



## Policies and Procedures Little Hulton



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## Contents

|                                                                                            |    |
|--------------------------------------------------------------------------------------------|----|
| Accidents and Injuries .....                                                               | 10 |
| Pre-Existing Injuries .....                                                                | 10 |
| Minor Child Injury at the Setting .....                                                    | 10 |
| Major Child Injury at the Setting .....                                                    | 10 |
| If going to hospital: .....                                                                | 11 |
| If you are waiting for a parent/carer: .....                                               | 11 |
| Injuries to Staff Member, Volunteers or Visitors .....                                     | 11 |
| Head Injury .....                                                                          | 12 |
| Accident and incident Tracking .....                                                       | 12 |
| Reporting Incidents and Injuries .....                                                     | 12 |
| Definition of Serious Injuries .....                                                       | 13 |
| Assessment Arrangements Policy .....                                                       | 13 |
| Progress check at age two .....                                                            | 14 |
| Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP) ..... | 14 |
| Information to be provided to the Local Authority .....                                    | 16 |
| Babysitting Policy .....                                                                   | 16 |
| Behaviour Management Policy .....                                                          | 17 |
| Equality .....                                                                             | 17 |
| Environment .....                                                                          | 17 |
| Intervention .....                                                                         | 17 |
| Change of circumstances .....                                                              | 18 |
| Emotional development .....                                                                | 18 |
| Ownership .....                                                                            | 18 |
| Reviews: .....                                                                             | 18 |
| Additional Support .....                                                                   | 18 |
| Positive Discipline .....                                                                  | 18 |
| Expectations .....                                                                         | 18 |
| Thinking time .....                                                                        | 19 |
| Consistency .....                                                                          | 19 |
| Collections and Uncollected Child Procedure .....                                          | 19 |
| Late or Uncollected Children .