.
- Parents ensure children's jewellery is safe.
- Hair accessories are removed before sleep.

Safety of Adults

- Staff are guided on safe lifting and equipment use.
- Safe tools are provided for reaching and maintenance tasks.
- Warning signs are clear and in relevant languages.
- No staff remain alone in the building.
- Staff sickness and accidents are recorded and reviewed termly.

Control of Substances Hazardous to Health (COSHH)

- Staff follow COSHH guidelines.
- A record of hazardous substances and their storage is kept.
- Chemicals are stored safely, in original containers, and used minimally.
- Risk assessments are completed for each chemical.
- We do not use:
 - Bleach
 - We use mild, non-antibacterial soap for routine handwashing, in line with public health guidance. Anti-bacterial handwash may be used only when specifically advised during illness outbreaks or for particular medical needs.
 - Anti-bacterial sprays around children
- Staff use chemicals safely and wear protective gloves.

Legal Framework

- Health and Safety at Work Act (1974)
- Management of Health and Safety at Work Regulations (1999)

- Electricity at Work Regulations (1989)
- Control of Substances Hazardous to Health (COSHH) (2002)
- Manual Handling Operations Regulations (1992, amended 2004)
- Health and Safety (Display Screen Equipment) Regulations (1992)

Further Guidance

- Health and Safety Law: What You Need to Know (HSE Revised 2009)
- Health and Safety Regulation: A Short Guide (HSE 2003)
- Electrical Safety and You: A Brief Guide (HSE 2012)
- COSHH: What You Need to Know (HSE Revised 2009)
- Manual Handling FAQ Guide (HSE 2011)

■ **8.2 Maintaining Children's Safety and Security on the Premises**

■ **Policy Statement**

We maintain the highest possible standards of safety and security on our premises to ensure that every child is cared for in a secure and protected environment throughout their time with us.

Procedures

Children's Personal Safety

- All staff are subject to enhanced Disclosure and Barring Service (DBS) checks, including children's barred list checks, prior to employment.
- Children are supervised by adults at all times.
- A minimum of two staff members are present whenever children are on the premises.
- Regular risk assessments are carried out to ensure that no part of the premises or activity presents a risk to children's safety or wellbeing.

Security of the Premises

- We follow clear procedures for the safe arrival and collection of children.
- The arrival and departure times of all children, staff, volunteers, and visitors are recorded.
- All visitors must sign in and out in our visitors book and state the reason for their visit.
- Visitors are only admitted with prior arrangement and must show identification on arrival.
- Visitors are never left unsupervised with children unless they have undergone appropriate DBS checks.
- All staff are trained to challenge and report unauthorised persons on site.
- Entrance doors remain closed during operating hours, and gates are locked at all times to prevent unauthorised access and to ensure children cannot leave the premises unnoticed.
- Staff and volunteers store personal belongings securely during sessions.

- Only minimal amounts of petty cash are held on site, stored securely and out of sight.

8.3 Supervision of Children on Outings and Visits

Policy Statement

Children benefit from outings to local parks, nature spaces, and community venues that enrich their learning experiences. We have clear procedures in place to ensure children are kept safe at all times while off site. All staff and volunteers understand and follow these procedures.

Procedures

- All off-site activities have a clearly defined purpose with specific learning and development outcomes.
 - Each outing has a designated lead practitioner who is responsible for overseeing the excursion and ensuring safety protocols are followed.
 - Parents provide general written consent at registration for their child to take part in local trips. This includes regular visits to familiar places near the setting.
 - For outings beyond the immediate vicinity (e.g. more than 3 minutes' walk), parents are informed in advance and a written risk assessment is completed and signed by the manager and staff attending.
 - Outings will not go ahead if concerns arise about the safety or viability of the activity at any point.
 - Children with medical conditions, allergies, or additional needs have individual risk assessments tailored to the outing (e.g. supermarket visits with a child with allergies).
 - All outing risk assessments are kept on file and made available for parents to view on request.
-

Supervision and Ratios

- Our standard adult-to-child ratio is 1:2, depending on age, the nature of the outing, and staffing availability. In most cases, parents/carers are required to attend.
 - A minimum of two staff members accompany children on outings. If the whole setting is not involved, at least two staff remain on-site with the other children.
 - Each child is assigned to a named adult who is responsible for their supervision and safety throughout the outing.
 - Staff conduct frequent headcounts and ensure that children hold hands or use a walking rope as appropriate.
 - Parents who attend outings are responsible for their own child only. Where a parent has been DBS-checked and inducted as a volunteer, they may be counted in the adult-to-child ratio and have children allocated to them.
-

Planning and Preparation

- All outings are logged in the risk assessment folder with:
 - Date and time of the outing
 - Venue
 - Staff-to-child assignments

- Planned return time
 - We take a mobile phone and a bag containing:
 - Tissues, wipes, spare clothing, nappies
 - Any medication or health plans
 - Mini first aid kit
 - Snacks and water
 - Sun cream, if appropriate
 - Emergency contact details for all children
 - Staff ensure that children are dressed appropriately for the weather and activity.
-

Safeguarding on Outings

- Staff remain vigilant to potential risks when off site and take appropriate action to protect children from harm.
- Any safeguarding concerns that arise during an outing are reported in line with our safeguarding policy.

8.4 Risk Assessment

Policy Statement

The health and safety of children, staff, volunteers, and families is of paramount importance. We aim to provide a safe, welcoming, and stimulating environment by actively assessing and managing risks, enabling children to thrive while learning to navigate risk safely as part of their development.

Risk assessment involves identifying hazards that could cause harm and taking reasonable steps to reduce or eliminate that risk. It is not about removing all risk, but ensuring that risks are understood, managed, and proportionate — particularly in play, where calculated risk-taking supports learning.

Principles of Our Approach

- We follow a structured five-step approach to risk assessment:
 - Identify the risk – What is the potential hazard and where is it?
 - Identify who is at risk – Children, staff, parents, visitors, etc.
 - Assess the risk level – How likely is it to happen, and how serious could it be?
 - Control measures – What steps are taken to reduce the risk?
 - Monitor and review – Is it working? If not, what needs changing?
 - We involve staff and parents in reviewing risk assessments, as their feedback helps evaluate whether control measures are practical and effective.
-

Procedures

- Our risk assessment process applies to both children and adults and includes:
 - Identifying where written risk assessments are needed to inform staff practice and demonstrate compliance (to parents, Ofsted, or local authorities).
 - Checking indoor and outdoor spaces daily for potential hazards before each session begins.
 - Making written risk assessments where required, including who may be affected, level of risk, and actions to be taken.
 - Developing action plans where needed, including responsibilities and timeframes.
 - Routine Safety Checks
 - Daily: Staff visually check key areas and equipment before the session starts.
 - Ongoing: Staff remain vigilant throughout the day and respond to any new or emerging risks.
 - Annually: Professional checks (e.g. electrical safety) are completed, and records are maintained.
-

Specific Risk Assessments

The manager ensures that risk assessments are completed and reviewed in the following areas:

- On-Premises Risks
 - Fire safety
 - Food hygiene and preparation
 - Cleaning and hazardous substances (COSHH)
 - Changing areas and nappy changing
 - Supervised outdoor play and climbing equipment
 - Cooking activities
 - Children with allergies or medical needs
 - Storage and use of resources and equipment, including for children with disabilities
 - Visitors bringing animals or specialist equipment into the setting
 - Threats or incidents involving staff or volunteers
 - Off-Site and Operational Risks
 - Outings and local walks
 - Forest school activities
 - Home visits
 - Other duties such as banking, meetings, or errands
-

Additional Precautions

- We carry out routine checks to reduce the risk of Legionella in water systems, in line with HSE guidance. We reduce the risk of Legionella by flushing infrequently used taps weekly, running all taps following closures, and regularly cleaning taps in line with HSE guidance.
 - Risk assessments are written and reviewed as needed — particularly when new activities, changes to the environment, or individual needs arise.
-

Legal Framework

- *Management of Health and Safety at Work Regulations (1999)*
-

Further Guidance

- *Five Steps to Risk Assessment* (HSE 2011)
 - *Legionnaires' Disease – A Brief Guide for Dutyholders* (HSE 2012)
- www.hse.gov.uk/pubns/indg458.pdf

8.5 Fire Safety and Emergency Evacuation

Policy Statement

We are committed to maintaining the highest possible standards of fire safety. The manager and staff are trained and familiar with current legal requirements, and we seek advice from competent fire safety professionals when needed. We follow procedures specific to our premises and make reasonable adjustments as required. A Fire Safety Log is maintained to record fire drills, servicing records, and any actions taken following risk assessments or incidents.

Procedures

Fire Safety Risk Assessment

- Fire safety is underpinned by a written risk assessment, carried out by a competent person.
 - The manager has undertaken fire safety training and is responsible for completing and reviewing the setting's fire risk assessment in line with the guidance: *Fire Safety Risk Assessment – Educational Premises* (HMG 2006).
 - Where we rent premises, we obtain a copy of the building's fire risk assessment and contribute to its review where relevant.
 - Our fire risk assessment considers:
 - Electrical plugs, wires, and sockets
 - Electrical appliances
 - Kitchen and cooking equipment
 - Flammable materials (e.g. soft furnishings, displays, paper)
 - Storage and use of flammable cleaning chemicals
 - Means of escape and evacuation routes
 - Any other potential fire hazards
-

Fire Safety Precautions

- Fire exits and fire doors are clearly marked, never obstructed, and can be opened easily from the inside.
 - Smoke alarms, detectors, and fire extinguishers conform to BS EN standards, are installed in high-risk areas, and checked in accordance with manufacturer guidance.
 - All electrical equipment is checked annually by a qualified electrician. Faulty equipment is removed from use until repaired or replaced.
 - Emergency evacuation procedures are:
 - Clearly displayed on the premises
 - Explained to all new staff, students, and volunteers
 - Practised at least once every six weeks
-

Emergency Evacuation Procedure

Each setting is different, but our procedures ensure safe and efficient evacuation:

- Children are familiarised with the fire alarm through regular drills.
- Staff point out fire exits to all new staff, volunteers, and visitors.

During drills or real evacuations:

- Each key staff member collects the register, emergency contact details, and any essential medication (e.g. inhalers, EpiPens).
- Staff lead children calmly out of the building using the nearest safe exit.
- At the assembly point, names are called from the register. Children respond to their name and staff confirm to the manager that all children are present.
- Evacuation should be completed within 1–2 minutes.

In the event of a real fire:

- The manager or deputy calls emergency services (999).
- The manager contacts parents to inform them of the situation.

Fire Drills

Fire drills are held once per term (or more frequently if needed). We record the following in our Fire Safety Log:

- Date and time of the drill
- Number of children and adults present
- Duration of the evacuation
- Any delays or issues encountered
- Actions taken to improve future drills

Legal Framework

- Regulatory Reform (Fire Safety) Order 2005

Further Guidance

- Fire Safety Risk Assessment – Educational Premises (HMG 2006)
<https://www.gov.uk/government/publications/fire-safety-risk-assessment-educational-premises>

8.6 Animals in the Setting

Policy Statement

As part of the Early Years Foundation Stage (EYFS), children learn about the natural world, including animals and other living things. Experiences involving animals — whether through visits or having a pet in the setting — are planned with careful consideration for children’s safety, wellbeing, and learning. We ensure that appropriate hygiene, risk assessments, and supervision are in place at all times.

Procedures

Animals in the Setting (as Pets)

- We consider the views of parents and children, and check for allergies, phobias, or religious/cultural concerns before introducing any pet to the setting.
- A risk assessment is completed before acquiring any animal, identifying any hygiene, health, or safety risks. This is reviewed regularly.

- The animal is provided with a clean, secure and appropriate habitat. Staff clean housing regularly using protective gloves.
 - Staff ensure pets are fed appropriately and that their welfare needs are consistently met.
 - Staff supervise all interactions between children and animals.
 - Children are supported to learn about caring for living things and taught how to handle them gently and respectfully.
 - Children wash hands thoroughly after handling animals or their housing.
 - Children are not permitted to touch soiled bedding, food bowls, or animal waste.
 - Disposable gloves are worn by staff when handling soiled items or cleaning enclosures.
 - Arrangements are made for pet care during weekends and holidays.
 - If animals are brought in by visitors (e.g. animal experience sessions), the owner remains responsible for the animal at all times and must:
 - Provide a risk assessment for the visit
 - Supervise animal contact
 - Ensure hygiene and safety measures are in place
-

Visits to Farms or Animal Facilities

- A full risk assessment is carried out before any visit to a farm or animal venue. The farm's own risk assessment is reviewed if available.
 - We check with the venue in advance to ensure there have been no recent outbreaks of E.coli, cryptosporidium, or other infectious illnesses.
 - All children, staff, and volunteers wash their hands thoroughly after contact with animals and before eating or drinking.
 - Outdoor footwear used at farms is cleaned before re-entering the setting and not worn indoors.
 - Staff and volunteers who are pregnant are advised to avoid contact with lambing ewes and to consult their GP before the visit.
 - Our standard outings procedure applies to all animal visits off-site.
-

Legal Framework

- *Management of Health and Safety at Work Regulations (1999)*
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Further Guidance

- *Health and Safety Regulation...A Short Guide* (HSE, 2003)
www.hse.gov.uk/pubns/hsc13.pdf
- *Preventing or controlling ill health from animal contact at visitor attractions* (HSE, 2015)
www.hse.gov.uk/pubns/ais23.pdf

8.7 No-Smoking Policy

Policy Statement

In accordance with health and safety legislation and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage (EYFS), our setting is a strictly no-smoking and no-vaping environment — both indoors and outdoors — at all times.

Procedures

- All staff, parents, carers, students, and visitors are made aware of our No-Smoking Policy.
- No-smoking signage is clearly displayed at all entrances to the premises.
- The policy is included in our information for parents and shared during staff induction.
- We actively promote smoke-free lifestyles by signposting parents and staff to support services if they wish to stop smoking.
- Smoking or vaping is not permitted anywhere on the premises, including the outdoor play areas and garden.
- E-cigarettes and vapes are treated the same as tobacco products and are not permitted to be used on-site at any time.

Staff who smoke or vape:

- May only do so during scheduled breaks and must leave the premises completely
- Must not smoke while wearing the setting's uniform — or must cover it appropriately
- Should take steps to minimise residual odour or exposure (e.g. washing hands, using mouthwash)
- Smoking is not permitted in any vehicles owned or used by the setting.
- Staff are made aware that failure to follow this policy may lead to disciplinary action.
- It is a criminal offence to smoke in smoke-free areas. Individuals can be issued with a fixed penalty notice of £50, or face prosecution and a fine of up to £200.

Legal Framework

- *The Smoke-free (Premises and Enforcement) Regulations 2006*
- *The Smoke-free (Signs) Regulations 2012*

8.8 Staff Personal Safety (Including Home Visits – if Applicable)

Policy Statement

We are committed to ensuring the safety and wellbeing of all staff members. Staff have the right to work in a safe environment, whether on or off the premises. This policy outlines the procedures we follow to support staff safety and manage risk, including in situations involving parents or, where applicable, home visits.

Procedures

General Personal Safety

- Staff arriving early or staying late ensure that doors and windows are securely locked.
 - Where possible, the first two staff members arrive together and the last two staff leave together.
 - Visitors are admitted by prior appointment only and must have their identity verified on arrival.
 - Only minimal amounts of petty cash are kept on-site.
 - When taking cash to the bank, a risk assessment is carried out and an agreed procedure is followed.
 - Staff record off-site meetings or appointments in the setting diary, including the person/place, time of meeting, and expected return time.
 - Managers maintain good communication with local police and seek advice where concerns arise.
-

Home Visits (*Not currently carried out, but procedure is in place if needed*)

If home visits are ever introduced, the following safety procedures will apply:

- Home visits are conducted only with the manager's approval.
- A risk assessment is completed beforehand, considering the family's needs and any safety concerns.
- Staff conduct visits in pairs, usually the manager or deputy with the child's key person.
- The visit is logged in the diary, including the address, names of staff attending, and scheduled return time.
- A designated contact person in the setting is informed when the team departs and when they return.
- Staff carry a mobile phone and have agreed on an emergency code word or phrase to alert the setting discreetly if they feel unsafe. This will trigger a 999 call.
- If staff do not return on time and cannot be reached, the contact person will continue attempts to make contact, and will notify the police if necessary.
- If, on arrival, there are concerns (e.g. a parent appears under the influence), the visit does not go ahead.

Dealing with Agitated or Abusive Parents in the Setting

- If a parent appears angry, distressed, or agitated, two staff members will calmly lead the individual to a quieter space, but will not close the door behind them.
- Staff remain standing if the parent is standing, maintaining a calm but confident posture.

- Staff speak clearly and calmly, using simple, non-confrontational language.
- If shouting or aggressive behaviour continues, staff:
 - Avoid inflammatory phrases (e.g. “calm down”)
 - Clearly state that the conversation will only continue once the behaviour improves
- If threatening behaviour persists, staff explain that the police will be called, and make it clear that such behaviour is not acceptable in front of children.
- Following the incident:
 - A full record is made in the child’s file
 - Any agreed actions or decisions made with the parent are documented
 - Relevant correspondence is stored with the child’s records

8.9 Terrorist Threat, Lockdown Procedures and the Prevent Duty

Policy Statement

We take our duty to protect children, staff, and visitors from the risk of harm, including terrorism, very seriously. As part of our commitment to the Prevent Duty, we complete a Prevent risk assessment which is reviewed regularly and kept in the office.

This policy outlines our response to any immediate threat requiring a lockdown — an emergency protocol designed to secure the premises and keep all occupants safe by minimising movement and contact with the outside environment.

Prevent Duty and Preparedness

- The setting manager carries out a Prevent risk assessment, taking into account the location of the setting and any known risks.
- The manager stays up to date with national threat levels (available at www.mi5.gov.uk/threat-levels) and checks local police or government websites for current advice.
- Local police contact numbers are clearly displayed for quick reference.
- Emergency procedures, including lockdown, are reviewed regularly and updated as needed.
- Information about this procedure is shared with parents, and all staff are trained in their roles and responsibilities.

Lockdown Procedures

If a serious incident occurs or an imminent threat is identified (e.g. nearby police incident, potential intruder, or terrorist activity), the setting manager will assess the risk and, if appropriate, initiate a lockdown.

During Lockdown:

- Staff and children remain in their designated areas, or move to a safer space if needed.

- All external doors and windows are secured.
- Curtains and blinds are closed where possible.
- Children are encouraged to stay low, keep calm, and follow instructions.
- Staff tune into a local radio or news outlet if appropriate.
- Non-essential use of phones is avoided to keep lines open.
- If the fire alarm sounds, staff remain in place unless they see or smell smoke/fire, in which case they evacuate following standard procedures.
- The front door will not be opened until the setting manager receives the official “all clear” or is certain it is emergency services at the door.

Staff must not:

- Travel down long corridors or gather in large open areas.
 - Call 999 unless there is new, urgent information or immediate danger to life.
-

Lockdown Rehearsals

- Staff rehearse age-appropriate lockdown routines with children, such as staying quiet, moving away from windows, and listening to adults.
 - Lockdown drills are carried out termly and recorded, just like fire drills.
-

Communicating with Parents

In the event of a lockdown, parents are informed via phone or text once lockdown is confirmed.

Suggested wording for parent message:

“Due to an incident, we have been advised by the emergency services to secure the premises and stay indoors until we receive the ‘all clear’. Please do not attempt to collect your child until we notify you that it is safe. We ask that you keep phone lines clear unless it is urgent. We will update you as soon as possible.”

After Lockdown

- Staff cooperate fully with the emergency services to ensure an orderly evacuation, if required.
 - A full register and contact details are kept on hand at all times.
 - Staff and children who witnessed events may be asked to provide a statement to the police.
 - Parents may be understandably anxious, but will only be allowed to collect children once it is deemed safe by emergency services.
-

Reporting and Recording

- The setting manager will report the lockdown to their line manager as soon as possible, and complete a written report of the incident.
 - A record is filed and kept securely for inspection if required.
-

Further Guidance and Contacts

- In an emergency, call 999.
- To report suspicious activity, call the Anti-Terrorist Hotline: 0800 789 321.
- For non-emergency police support, call 101.

9.1 Valuing Diversity and Promoting Inclusion and Equality

Policy Statement

We are committed to ensuring that our setting is inclusive and welcoming to all. We recognise and respect that children and families come from diverse backgrounds, cultures, family structures, and life experiences. Every child has the right to feel safe, respected, and valued, and to develop in an environment that promotes equality and inclusion.

We are committed to promoting anti-discriminatory practice, challenging prejudice, and fostering good relations across all aspects of our work. Our approach reflects the Equality Act 2010 and the principles of the Early Years Foundation Stage (EYFS) 2025.

Aims

We aim to:

- Promote equality and celebrate diversity within our setting and community.
 - Actively include all families and value the positive contributions they make.
 - Provide a safe, non-stereotyping environment that promotes dignity, respect, and understanding of difference.
 - Make reasonable adjustments to ensure full participation for all children, including those with disabilities and/or special educational needs.
 - Eliminate discrimination based on protected characteristics defined by the Equality Act 2010:
 - Age
 - Gender
 - Gender reassignment
 - Marital or civil partnership status
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Disability
 - Sexual orientation
 - Take positive action to support individuals or groups who may be disadvantaged or under-represented.
-

Procedures

Admissions

- Our setting is open and accessible to all members of the community.
- Our Admissions Policy is applied fairly and without discrimination.
- We provide information in clear, inclusive language and, where possible, in alternative languages or formats.
- We reflect the diversity of our community in promotional materials and ensure equal access to SEND provision.
- We make reasonable adjustments to accommodate disabled children and ensure they can access the curriculum.
- We take action against:
 - Direct discrimination (e.g. refusing admission based on ethnicity)
 - Indirect discrimination (e.g. rules that disadvantage a particular group)
 - Discrimination by association (e.g. assumptions based on who someone is related to)
 - Discrimination by perception (e.g. treating someone unfairly based on assumptions)
 - Discrimination arising from disability
- We do not tolerate xenophobia or prejudice against those perceived to be from another country.
- Any discriminatory or abusive behaviour on our premises is addressed immediately and may result in the individual being asked to leave.

Employment

- Posts are advertised fairly and are open to applicants from all backgrounds.
- Job descriptions include a commitment to promoting equality and respecting diversity.
- The recruitment process is transparent and based on merit.
- We monitor recruitment to ensure accessibility and representation.

Training

- All staff receive training in inclusion, equality, and anti-discriminatory practice.
- Training also covers supporting children with medical or additional needs, including administering medication and providing personal care.

Inclusive Curriculum

Our curriculum supports children's understanding of themselves and others by:

- Creating an environment of mutual respect and tolerance.
- Modelling inclusive, respectful behaviour at all times.
- Avoiding stereotypes and discriminatory imagery in books and resources.
- Positively reflecting the diversity of our community in everyday practice.

- Celebrating a range of cultural and religious events.
 - Supporting children with English as an Additional Language (EAL) to access and engage fully in learning.
 - Supporting children with disabilities and special educational needs in partnership with families and professionals.
 - Encouraging the use and development of home languages alongside English where possible.
-

Access and Environment

We ensure our premises are as accessible as possible by:

- Conducting access audits and making reasonable adjustments where barriers are identified.
 - Differentiating the learning environment and curriculum to meet a range of physical, sensory, and learning needs.
-

Valuing Family Diversity

- We welcome and work with all families, regardless of background or structure.
 - We invite parents, carers, and extended family members to share their stories, cultures, and experiences with the children.
 - We work in partnership with parents who speak languages other than English to ensure full inclusion.
 - We offer flexible payment plans and provide information about financial support where needed.
 - We take proactive steps to ensure that under-represented or disadvantaged families are supported to access our services.
-

Food and Cultural Inclusion

- We respect and meet children's dietary needs related to medical, cultural, or religious requirements.
 - We encourage children to explore food from different cultures and to understand and respect differences around eating habits and mealtimes.
-

Parent Engagement

- We encourage all parents and carers to be involved, including those who do not live with the child.
 - Information about meetings and events is shared in accessible ways and formats.
-

Monitoring and Review

- This policy is reviewed annually to ensure it remains effective, relevant, and aligned with current guidance.
 - We maintain a **complaints procedure** and summary log available to parents.
-

Public Sector Equality Duty

We have due regard to the duty to:

- Eliminate unlawful discrimination

- Advance equality of opportunity
 - Foster good relations between people who share a protected characteristic and those who do not
-

Legal Framework

- *Equality Act 2010*
- *Children Act 1989 & 2004*
- *Children and Families Act 2014*
- *SEND Code of Practice 2014*

9.2 Supporting Children with Special Educational Needs (SEN)

Policy Statement

We are committed to providing an inclusive environment where all children, including those with special educational needs and/or disabilities (SEND), are supported to achieve their full potential. We recognise each child as a unique individual and work in partnership with families and professionals to provide tailored support from the earliest opportunity.

Key Commitments

- We have regard to the *Special Educational Needs and Disability Code of Practice: 0 to 25 years* (DfE & DoH, 2014) and the *EYFS 2025* statutory framework.
 - We follow a clear, consistent approach to identifying, responding to, and meeting children's needs.
 - We work closely with parents/carers — and children where appropriate — to understand and act on their views, wishes, and concerns.
 - We work in partnership with the local authority and external agencies to secure the best possible outcomes for children with SEN.
 - We monitor and review our provision regularly and make adjustments as needed.
-

Procedures

SEN Leadership

- We designate a member of staff as our Special Educational Needs Co-ordinator (SENCO): Samantha Cragg
- The SENCO oversees the day-to-day implementation of this policy and coordinates provision for children with SEND in collaboration with colleagues and families.
- All staff share responsibility for inclusive practice and supporting children with additional needs.

Identification and Support

- We apply SEN Support through a graduated approach using the Assess – Plan – Do – Review cycle.
- We aim to identify any additional needs as early as possible and adapt provision accordingly.
- We involve parents in all stages of assessment, planning, delivery, and review of SEN provision.
- We ensure that children's views are considered, where appropriate to their age and understanding.
- We use observations, assessments, and input from parents to identify when a child may need additional support.

Inclusive Practice

- Our admissions process is inclusive and non-discriminatory.
- We offer a broad, balanced, and flexible curriculum tailored to meet a range of learning needs.
- Reasonable adjustments are made to ensure children with SEND can participate in all activities.
- Where needed, we differentiate resources, teaching strategies, and the environment.

Collaboration and Referrals

- We liaise with external professionals, including speech and language therapists, health visitors, educational psychologists, and specialist advisory teachers.
- We support referrals for further assessment, including:
 - Early Help Assessments
 - IAELD (Individual Assessment of Early Learning and Development)
 - Education, Health and Care (EHC) needs assessments
- We provide parents with information about local services and the Local Offer.
- Where necessary, we support families in navigating statutory processes and seeking additional support.

Training and Resources

- All staff are made aware of this policy and understand their role in identifying and supporting children with SEN.
- Training is provided to ensure staff have the knowledge and confidence to support children with a range of needs, including administering medication and delivering personal care.
- We allocate staff time and resources to enable effective SEN provision.

Communication and Review

Our provision is evaluated through feedback from:

- Parents and carers
- Staff teams and management
- External professionals
- Review meetings and observations
- Complaints or inspection feedback
- We raise awareness of our inclusive ethos and SEN provision through our website, welcome information, and local community connections.
- Our SEN policy is monitored and reviewed annually to ensure it remains effective and up to date.

Complaints

We provide a clear complaints procedure, including a summary available to parents on request. Complaints relating to SEN provision will be taken seriously and addressed promptly.

Legal and Statutory Frameworks

- *Equality Act 2010*
- *Children and Families Act 2014*
- *Special Educational Needs and Disability Code of Practice: 0–25 years (2014)*
- *EYFS 2025 (September)*
- *SEND Regulations 2014*

The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)

9.3 Promoting British Values Through Relationships and Inclusive Practice

Policy Statement

In our setting, we promote a culture of respect, safety, empathy, and inclusion — not through rules imposed on children, but through relationships, role modelling and restorative approaches. These principles reflect the fundamental British values of democracy, rule of law, individual liberty, mutual respect, and tolerance, as embedded in the EYFS 2025 and supported by the Prevent Duty.

Children are at the heart of everything we do. By valuing their voices, helping them manage strong feelings safely, and supporting their understanding of themselves and others, we give them the foundations to become thoughtful, kind, and responsible members of their communities.

Our Approach

Democracy – *Everyone has a voice that matters*

We support children to:

- Make choices and express opinions safely and respectfully
- Take turns, collaborate, and make group decisions (e.g. choosing stories, games or snack)
- Feel listened to and empowered to ask questions or say “no” safely
- Develop empathy by listening to how others feel and think

Rule of Law – *Boundaries help us stay safe*

We help children understand:

- The reasons behind boundaries — to keep everyone safe and respected
- That their actions have impact, and everyone has rights and responsibilities
- That conflict can be repaired through conversation, not punishment
- That adults will hold boundaries with kindness and consistency

Individual Liberty – *You are free to be yourself*

We encourage:

- Confidence, independence and pride in who they are
- Freedom to explore, question and express their identity without judgement
- Respect for their own feelings and needs, and the feelings of others
- Safe, supported risk-taking in learning and play

Mutual Respect and Tolerance – *We are all different, and all belong*

We nurture:

- Positive relationships rooted in compassion and acceptance
- Understanding that we may believe, celebrate, or speak differently — and that’s okay
- Interest in others’ lives and perspectives through stories, conversations, and shared experiences
- A curriculum and environment that reflect **real-life diversity**, challenge stereotypes, and avoid tokenism

Creating an Inclusive, Therapeutic Environment

In our setting, British values are not taught as a checklist, but lived through daily interactions. Our emotionally responsive approach includes:

- Using emotion coaching and restorative conversations to support children with behaviour
- Respecting all family structures, cultures, languages, and identities
- Listening to and valuing children’s lived experiences
- Encouraging critical thinking and fairness through play and conversation
- Addressing incidents of bias or exclusion with curiosity, not shame

- Providing books, resources, and celebrations that reflect the diversity of our children and the wider world
-

Prevent Duty and Safeguarding

In line with the Counter-Terrorism and Security Act 2015, we have due regard to the need to prevent people from being drawn into terrorism. In practice, this means:

- Building children's resilience through critical thinking, strong relationships, and emotional literacy
 - Promoting a sense of belonging and inclusion for every child and family
 - Identifying and responding to any concerns around radicalisation as part of our safeguarding responsibilities
-

Legal and Statutory Framework

- *EYFS 2025 Statutory Framework*
 - *Equality Act 2010*
 - *Counter-Terrorism and Security Act 2015 (Prevent Duty)*
-

Further Guidance

- *Fundamental British Values in the Early Years* (Foundation Years, 2015)
 - *Prevent Duty Guidance: for England and Wales* (HMG, 2015)
 - *Development Matters* (DfE, 2023)
-

10 Privacy Notice

Introduction

We are committed to ensuring that any personal data we hold about you and your child is protected in accordance with data protection laws and is used in line with your expectations.

This privacy notice explains what personal data we collect, why we collect it, how we use it, and how we protect it.

What Personal Data Do We Collect?

We collect personal data about you and your child in order to provide high-quality care and education tailored to your child's individual needs. We also collect information to verify eligibility for funded childcare, where applicable.

We may collect the following personal data about your child:

- Full name, date of birth, home address
- Health and medical needs, developmental needs
- Special educational needs and/or disabilities (SEND), where applicable
- Child protection plans from social care and health care plans from professionals
- Reports from external agencies such as speech and language therapists, physiotherapists, etc.
- Information regarding parental responsibility and any court orders

We may collect the following personal data about you:

- Your name, home and work address, telephone numbers, and emergency contact details
- Your relationship to the child and details of others authorised to collect your child

If applying for funded childcare (e.g. 15/30 hours or EYPP), we may also collect:

- Your date of birth, National Insurance number or Unique Taxpayer Reference (UTR)
- Details of benefits or tax credits, where applicable

This data is typically collected directly from you via our registration form or through secure Local Authority systems.

Why We Collect This Information and Our Legal Basis

We use your and your child's personal data to:

- Fulfil our contract with you to provide early years education and care
- Support your child's wellbeing, development, and additional needs
- Monitor progress and share updates with you
- Apply for government funding on your behalf (where applicable)
- Contact you in emergencies
- Maintain accurate and legally required records

Our legal bases for processing your data may include:

- Contractual obligation
- Legal obligation (e.g. safeguarding)
- Consent (e.g. for images/videos)
- Legitimate interest (e.g. to improve service delivery)

With your explicit consent, we may also take photographs or videos of your child as part of their learning journey. You can withdraw your consent for image use at any time by letting us know in writing.

We are legally required to process and retain some safeguarding data. We must also transfer relevant information to your child's next school (see our Transfer of Records policy).

Who We Share Your Data With

We may share personal data with:

- Ofsted, during an inspection or in response to a complaint
- The Local Authority, for funded childcare and Early Years Pupil Premium
- Government eligibility checkers, where funding is applied for
- Our insurance provider, where applicable
- Our digital software providers (e.g. First Steps Software, Learning Book), for secure records
- Your child's next school, during transitions
- The local Children's Centre, if your child is in receipt of two-year funding or is part of a Child in Need or Child Protection plan

We may also share your data:

- When required by law or a court order
- If necessary to protect your child or others (e.g. with social care or police)
- As part of a change in management, where a new provider will continue the service

We will never share your data with third parties for marketing purposes.

How Do We Protect Your Data?

We store your data securely by:

- Using a locked office, accessible only to key staff
- Storing digital data on a password-protected device, accessed only by authorised staff
- Following data protection policies that prevent unauthorised access, loss, misuse, or accidental destruction

How Long Do We Keep Your Data?

- We retain your child's personal data for up to three years after they leave the setting, or until after the next Ofsted inspection (whichever is later)
- Accident and medication records are kept for longer, as required by law
- Learning and development records are passed to you when your child leaves
- Safeguarding and referral-related records may be retained for longer in line with legal requirements (see Children's and Provider Records policies)

Automated Decision-Making

We do not make decisions about your child based solely on automated processing. If this ever changes, we will inform you and explain your rights.

Your Rights With Respect to Your Data

You have the right to:

- *Access, amend, or correct your/your child's data*
- *Request that we delete or stop processing your data where appropriate*
- *Request data be transferred to another provider or organisation*
- *Withdraw consent where it has been given (e.g. photographs)*

To exercise any of these rights, or if you have concerns or questions, please contact Samantha Cragg.

If your concerns are not resolved, you can contact the Information Commissioner's Office (ICO):

Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF

www.ico.org.uk

Changes to This Notice

We review this privacy notice regularly. Any changes will be communicated to you where appropriate.

10.1 Admissions

Policy statement

It is our intention to make our setting accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

Procedures

- We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.
- We ensure that information about our setting is accessible, using simple plain English, in written and spoken form and, where appropriate, provided in different community languages and in other formats on request.
- We arrange our waiting list in birth order. In addition, our policy may take into account:
 - the age of the child, with priority given to children who are eligible for the free entitlement – including eligible two year old children;
 - the length of time on the waiting list;
 - the vicinity of the home to the setting;
 - whether any siblings already attend the setting; and
 - the capacity of the setting to meet the individual needs of the child.
- We offer funded places in accordance with the Code of Practice for Hertfordshire and any local conditions in place at the time.
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission.

- Our setting and its practices are welcoming and make it clear that fathers, mothers, other relations and carers are all welcome.
- Our setting and its practices operate in a way that encourages positive regard for and understanding of difference and ability - whether gender, family structure, class, background, religion, ethnicity or competence in spoken English.
- We support children and/or parents with disabilities to take full part in all activities within our setting.
- We monitor the needs and background of children joining our setting on the Registration Form, to ensure that no accidental or unintentional discrimination is taking place.
- We share and widely promote our Valuing Diversity and Promoting Inclusion and Equality Policy.
- We consult with families about the opening times of our setting to ensure that we accommodate a broad range of families' needs.
- We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.
- Failure to comply with the terms and conditions may ultimately result in the provision of a place being withdrawn

Terms and conditions

1.0 Our obligation to you

- 1.1 We will provide the agreed childcare facilities for your child at the agreed times (subject to any days when we are closed). If we change the opening hours, we will give you as much notice of our decision as possible and, if necessary, will work with you to agree a change to your child's hours of attendance.
- 1.2 We will adhere to the principles of the General Data Protection Regulations (2018) when collecting and processing information about you and your child. We explain how your data is processed, collected, kept up-to-date in our Privacy Notice which is given to you at the point of registration.
- 1.3 We will try to accommodate any requests you may make for additional sessions and/or extended hours of childcare.
- 1.4 We will notify you as soon as possible of any days we will be closed.
- 1.5 We will treat your child with the utmost respect and dignity. We will never use or threaten any type of punishment that could adversely affect a child's wellbeing.
- 1.6 We will provide you with regular verbal updates as to your child's progress and we will agree times to discuss with you the progress of your child or any other aspects of our childcare services as and when required.

- 1.7 We will comply with the requirements of the Early Years Foundation Stage and our Ofsted registration in regards to the childcare services we provide for your child.
- 1.8 We will provide you with details of our policies and procedures, which outline how we satisfy the requirements of the EYFS in our everyday practice; and we will notify you as and when any changes are made to our policies and procedures. We will be available to discuss or explain our policies and procedures, and/or any relevant changes, at a mutually agreed time.
- 1.9 We will maintain appropriate insurance to cover our childcare activities.
- 1.10 We will try to make a place available to any of your other children. However, we cannot guarantee that a place will be available.

2.0 Your obligation to us

- 2.1 You must notify us immediately of any changes to the information you have provided to us and keep us informed of any other necessary information that may affect the childcare that we provide for your child.
- 2.2 The *Registration Form* includes medicine consent and emergency treatment authorisations which you will need to complete prior to your child attending.
- 2.3 You will read and abide by our policies and procedures. These are available on the website <http://www.glebekids.co.uk>
- 2.4 You will make yourself available as and when required, at mutually convenient times, to discuss the progress of your child or any factor relating to their childcare place with us.
- 2.5 You must immediately inform us if your child is suffering from any contagious disease, or if your child has been diagnosed by a medical practitioner with a notifiable disease. For the benefit of other children attending you must not allow your child to attend whilst they are contagious and pose a risk to other children during normal daily activities.
- 2.6 You must keep us informed of the identity of the persons who will be collecting your child. If the person who is due to collect your child is not usually responsible for collecting them we will require proof of identity. If we are not reasonably satisfied that the person collecting your child is who we were expecting, we will not release your child into their care until we have checked with you.

- 2.7 You must inform us immediately if you are not able to collect your child by the official collection time. You must make arrangements for another authorised person to collect your child as soon as possible. A late payment charge may be applied.
- 2.8 You will inform us as far in advance as possible of any dates on which your child will not be attending.
- 2.9 You will provide us half a term's notice of your intention to decrease the number of hours your child attends or to withdraw your child (and end this Agreement). If insufficient notice is given you will be responsible for the full fees for your child for one month from the date of notice. If you are ending this Agreement, notice must be given by completing our *Notification of Leaving Date* form which is available on request.
- 2.10 You must inform us if your child is the subject of a court order and provide us with a copy of such order on request.

3.0 Suspension of a child

- 3.1 We may suspend the provision of childcare to your child at any time if you have failed to pay any fees due.
- 3.2 If the period of suspension for non-payment of fees exceeds one month, either of us may terminate this Agreement by giving written notice, which will take effect on receipt of the notice.
- 3.3 We do not exclude any child on the grounds of behaviour. However, if a child's behaviour poses a serious risk to the safety and well-being of themselves, other children, or adults, we may need to consider a short-term suspension of childcare while we work closely with parents and, where appropriate, external agencies to put the right support in place. We will always make reasonable adjustments and explore all possible strategies before considering suspension, and permanent exclusion would only ever be a last resort.
- 3.4 During any period of suspension relating to behaviour, we will work closely with parents and seek support from the local authority and, where appropriate, other welfare agencies to identify strategies, services, or provision to support your child's needs.
- 3.5 If your child is suspended part way through the month under the conditions stated in clause 3.1, we will credit any fees already paid for the unused part of that month on a pro rata basis. This credit will be applied to any outstanding fees or future invoices.

4.0 Termination of the Agreement

4.1 You may end this Agreement at any time, giving us at least one half term's notice by sending an email to info@glebekids.co.uk

4.2 We may immediately end this Agreement if:

4.2.1 You have failed to pay your fees;

4.2.2 You have breached any of your obligations under this Agreement and you have not or cannot put right that breach within a reasonable period of time after we have drawn it to your attention;

4.2.3 You behave unacceptably, as we do not tolerate any physical or verbal abuse or threats towards our staff;

4.2.4 We take the decision to close. We will give you as much notice as possible in the event of such a decision.

4.3 It may become apparent that the support we are able to offer your child is not sufficient to meet his/her needs. In these circumstances we will work with you, the local authority and other welfare agencies as per our procedures to identify appropriate support, at which point we may end this Agreement.

4.4 You may end this Agreement if we have breached any of our obligations under this Agreement and we have not or cannot put right that breach within a reasonable period after you have drawn it to our attention.

5.0 General

5.1 If we have to close or we take the decision to close due to events or circumstances beyond our control (e.g. extreme weather conditions) the appropriate Fee will continue to be payable in full and we shall be under no obligation to provide alternative childcare to you. If the closure exceeds three consecutive days in duration (excluding any days when we would otherwise have been closed), we will credit you with an amount that represents the number of days closed in excess of three days.

5.2 If you have any concerns regarding the services we provide, please discuss them with the manager. Customer satisfaction is paramount and any concerns/complaints will be dealt with in line with our *Making a Complaint Policy*.

5.3 From time to time we will take photographs and video recordings of the children who attend. These photographs are used for on-going recording of our curriculum and for children's individual development records. They are stored on our computer whilst your child is with us. The photographs are used for display and for your child's records within the setting. If we wished to use any image of your child for training, publicity or marketing purposes, we would always seek your written consent for each image we intend to use, as indicated on our *Registration Form*. As part of the registration process you will indicate your wishes, as to whether your child's photographs can be uploaded to the, closed parents facebook page. These photos will not form part of the agreement that parents will give consent for each individual photo

5.4 We reserve the right to refuse to admit your child if they have a temperature, sickness and diarrhoea or a contagious infection or disease on arrival at our setting, or to ask you to collect your child if they become unwell whilst in our care, in line with our *Managing Children who are Sick, Infectious or with Allergies Policy*.

5.5 Whilst food and drink is served on the premises, we are not a commercial kitchen and may not be able to cater for the individual needs of every child. As cross contamination cannot be ruled out, a risk assessment is conducted for children with any known allergies. Every effort is made to follow recommended food preparation guidance and to ensure that all staff involved in the preparation and serving of food are suitably trained.

5.6 Any personal information you supply to us will be collected, stored and used in accordance with the principles of the General Data Protection Regulations (GDPR) (2018) and our *Confidentiality and Client Access to Records Policy*. We will always seek your consent where we need to share information about your child with any other professional or agency. We are required by law to override your refusal to give consent only in specific circumstances where the child or someone in the family may be in danger if we do not share that information.

6.0 This Agreement

6.1 We reserve the right to vary the terms and conditions contained in this Agreement

6.2 This Agreement contains the full and complete understanding between the parties and supersedes all prior arrangements and understanding whether written or oral relating to the subject of this Agreement except to the extent that we vary terms from time to time.

6.3 Acceptance of a place will be deemed as acceptance by you of these terms and conditions.

10.5 Parental involvement

Policy statement

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

Our aim is to support parents as their child's first and most important educators by involving them fully in their child's learning journey and in the wider life of our setting. We also aim to support parents and carers in their own continuing education, wellbeing, and personal development.

We recognise that families come in many different forms, and we are committed to welcoming and including all parents and carers equally. This includes (but is not limited to):

- mothers, fathers, and partners
- step-parents
- parents who live apart from their children but play an active role in their lives
- foster parents, adoptive parents, and kinship carers
- same-sex parents and LGBTQ+ families
- extended family members with parental responsibility (such as grandparents, siblings, or legal guardians)
- parents with disabilities, additional needs, or those for whom English is an additional language
- working parents and those with irregular or shift work patterns.

When we refer to 'parents', we mean all those who have a parental role or responsibility in a child's life. We are committed to ensuring that every parent and carer feels valued, respected, and included in our setting.

The Children Act (1989) defines parental responsibility as:

"all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and their property." For further guidance on who holds parental responsibility, please refer to the UK Government guidance on parental rights and responsibilities, or the statutory guidance in *Working Together to Safeguard Children* (2018, updated 2023).

Procedures

- Parents/carers are made to feel welcome in our setting; they are greeted appropriately, there is provision for refreshment.
- We have a means to ensure all parents/carers are included - that may mean that we have different strategies for involving parents/carers, or parents/carers who work or live apart from their children.
- We make every effort to accommodate parents/carers who have a disability or impairment.
- We consult with all parents/carers to find out what works best for them.
- We ensure on-going dialogue with parents/carers to improve our knowledge of the needs of their children and to support their families.
- We inform all parents/carers about how the setting is run and its policies, through access to written information, including our *Safeguarding Children and Child Protection* policy and our responsibilities under the Prevent Duty, and through regular informal communication. We check to ensure parents understand the information that is given to them.
- Information about a child and his or her family is kept confidential within our setting. We provide you with a privacy notice that details how and why we process your personal information. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding child's development that need to be shared with another agency. We

will seek parental permission unless there are reasons not to in order to protect the safety of the child. Reference is made to our Information Sharing Policy on seeking consent for disclosure.

- We seek specific parental consent to administer medication, take a child for emergency treatment, take a child on an outing and take photographs for the purposes of record keeping.
- The expectations that we make on parents are made clear at the point of registration.
- We make clear our expectation that parents will participate in settling their child at the commencement of a place according to an agreed plan.
- We seek parents' views regarding changes in the delivery of our service.
- Parents are actively encouraged to participate in decision making processes according to the structure in place within our setting.
- We encourage parents to become involved in the social and cultural life of the setting and actively contribute to it.
- As far as possible our service is provided in a flexible way to meet the needs of parents without compromising the needs of children.
- We provide sufficient opportunity for parents to share necessary information with staff and this is recorded and stored to protect confidentiality.
- Our key persons meet regularly with parents to discuss their child's progress and to share concerns if they arise.
- Where applicable, our key persons work with parents to carry out an agreed plan to support special educational needs.
- Where applicable, our key persons work with parents to carry out any agreed tasks where a Protection Plan is in place for a child.
- We involve parents in the shared record keeping about their children - either formally or informally – and ensure parents have access to their children's written developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We support families to be involved in activities that promote their own learning and well-being; informing parents about relevant conferences, workshops and training.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language; making every effort to provide an interpreter for parents who speak a language other than English and to provide translated written materials.
- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and we check to ensure these are understood. All parents have access to our written complaints procedure.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home. There are opportunities for parents to take active roles in

supporting their child's learning in the setting: informally through helping out or taking part in activities with their child, or through structured projects engaging parents and staff in learning about children's learning.

In compliance with the Safeguarding and Welfare Requirements, the following documentation is also in place at our setting:

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

10.6 Children's records

Policy statement

We have record keeping systems in place that meet legal requirements; the means we use to store and share that information takes place within the framework of the General Data Protection Regulations (GDPR) (2018) and the Human Rights Act (1998).

This policy and procedure should be read alongside our Privacy Notice, Confidentiality and Client Access to Records Policy and our Information Sharing Policy.

Procedures

If a child attends another setting, we establish a regular two-way flow of appropriate information with parents and other providers. Where appropriate, we will incorporate comments from other providers, as well as parents and/or carers into the child's records.

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

Developmental records

- These include observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports.
- The paper records are usually kept in the staff room in a locked cabinet and can be accessed when needed, and contributed to, by our staff, the child and the child's parents.

- If a key person needs to complete any development records at home. They are required to sign them out and bring them back the next day and sign them in. They will not allow any access to the records by anyone but themselves and not allow these to be on show or in a public place.

Personal records

These may include the following (as applicable):

- Personal details – including the child's registration form and any consent forms.
- Contractual matters – including a copy of the signed parent contract, the child's days and times of attendance, a record of the child's fees, any fee reminders or records of disputes about fees.
- Child's development, health and well-being – including a summary only of the child's EYFS profile report, a record of discussions about every day matters about the child's development health and well-being with the parent.
- Early Support – including any additional focussed intervention provided by our setting (e.g. support for behaviour, language or development that needs Education, Health and Care Plan [EHC]) and records of any meetings held. Including Wellcomm and IAELD.
- Welfare and child protection concerns – including records of all welfare and protection concerns, and our resulting action, meetings and telephone conversations about the child and any information regarding a Looked After Child.
- Correspondence and Reports – including a copy of the child's 2 Year Old Progress Check (as applicable), all letters and emails to and from other agencies and any confidential reports from other agencies.
- These confidential records are stored securely in the office/room.
- We read any correspondence in relation to a child, note any actions and file it immediately
- We ensure that access to children's files is restricted to those authorised to see them and make entries in them, this being our manager, deputy or designated person for child protection, the child's key person, or other staff as authorised by our manager.
- We may be required to hand children's personal files to Ofsted as part of an inspection or investigation process; or to local authority staff conducting a S11 audit, as long as authorisation is seen. We ensure that children's personal files are not handed over to anyone else to look at.
- Parents have access, in accordance with our Privacy Notice, Confidentiality and Client Access to Records Policy, to the files and records of their own children, but do not have access to information about any other child.
- Our staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Our staff induction programme includes an awareness of the importance of confidentiality in the role of the key person.
- We retain children's records for three years after they have left the setting; except records that relate to an accident or child protection matter, which are kept until a child reaches the age of 21 years or 24 years respectively. These are kept in a secure place.

Archiving children's files

- When a child leaves our setting, we remove all paper documents from the child's personal file and place them in a robust envelope, with the child's name and date of birth on the front and the date they left.
- We seal this and place it in an archive box, stored in a safe place (i.e. a locked cabinet) for three years. After three years it is destroyed.
- If data is kept electronically it is encrypted and stored as above.
- Where there were s.47 child protection investigations, we mark the envelope with a star and archive it for 25 years.
- We store financial information according to our finance procedures.

Other records

- We keep a daily record of the names of the children we are caring for, their hours of attendance and the names of their key person.
- Students undertaking recognised early years qualifications, placements, or training programmes who are observing or working in the setting are made aware of our *Confidentiality and Client Access to Records Policy* and are required to respect and adhere to it at all times.

Legal framework

- *UK General Data Protection Regulation (UK GDPR) (2018)*
- *Data Protection Act (2018)*
- *Human Rights Act (1998)*

10.7 Provider records

Policy statement

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

- Records pertaining to our registration.
- Landlord/lease documents and other contractual documentation pertaining to amenities, services and goods.
- Financial records pertaining to income and expenditure.
- Risk assessments.
- Employment records of our staff including their name, home address and telephone number.
- Names, addresses and telephone numbers of anyone else who is regularly in unsupervised contact with the children.

We consider our records as confidential based on the sensitivity of information, such as with employment records. These confidential records are maintained with regard to the framework of the General Data Protection Regulations (2018), further details are given in our Privacy Notice and the Human Rights Act (1998).

This policy and procedure should be read alongside our Privacy Notice, Confidentiality and Client Access to Records Policy and Information Sharing Policy.

Procedures

- All records are the responsibility of our management team who ensure they are kept securely.
- All our records are kept in an orderly way in files and filing is kept up-to-date.
- Our financial records are kept up-to-date for audit purposes.
- We maintain health and safety records; these include risk assessments, details of checks or inspections and guidance etc.
- Our Ofsted registration certificate is displayed.
- Our Public Liability insurance certificate is displayed.
- All our employment and staff records are kept securely and confidentially.

We notify Ofsted of any:

- change in the address of our premises;
- change to our premises which may affect the space available to us or the quality of childcare we provide;
- change to the name and address of our registered provider, or the provider's contact information
- change to the person managing our provision;
- significant event which is likely to affect our suitability to look after children; or
other events as detailed in the Statutory Framework for the Early Years Foundation Stage (DfE, 2025).

Legal framework

- General Data Protection Regulations (GDPR) (2018)
- Human Rights Act 1998

10.8 Transfer of records to school

Policy statement

We recognise that children sometimes move to another early years setting before they go on to school, although many will leave our setting to enter reception class.

We prepare children for these transitions and involve parents and the receiving setting or school in this process. We prepare records about a child's development and learning in the Early Years Foundation Stage in our setting; in order to enable smooth transitions, we share appropriate information with the receiving setting or school at transfer.

Confidential records are shared where there are child protection concerns, in line with the processes set out by our local safeguarding partnership and in accordance with *Working Together to Safeguard Children* (2018, updated 2023).

The procedure guides this process and determines what information we can and cannot share with a receiving school or setting. Prior to transferring information, we will establish the lawful basis for doing so (see our Privacy Notice).

Transfer of information when a child moves on

- When a child moves to another early years setting or into school, we complete the local authority Transition Toolkit, which includes essential information such as attendance, looked after status (CLA), Early Years Pupil Premium (EYPP), English as an Additional Language (EAL), home circumstances, medical needs, and details of any Education, Health and Care Plan (EHCP) or other identified needs.
- The Transition Toolkit provides schools with the information they require to support the child's move effectively.
- If we feel that additional information would benefit the child and receiving school (for example, to highlight particular strengths, strategies that support the child, or family circumstances), we may provide a short supplementary written report or letter.
- Parents and carers are invited to contribute their views as part of the transition process.
- Any safeguarding or child protection information is not included within the Transition Toolkit. Instead, it is transferred securely and separately, addressed to the designated safeguarding lead at the receiving setting or school, in line with our safeguarding policy.

Legal Framework

- UK General Data Protection Regulation (UK GDPR) (2018)
 - Data Protection Act (2018)
 - Freedom of Information Act (2000)
 - Human Rights Act (1998)
 - Children Act (1989 & 2004)
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10.9 Confidentiality and client access to records

Policy statement

‘Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case.’

Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HMG 2015)

In our setting, staff and managers can be said to have a ‘confidential relationship’ with families. It is our intention to 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. We have record keeping systems in place that meet legal requirements; the means that we use to store and share that information takes place within the framework of the General Data Protection Regulations (2018) and the Human Rights Act (1998).

Confidentiality procedures

- Most things that happen between the family, the child and the setting are confidential to our setting. In exceptional circumstances information is shared, for example with other professionals or possibly social care or the police.
- Information shared with other agencies is done in line with our Information Sharing Policy.
- We always check whether parents regard the information they share with us to be confidential or not.
- Some parents may share information about themselves with other parents as well as with our staff; we cannot be held responsible if information is shared by those parents whom the person has ‘confided’ in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it. We are not responsible should that confidentiality be breached by participants.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our Children's Records Policy and Privacy Notice) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
- We keep all records securely (see our Children's Records Policy and Privacy Notice).

- Most information is kept in a manual file, or electronically. Our staff may also use a computer to type reports, or letters. Where this is the case, the typed document is deleted from the PC and only the hard copy kept.
- Our staff discuss children's general progress and well being together in meetings, but more sensitive information is restricted to our manager and the child's key person, and is shared with other staff on a need to know basis.
- We do not discuss children with staff who are not involved in the child's care, nor with other parents or anyone else outside of the setting.
- Our discussions with other professionals take place within a professional framework and not on an informal or ad-hoc basis.
- Where third parties share information about an individual with us; our practitioners and managers check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.

Client access to records procedures

Parents may request access to any confidential records we hold on their child and family following the procedure below:

- The parent is the 'subject' of the file in the case where a child is too young to give 'informed consent' and has a right to see information that our setting has compiled on them.
- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the manager.
- We acknowledge the request in writing, informing the parent that an arrangement will be made for him/her to see the file contents, subject to third party consent.
- Our written acknowledgement allows one month for the file to be made ready and available. We will be able to extend this by a further two months where requests are complex or numerous. If this is the case, we will inform you within one month of the receipt of the request and explain why the extension is necessary
- A fee may be charged for repeated requests, or where a request requires excessive administration to fulfil.
- Legal advice may be sought before sharing a file
- Our manager goes through the file and ensures that all documents have been filed correctly, that entries are in date order and that there are no missing pages. They note any information, entry or correspondence or other document which mentions a third party.
- We write to each of those individuals explaining that the subject has requested sight of the file, which contains a reference to them, stating what this is.
- They are asked to reply in writing to our manager giving or refusing consent for disclosure of that material.

- We keep copies of these letters and their replies on the child's file.
- 'Third parties' include each family member noted on the file; so where there are separate entries pertaining to each parent, step parent, grandparent etc, we write to each of them to request third party consent.
- Third parties also include workers from any other agency, including children's social care and the health authority for example. Agencies will normally refuse consent to share information, preferring instead for the parent to be redirected to those agencies for a request to see their file held by that agency.
- Members of our staff should also be written to, but we reserve the right under the legislation to override a refusal for consent or to just delete the name of the staff member and not the information. We may grant refusal if the member of staff has provided information that could be considered 'sensitive' and the staff member may be in danger if that information is disclosed; or if that information is the basis of a police investigation. However, if the information is not sensitive, then it is not in our interest to withhold that information from a parent. In each case this should be discussed with members of staff and decisions recorded.
- When we have received all the consents/refusals our manager takes a photocopy of the complete file. On the copy of the file, our manager removes any information that a third party has refused consent for us to disclose and blank out any references to the third party, and any information they have added to the file, using a thick marker pen.
- The copy file is then checked by the manager and legal advisors to verify that the file has been prepared appropriately.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- We photocopy the 'clean copy' again and collate it for the parent to see.
- Our manager informs the parent that the file is now ready and invite[s] him/ her to make an appointment to view it.
- Our manager meets with the parent to go through the file, explaining the process as well as what the content of the file records about the child and the work that has been done. Only the person(s) with parental responsibility can attend that meeting, or the parent's legal representative or interpreter.
- The parent may take a copy of the prepared file away; but, to ensure it is properly explained to and understood by the parent, we never hand it over without discussion.
- It is an offence to remove material that is controversial or to rewrite records to make them more acceptable. Our recording procedures and guidelines ensure that the material reflects an accurate and non-judgemental account of the work we have done with the family.
- If a parent feels aggrieved about any entry in the file, or the resulting outcome, then we refer the parent to our complaints procedure.
- The law requires that the information we hold must be held for a legitimate reason and must be accurate. If a parent says that the information we hold is inaccurate, then the parent has a right to request for it to be changed. However, this only pertains to factual inaccuracies. Where the disputed entry is a matter of opinion, professional judgement, or represents a different view of the matter than that held by the parent,

we retain the right not to change that entry, but we can record the parent's view of the matter. In most cases, we would have given a parent the opportunity at the time to state their side of the matter, and it would have been recorded there and then.

- If there are any controversial aspects of the content of a child's file, we must seek legal advice. This might be where there is a court case between parents, where social care or the police may be considering legal action, or where a case has already completed and an appeal process is underway.
- We never 'under-record' for fear of the parent seeing, nor do we make 'personal notes' elsewhere.

Telephone advice regarding general queries may be made to The Information Commissioner's Office Helpline 0303 123 1113.

All the undertakings above are subject to the paramount commitment of our setting, which is to the safety and well-being of the child. Please see also our policy on Safeguarding Children and Child Protection.

Legal framework

- General Data Protection Regulations (GDPR) (2018)
 - Human Rights Act (1998)
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10.10 Information sharing

"Sharing information is an intrinsic part of any frontline practitioner's job when working with children and young people. The decisions about how much information to share, with whom and when, can have a profound impact on individuals' lives. It could ensure that an individual receives the right services at the right time and prevent a need from becoming more acute and difficult to meet. At the other end of the spectrum, it could be the difference between life and death." (Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers, HM Government, 2018)

Policy statement

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

We record and share information about children and their families (data subjects) in line with the six principles of the General Data Protection Regulations (GDPR) (2018) which are further explained in our

Privacy Notice that is given to parents at the point of registration The six principles state that personal data must be:

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject.
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and where necessary, kept up to date.
5. Kept in a form that permits identification of data subjects for no longer than is necessary for the purposes for which the data is processed.
6. Processed in a way that ensures appropriate security of the persona data including protection against accidental loss, destruction or damage, using appropriate technical or organisational measures

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

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

The decision should never be made as an individual, but with the back-up of the manager, who may seek legal advice. The three critical criteria are:

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

Procedures

Our procedure is based on the principles of the UK GDPR and the Data Protection Act 2018, and on the seven golden rules for information sharing as set out in *Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers* (HM Government, 2018). We also follow the information-sharing guidance issued by our local safeguarding partnership.

1. *Remember that the General Data Protection Regulations 2018 and human rights law are not barriers to justified information sharing as per the Children Act 1989, but provide a framework to ensure that personal information about living individuals is shared appropriately.*
 - Our policy and procedures on Information Sharing provide guidance to appropriate sharing of information both within the setting, as well as with external agencies.

2. *Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their consent, unless it is unsafe or if I have a legal obligation to do so. A Privacy Notice is given to parents at the point of registration to explain this further.*

In our setting we ensure parents:

- Receive a copy of our Privacy Notice and information about our Information Sharing Policy when starting their child in the setting and that they sign our Registration Form to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult;
- have information about our Safeguarding Children and Child Protection Policy; and
- have information about the other circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.

3. *Seek advice if you are in any doubt, without disclosing the identity of the person where possible.*

- Our staff discuss concerns about a child routinely in supervision and any actions are recorded in the relevant folder in the office
- Our manager routinely seeks advice and support about possible significant harm.
- Our Safeguarding Children and Child Protection Policy sets out the duty of all members of our staff to refer concerns to our manager or deputy, as designated person, who will contact children's social care for advice where they have doubts or are unsure.
- Our manager seeks advice if they need to share information without consent to disclose.

4. *Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.*

- We base decisions to share information without consent on judgements about the facts of the case and whether there is a legal obligation.
- Our guidelines for consent are part of this procedure.
- Our manager is conversant with this and she is able to advise staff accordingly.

5. *Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.*

In our setting we:

- record concerns and discuss these with our designated person (manager) for child protection matters;
- record decisions made and the reasons why information will be shared and to whom; and
- follow the procedures for reporting concerns and record keeping as set out in our Safeguarding Children and Child Protection Policy.

6. *Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.*

- Our Safeguarding Children and Child Protection Policy and Children's Records Policy set out how and where information should be recorded and what information should be shared with another agency when making a referral.

7. *Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.*

- Where information is shared, we record the reasons for doing so in the child's file; where it is decided that information is not to be shared that is recorded too.

Consent

When parents choose our setting for their child, they will share information about themselves and their families. This information is regarded as confidential. Parents have a right to be informed that we will seek their consent to share information in most cases, as well as the kinds of circumstances when we may not seek their consent, or may override their refusal to give consent. We inform them as follows:

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We include this in our Registration Form.
- Parents sign our Registration Form at registration to confirm that they understand this.
- We ask parents to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider/school.
- We consider the following questions when we need to share:
 - Is there legitimate purpose to us sharing the information?
 - Does the information enable the person to be identified?
 - Is the information confidential?
 - If the information is confidential, do we have consent to share?

- Is there a statutory duty or court order requiring us to share the information?
- If consent is refused, or there are good reasons for us/ not to seek consent, is there sufficient public interest for us to share information?
- If the decision is to share, are we sharing the right information in the right way?
- Have we properly recorded our decision?
- Consent must be freely given and *informed* - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information as detailed in the Privacy Notice.
- Consent may be *explicit*, verbally but preferably in writing, or *implicit*, implied if the context is such that sharing information is an intrinsic part of our service or it has been explained and agreed at the outset.
- Consent can be withdrawn at any time.
- We explain our Information Sharing Policy to parents.

Separated parents

- Consent to share need only be sought from one parent. Where parents are separated, this would normally be the parent with whom the child resides. Where there is a dispute, we will consider this carefully.
- Where the child is looked after, we may also need to consult the Local Authority, as 'corporate parent' before information is shared.

All the undertakings above are subject to our paramount commitment, which is to the safety and well-being of the child. Please also see our Safeguarding Children and Child Protection Policy.

Legal Framework

- UK General Data Protection Regulation (UK GDPR) (2018)
- Data Protection Act (2018)
- Human Rights Act (1998)

Further Guidance

- *Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers* (HM Government, 2018)
- *What to do if you're worried a child is being abused: Advice for Practitioners* (HM Government, 2015, refreshed 2017)
- *Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children* (HM Government, 2023)

10.11 Working in partnership with other agencies

Policy statement

We work in partnership with local and national agencies to promote the well-being of all children. We will never share your data with any organisation to use for their own purposes.

Procedures

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

10.12 Making a complaint

Policy statement

We believe that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly, by an informal approach with the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

Procedures

All settings are required to keep a written record of any complaints that reach Stage Two and above, including the outcome of the investigation. This record must be made available to parents/carers and to Ofsted inspectors on request.

We maintain a complaints log which records the date, nature of the complaint, the process followed, the outcome, and any actions taken. This log serves as our 'summary record' of complaints, as required by the Statutory Framework for the Early Years Foundation Stage (DfE, 2025).

Making a complaint

Stage 1

- Any parent who has a concern about an aspect of our setting's provision talks over his/her concerns with our manager first of all.
- Most complaints should be resolved amicably and informally at this stage.
- We record the issue, and how it was resolved, in the complaints file.

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing.
- For parents who are not comfortable making written complaints themselves, we provide a simple complaints form. If preferred, our manager (or a senior member of staff) can complete the form on behalf of the parent, ensuring it is read back to them and signed to confirm accuracy.
- Our setting stores all information relating to written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, our manager may wish to store all information relating to the investigation in a separate file designated for this complaint.

- When the investigation into the complaint is completed, our manager meets with the parent to discuss the outcome.
- We inform parents of the outcome of the investigation within 28 days of him/her making the complaint.
- When the complaint is resolved at this stage, we log the summative points in our Complaint Investigation Record, which is made available to Ofsted on request.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with our manager. The parent may have a friend or partner present if they prefer.
- An agreed written record of the discussion is made, as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, we log the summative points in our Complaint Investigation Record.

Stage 4

- If at the stage three meeting the parent cannot reach agreement with us, we invite an external mediator to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers, but can help us to define the problem, review the action so far and suggest further ways in which it might be resolved.
- An independent mediator may be invited to help resolve a complaint if this is considered helpful by both the setting and the parent/carers. This may be someone from the **Early Years Alliance**, the local authority, or another appropriate early years professional.
- The mediator will keep all discussions confidential. They may hold separate meetings with staff and with parents/carers if that is agreed to be helpful.
- The mediator will keep an agreed written record of any meetings held and any advice given.

Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent and our manager is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
- A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

The role of the Office for Standards in Education, Children's Services and Skills (Ofsted), the Local Safeguarding Children Board or local safeguarding partners and the Information Commissioner's Office

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.
- Parents can contact Ofsted directly if they wish to make a complaint:
Ofsted
 Piccadilly Gate
 Store Street
 Manchester
 M1 2WD
 Telephone: **0300 123 1231**
 Website: www.ofsted.gov.uk
- If a child appears to be at risk, we follow the procedures of our local safeguarding partnership, in line with *Working Together to Safeguard Children* (HM Government, 2023).
- In these cases, both the parent and our setting are informed and our manager works with Ofsted or the Local Safeguarding Children partnership or local safeguarding partners to ensure a proper investigation of the complaint, followed by appropriate action.
- The Information Commissioner's Office (ICO) can be contacted if you have made a complaint about the way your data is being handled and remain dissatisfied after raising your concern with us. For further information about how we handle your data, please refer to the Privacy Notice given to you when you registered your child at [our/my] setting. The ICO can be contacted at Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or ico.org.uk

Records

- A record of complaints in relation to our setting, or the children or the adults working in our setting, is kept for at least three years; including the date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all complaints is recorded in our Complaint Investigation Record, which is available for parents and Ofsted inspectors to view on request.

10.13 Fees and Late Payment of Fees Policy

Policy statement

Benington Nursery aims to provide quality care and education at affordable and competitive prices, in accordance with the local settings. Nursery costs are set annually in April each year. Whilst it is the nursery policy to keep fees as low as possible, in order to maintain sustainability and quality of care, and pay staff according to their experience and qualifications prices may increase annually. Parents are informed of price increases one month in advance.

Procedures

Price Review

- Prices are reviewed to consider rising costs of rent, telephone charges, craft materials, toiletries, cleaning materials etc.
- Parents are advised of price increases by letter.
- New pricing structures are advertised on the website, the notice boards and included in registration forms.

Fees

- Invoices are calculated prior to the beginning of each term and emailed to parents
- Fees are to be paid in full, by the end of the first week of half term, unless parent has agreed to pay in monthly installments with the business manager
- Due to the constant nature of the financial commitments of the nursery, it is not possible to issue refunds for sessions not taken due to illness or holidays

Late Payment of Fees

- Should problems arise, parents are asked to speak to the manager as soon as possible, so that a payment agreement can be made.
- If payment is not made by the end of the first week of the term or by the end of the month for installments, a reminder email will be sent to the parent
- Payment should be made within 10 working days of the reminder email
- a charge of £25 will be added to the account if payment is not made 10 working days after reminder email.
- If fees continue to be outstanding the parent will be sent a further email asking for fees to be paid within 10 working days or proceedings through the small claims court will be instigated to reclaim the outstanding amount.

- If fees continue to be outstanding, after the above two emails have been sent, then proceedings through the small claims court will be instigated to seek repayment of the outstanding fees.
- Parents will be asked to withdraw their child until the outstanding fee is paid. Any child who is receiving the Nursery Education Grant will be able to remain at the nursery for their funded hours.

This policy should be read in conjunction with the following

- <https://www.gov.uk/make-court-claim-for-money/overview>

Prospectus

Welcome to Benington Nursery

We know how important your child is and we aim to deliver the highest quality of care and education to help them to achieve their best.

This prospectus aims to provide you with an introduction to us, our routines, our approach to supporting your child's learning and development and how we aim to work together with you to best meet your child's individual needs.

Our setting aims to:

- provide high quality care and education for children below statutory school age;
- work in partnership with parents to help children to learn and develop;
- add to the life and well-being of the local community; and
- offer children and their parents a service that promotes equality and values diversity.

Parents

Parents are regarded as members of our setting who have full participatory rights. These include a right to be:

- valued and respected;
- kept informed;
- consulted; and
- involved

We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of highly qualified staff to children;
- has the chance to join with other children and adults to live, play, work and learn together;

- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- has a personal key person who makes sure each child makes satisfying progress;
- is in a setting that sees parents as partners in helping each child to learn and develop; and
- is in a setting in which parents help to shape the service it offers.

The Early Years Foundation Stage (EYFS)

Provision for the development and learning of children from birth to 5 years

Provision for the development and learning of children from birth to five years is guided by the **Statutory Framework for the Early Years Foundation Stage (DfE, 2025)**.

Our provision reflects the four overarching principles of the EYFS:

- **A Unique Child**

Every child is a unique child who is constantly learning and can be resilient, capable, confident, and self-assured.

- **Positive Relationships**

Children learn to be strong and independent through positive relationships.

- **Enabling Environments**

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, parents, and carers.

- **Learning and Development**

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 those with special educational needs and disabilities (SEND).

How we provide for development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting builds on this, providing all children with engaging experiences and activities that are appropriate for their age, stage of development, and individual interests.

The Areas of Learning and Development comprise:

- **Prime Areas:**

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

- **Specific Areas:**

- Literacy
- Mathematics
- Understanding the World

- Expressive Arts and Design

For each area of learning, the level of progress children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals (ELGs). These goals set out what children should know, understand and be able to do by the end of the Reception year.

To support children's progress towards the ELGs, we use non-statutory guidance, including Development Matters (DfE, 2021) and, where appropriate, Birth to 5 Matters (Early Years Coalition, 2021). These documents set out the typical pathways of development and help us assess children's progress and plan for their next steps in learning.

Our programme supports children to develop the knowledge, skills, and understanding they need for:

Please also see our **full curriculum** for more detail on how we put this into practice in our setting.

Personal, Social and Emotional Development

We support children to develop:

- building positive relationships
- developing self-regulation and confidence
- managing their feelings and behaviour in healthy ways

Physical Development

We support children to develop:

- strength, coordination and movement
- making healthy choices about food and self-care
- independence in managing their own needs

Communication and Language

We support children to develop:

- listening and paying attention
- understanding language and responding appropriately
- developing vocabulary and speaking with confidence

Literacy

We support children to develop:

- a love of stories, rhymes, songs and books
- phonological awareness and early reading skills
- mark-making and early writing

Mathematics

We support children to develop:

- understanding numbers and counting
- recognising patterns, shapes and measures
- problem-solving through play

Understanding the World

We support children to develop:

- knowledge of people, families, and communities
- curiosity about the natural world and the environment
- an interest in technology and how things work

Expressive Arts and Design

We support children to develop:

- creativity through exploring materials, music, movement and role play
- using imagination to express themselves in different ways
- confidence in sharing their ideas with others

Our approach to learning, development and assessment

Learning through play

Being active and playing supports young children's learning and development through doing and talking. This is how children make sense of the world around them. We use the **EYFS statutory education programmes (DfE, 2025)** to guide our provision and ensure children make progress in all areas of learning.

Our programme offers a balance of:

- child-initiated play, where children plan and organise their own activities, and
 - adult-planned opportunities, where practitioners extend and enrich learning.
-

Characteristics of Effective Learning

We recognise that children engage with people and their environment through the following characteristics of effective learning, described in the EYFS:

- *Playing and exploring* – engagement
- *Active learning* – motivation
- *Creating and thinking critically* – thinking

We observe and reflect on these characteristics in order to support each child to remain an effective and motivated learner.

Assessment

We assess how young children are learning and developing primarily through **ongoing observation**. Practitioners record significant moments in children's play, supported where appropriate by photographs, videos, or samples of children's work.

Parents are partners in this process: we value their knowledge of their child and invite them to share observations and achievements from home.

- We complete **one written progress summary each year** for every child, which we share and discuss with parents.

- Additional assessment summaries may be carried out at times of transition (e.g. when a child moves group or prepares to start school), or if there is a specific need to support a child's development.
- These assessments help us to plan next steps and ensure children are making progress towards the Early Learning Goals.

The progress check at age two

The Early Years Foundation Stage (DfE, 2025) requires that we provide parents and carers with a short written summary of their child's development when they are aged between 24–36 months.

This summary focuses on the three **prime areas of learning and development**:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

Your child's key person is responsible for completing the check. It is based on ongoing observational assessments carried out as part of our everyday practice and takes into account the views and contributions of parents/carers and, where appropriate, other professionals (such as health visitors).

The progress check helps to:

- identify strengths in the child's development,
- highlight any areas where additional support may be needed, and
- ensure that parents and professionals work together to support the child's learning and wellbeing.

Records of achievement

The setting keeps a record of achievement for each child, called A Learning Journey. Staff and parents working together on their children's records of achievement is one of the ways in which the key person and parents work in partnership. Your child's record of achievement helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. You and the key person will then decide on how to help your child to move on to the next stage.

Working together for your children

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. We also invite volunteer parent helpers where possible to complement these ratios. This helps us to:

- give time and attention to each child;
- talk with the children about their interests and activities;
- help children to experience and benefit from the activities we provide; and
- allow the children to explore and be adventurous in safety.

Attendance

We promote regular attendance to ensure that your child has the best access to the planned activities and experiences that we offer. **Please let us know if your child is going to be absent and please see our attendance policy.**

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All of our staff see themselves as partners with parents in providing care and education for their child. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with the staff;
- contributing to the progress check at age two
- contributing to their child's Focus Week, completing a interest form
- helping at sessions in the setting;
- sharing their own special interests with the children;
- helping to provide, make and look after the equipment and materials used in the children's play activities;
- taking part in events provided by the setting;
- joining in community activities in which the setting takes part; and
- building friendships with other parents in the setting.

Key person and your child

Our setting uses a key person approach. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that the childcare that we provide is right for your child's particular needs and interests. When your child first starts at the setting, she/he will help your child to settle and throughout your child's time at the setting, she/he will help your child to benefit from our activities.

Learning opportunities for adults

As well as gaining qualifications in early years care and education, our staff take part in regular professional development to keep up to date with current thinking, research, and best practice in early years. This includes training on safeguarding, SEND, trauma and attachment, behaviour support, and curriculum development.

We also access resources and training from recognised early years organisations such as the Early Years Alliance, the Department for Education, and our local authority early years team.

Parents and carers are also encouraged to take part in learning opportunities. Local family hubs and community groups provide workshops, parenting courses, and support for families. Information about these opportunities is shared on our noticeboard/website and directly with parents when available.

The setting's timetable and routines

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in the setting are provided in ways that:

- help each child to feel that she/he is a valued member of the setting;
- ensure the safety of each child;
- help children to gain from the social experience of being part of a group; and
- provide children with opportunities to learn and help them to value learning.

The day

We follow an in the moment planning approach, which means we respond to children's interests, choices, and play as it happens. Practitioners observe, interact, and extend learning in the moment, rather than following a fixed timetable of activities. This ensures learning is meaningful, engaging, and tailored to each child's stage of development.

Our sessions are organised so that children can:

- choose from, and engage with, a wide range of activities,
- develop independence by selecting and working through tasks at their own pace, and
- receive support and encouragement to join adult-led small and large group experiences which introduce new ideas, skills, and opportunities to work collaboratively.

Outdoor learning is an integral part of our curriculum. Outdoor activities support children's health, wellbeing, and physical development, as well as their curiosity about the natural world. Children have daily opportunities to take part in both child-initiated and adult-led activities outdoors, which complement and extend those offered indoors.

Snacks and meals

We provide a daily snack, which is a social time where children and adults sit together to eat. This encourages conversation, independence, and healthy choices. Snacks may include breadsticks, crackers, hummus, dairy-free cream cheese, fruit, and raw vegetables such as carrots, cucumber, or apple.

From time to time, we may ask parents to donate fruit or raw vegetables to share with the group, helping us to offer a wider variety of healthy snacks.

Water and milk are available throughout the day.

If your child stays for lunch, we ask you to provide a healthy, nutritious packed lunch. If you would like guidance on healthy eating or lunchbox ideas, please speak to your child's key person.

Please tell us about any **dietary needs, allergies, or cultural preferences**, so that we can ensure your child's needs are fully met.

Session Times

Morning Sessions – 9.00am to 12.00pm Monday to Friday

Afternoon Sessions, either 12.00pm to 3.00pm or 1.00pm to 3.00pm Monday to Friday

Lunch Club 12.00pm to 1.00pm Monday to Friday

Benington Nursery is committed to providing a flexible service to meet both the needs of the children, and their families. We are in receipt of nursery education funding for three and four year olds; where funding is not received, then fees apply. Funding is also available for some 2 year olds, please speak to the manager if you think your child may be eligible.

Payment of fees

Fees are invoiced termly in advance. Fees are payable by the end of the first week of term if paying in full or by the end of each month if paying in installments. Please ask the manager for more details. Due to the constant nature of the financial commitments of the nursery, it is not possible to issue refunds for sessions not taken due to illness or holidays, and if events such as nursery trips, sports days, Nativity etc are arranged during a session that your child normally attends, fees for that session are still payable.

Late payment of fees

In order to keep administration costs to a minimum, and to maintain a high quality service, we do ask that parents ensure that fees are paid promptly. Fees should be paid by the end of the first week of each half term. If payment is not made a reminder email will be sent, and payment should be made within 10 working days. If fees continue to be outstanding the parent will be charged a late payment of £25 and will be sent a further email asking for fees to be paid within 10 working days or proceedings through the small claims court will be instigated to reclaim the outstanding amount. Parents will be asked to withdraw their child until the outstanding fee is paid. Any child who is receiving the Nursery Education Grant will be able to remain at the nursery for their funded hours. Should problems arise, parents should speak to the manager as soon as possible, so that a payment agreement can be made.

Information we hold about you and your child

We have procedures in place for the recording and sharing of information [data] about you and your child that is compliant with the principles of the General Data Protection Regulations (2018) as follows:

The data we collect is

1. Processed fairly, lawfully and in a transparent manner in relation to you and your family

2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and, where necessary, kept up to date.
5. Kept in a form that permits identification of you and your family for no longer than is necessary for the purposes for which the personal data is processed.
6. Processed in a way that ensures appropriate security of the personal data including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.

When you register your child with us we will provide you with a privacy notice that gives you further details of how we fulfil our obligations with regard to your data.

Policies

Extracts from **some** the setting's policies and procedures are enclosed with this prospectus, **full policies are available for you to see at the setting, please ask the manager**

The setting's policies help us to make sure that the service provided by the setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

The staff work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling the setting to provide a quality service for its members and the local community. Parents are welcome to view the policies at any time, and parents views are encouraged.

Safeguarding Children

Our setting has a legal duty to help safeguard children from suspected or actual significant harm. This includes protecting children from all forms of abuse, neglect, and from the risks of extremism and radicalisation, in line with the Prevent Duty.

Our safer recruitment and employment practices are designed to protect children and reduce the risk of abuse. We also have clear procedures for managing complaints or allegations against staff.

We work closely with children and their families so that we can identify any concerns early and provide support. Where necessary, we will work with or refer families to appropriate agencies to help keep children safe and well.

Information Sharing

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

- it is to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult; or

- not sharing it could be worse than the outcome of having shared it.

Uncollected Child

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

- If a child is not collected at their expected collection time, we follow the following procedures:
 - The child's file is checked for any information about changes to the normal collection routines.
 - If no information is available, parents/carers are contacted at home or at work.
 - If this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting – and whose telephone numbers are recorded on the Registration Form – are contacted.
 - All reasonable attempts are made to contact the parents or nominated carers.
 - The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
 - If no-one collects the child within 30 minutes of their expected collection time and there is no named contact who can be contacted to collect the child, we contact our local authority children's social care team:

Missing Child

Children's safety is maintained as the highest priority at all times, both on and off premises. Every attempt is made through carrying out the outings procedure and the exit/entrance procedure to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, our missing child procedure is followed. Please see the full policy for more details

Use of mobile phones and cameras

We take steps to ensure that there are effective procedures in place to protect children, young people, and vulnerable adults from the unacceptable use of mobile phones and cameras in the setting. Staff are only permitted to use their mobile phones in the office, in an emergency, and seek permission from the manager, ensuring phone use is transparent. Parents and visitors are requested not to use their mobile phones whilst on the premises. There is an exception if a visitor's company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space where they can use their mobile phone where there are no children present.

Supporting Children with Special Educational Needs and Disabilities (SEND)

We are committed to ensuring that our provision meets the needs of every individual child. We work in line with the Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years (2015).

Our Special Educational Needs Coordinator (SENCO) is Samantha Cragg. She is responsible for supporting staff to identify, plan for, and meet the needs of children with SEND, and for working in partnership with parents and external professionals.

We understand the importance of children's speech, language, and communication development. We use tools such as the WellComm Toolkit to support the early identification of needs, so that targeted support can be put in place quickly. Parents are fully involved in planning and reviewing this support.

Where appropriate, we work closely with outside agencies, such as speech and language therapists, health visitors, or the local authority SEND team, to ensure every child receives the support they need to thrive.

Valuing Diversity and Promoting Equality

Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

Managing Children Who are Sick, Infectious, or with Allergies

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

- If children appear unwell during the day – have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – the manager calls the parents and asks them to collect the child, or send a known carer to collect on their behalf.
- Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to the setting.
- After diarrhoea, parents are asked to keep children home for 48 hours or until a formed stool is passed.

Achieving Positive Behaviour

Our setting believes that children flourish best when their personal, social and emotional needs are met, and when they are supported with clear, consistent, and developmentally appropriate expectations.

Children are learning how to understand and manage their own feelings, as well as how their behaviour affects other people, places, and objects. This is a developmental process that requires sensitive support, encouragement, teaching, and positive role modelling.

The principles that underpin how we achieve positive and considerate behaviour are embedded within our programme for promoting personal, social and emotional development (PSED).

Our named person for supporting PSED and behaviour is Samantha Cragg. She is responsible for guiding practice across the setting, supporting staff, and ensuring that approaches to behaviour are consistent and appropriate.

We use a therapeutic, attachment- and trauma-informed approach to behaviour. This means we focus on understanding the feelings and needs behind a child's behaviour, and we support children to regulate, reflect, and learn more positive ways to express themselves. We do not use punitive methods.

We work in close partnership with parents and carers. Parents are regularly informed about their child's behaviour and wellbeing by their key person. Where patterns of behaviour cause concern, we use observations and reflective practice to understand what the child may be communicating. Together with parents (and external professionals if needed), we agree strategies to support the child's development in a positive and consistent way.

What To Do If You Have A Concern About Nursery

Our setting believes that children and parents are entitled to courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our provision and give prompt and serious consideration to any concerns raised about the running of the setting.

We anticipate that most concerns can be resolved quickly and informally by speaking with the appropriate member of staff. If this does not achieve the desired outcome, we have clear procedures for dealing with complaints.

Our aim is always to bring any concern or complaint to a satisfactory conclusion for all parties involved.

For more detailed information, please see our full policy "*Making a Complaint*", which is available on request from the office).

Starting at our setting

The First Days

We want your child to feel happy, secure, and safe with us. To support this, our staff work closely with you to agree how best to help your child settle into the setting. During your settling-in session, the manager and your child's key person will share a settling-in booklet and work with you to create a personalised settling-in plan. This plan will be reviewed and adapted as needed to support your child's transition.

Clothing

We provide protective clothing for messy play activities. Aprons are always available, but we do not force children to wear them — they are free to choose.

We encourage children to develop independence in looking after themselves, such as using the toilet, and managing outdoor clothes. Clothing that is easy to put on and take off helps children to feel confident and capable.

A nursery uniform is available to purchase if you wish, but it is not compulsory.

Please ensure your child brings:

- a complete change of clothes each day, in a named bag, to be kept on their peg
- a pair of wellies to be left at nursery
- all clothing and footwear clearly named

Thank you for supporting us in helping children to learn independence while keeping their belongings safe.

11.1 Glebe Kids Nursery – Parking Policy (2025)

1. Purpose of this Policy

This policy outlines the parking arrangements for families attending Glebe Kids Nursery. It is designed to ensure smooth, safe drop-offs and pick-ups, to meet our obligations under our business licence, and to help maintain positive relations with our neighbours.

2. Relevant Business Licence Conditions

As per our business license, the following conditions apply to parking and access:

- The operator will take all reasonable steps to ensure that traffic to and from the nursery does not cause congestion, obstruction, or nuisance to neighbours.
- A Traffic Management Policy must be in place to show how the operator will minimise parking issues at drop-off and pick-up times and promote safe parking.
- The operator must respond promptly and proportionately to any substantiated complaints regarding obstruction or nuisance directly related to nursery traffic.

3. Traffic Management Policy In line with the above conditions, Glebe Kids Nursery operates a Traffic Management Policy designed to reduce congestion and promote safe, considerate parking.

Key measures include:

- All parents who drive their child to nursery are required to sign a Responsible Parking Declaration before their child starts. This sets out clear expectations for safe, considerate parking and confirms that parents take full responsibility for anyone who drives on their behalf.
- Staggered drop-off times at 8:00am, 8:30am, and between 8:45am–9:00am to spread arrival times and reduce pressure on parking during peak time.
- Staggered pick-up times at 11:30am, 12:00pm, 1:00pm, 2:30pm and between 2:45pm–3:00pm to minimise congestion during peak time collection periods.
- Use of arrival and pick-up windows at 8:45am and 2:45pm, which help facilitate natural turnover of spaces and enables recycled parking without overcrowding.
- Promotion of alternative parking, with parents encouraged to use the nearby swimming pool car park as a stress-free and reliable option during peak times. Many parents already use this option and speak highly of how convenient it is.
- Staff monitoring during peak times to help ensure compliance and identify any persistent issues.

4. Substantiated Complaints Procedure

To support the handling of substantiated complaints, the nursery maintains a full record of vehicle registration details for all families who drive to nursery. This enables us to promptly identify any vehicle that is the subject of a complaint.

If a neighbour believes a vehicle is blocking a driveway or obstructing access, we ask that they provide the registration number or a photo and email this to the nursery. This will be treated as a substantiated complaint and addressed accordingly. In such cases, the parent will be contacted directly and, where appropriate, issued a formal warning. Persistent offenders may be required to use the swimming pool car park for drop-offs and pick-ups.

- Substantiated parking complaints will be recorded and dated in the parking complaints file.
- After a complaint has been resolved, the outcome will be written in the parking complaints file. Any recommendations for changes in procedure will be made and noted against the complaints policy.

5. Guidance for Parents

Parents are welcome to park wherever they can find a space, provided it is legal and safe to do so. Our staggered drop-off and pick-up times are designed to ease congestion and ensure that adequate parking is available within a 1–9 minute walk from nursery, even during peak times of 9:00am and 3:00pm. However, it's important to note that parking availability can vary, particularly at 9am and 3pm.

Many commuters park all day on Walkern Road as there are no parking restrictions, many residents now work from home and leave their cars parked throughout the day, When you do, please park safely and considerately and ensure you are not causing an obstruction. In particular:

- Do not park in front of or across any neighbour's driveway.
- Do not park in a way that prevents access to or from any property.
- If parking between driveways, ensure that no part of your vehicle overhangs or encroaches on a driveway entrance.
- Do not mount the kerb or double park in front of the nursery or anywhere else where it may pose a safeguarding risk to children and parents walking to and from nursery

6. Communication with Neighbours

We are committed to maintaining positive and respectful relationships with all our neighbours. If you believe that a nursery parent's vehicle is blocking your driveway or obstructing your access, please email the nursery with details or a photo of the car's registration, make and model. This will be treated as a substantiated complaint under the terms of our business licence and will be addressed promptly.

Please do not email the nursery about parking behaviour that does not directly involve a blocked driveway or obstruction of access. This includes complaints about how/where a car has been parked or breaches of the Highway Code.

These do not constitute substantiated complaints under the terms of our business licence and will not be responded to. Please do not call the nursery with parking complaints. All parking concerns must be submitted by email.

12. Sun Policy for Brnington Nursery

At Benington Nursery, we prioritise the health and safety of all children in our care. To ensure the well-being of our children while enjoying outdoor activities, we have established the following sun policy:

1. Sun Exposure and UV Rays:
 - a. We understand the importance of sunlight for the overall development of children and aim to provide outdoor play opportunities whenever possible.
 - b. We acknowledge that excessive sun exposure can be harmful to young children. Therefore, we take necessary precautions to minimize the risks associated with UV rays.
2. Outdoor Time:
 - a. We limit the duration of outdoor activities during peak sun hours when the UV index is highest, typically between 10 a.m. and 4 p.m.
 - b. The exact duration of outdoor time may vary depending on the weather conditions, including temperature, UV index, and the availability of shaded areas.
 - c. We prioritise outdoor activities in the early morning or late afternoon, when the sun's rays are less intense.
 - d. Staff will assess the risk during the whole session taking into consideration everything above and therefore will create an action plan for the day/session.
4. Sunscreen Application:
 - a. We require all children to have sunscreen applied before going outdoors, regardless of the time of day or weather conditions.
 - b. Parents/guardians are responsible for providing an appropriate sunscreen with a minimum sun protection factor (SPF) of 50 but the nursery will have its own supply as backup.
 - c. Sunscreen should be applied to all exposed areas of the child's skin, including the face, neck, arms, and legs.
 - d. Nursery staff will assist the children in sunscreen application, ensuring proper coverage and protection.
5. Protective Clothing:
 - a. We encourage parents/guardians to dress their children in light, breathable clothing that covers their arms and legs, reducing direct sun exposure.
 - b. Wide-brimmed hats or caps are recommended to protect the face, neck, and ears from the sun.
 - c. Children may wear sunglasses with UV protection to shield their eyes from harmful rays.
6. Shaded Areas:
 - a. We provide shaded areas within our outdoor play spaces to offer relief from direct sunlight during outdoor activities.
 - b. Children will be encouraged to take breaks in shaded areas, especially during peak sun hours.
 - c. Nursery staff will ensure that shaded areas are regularly monitored and available for use.
7. Hydration:
 - a. We emphasise the importance of staying hydrated during outdoor play.
 - b. Water will be readily available, and children will be encouraged to drink water frequently.
 - c. Nursery staff will remind children to drink water and monitor their hydration levels.
8. Communication with Parents/Guardians:
 - a. We will inform parents/guardians about our sun policy and the importance of sun protection.
 - b. Parents/guardians will be asked to provide consent for sunscreen application and may be required to provide additional protective clothing if necessary.

Please note that this sun policy is subject to periodic review and may be updated to reflect new guidelines or recommendations regarding sun protection for young children.

We kindly request parents to adhere to the following shoe policy to ensure the appropriate footwear for their children during their time at the nursery.

1. Approved Footwear:

- Closed-toe shoes are required for all children
- Shoes should provide adequate support and protection for their feet.

2. Restricted Footwear:

To ensure the safety and comfort of the children, the following types of footwear are not permitted at the nursery:

- Crocs: Due to their open design, Crocs do not provide sufficient protection for children's feet.
- Open-toed sandals: Sandals with exposed toes can lead to injuries when children engage in activities involving heavy resources or climbing structures.
- Flip flops: The lack of support and secure fastening makes flip flops unsuitable for the nursery environment.
- Jellies: Jelly shoes, made from flexible plastic, do not offer the necessary protection or stability required for active play.

3. Nursery Environment:

Our nursery provides a stimulating environment with various resources, including planks of wood, tyres, bridges, and climbing frames. In order to protect their feet from potential hazards, it is important for children to wear appropriate footwear.

4. Safety Considerations:

- Shoes should be sturdy enough to safeguard children's feet from heavy objects that may accidentally fall or be stepped on.
- Non-slip soles are recommended to prevent slipping and reduce the risk of falls.
- Well-fitting shoes can minimize the chances of tripping and stumbling during active play.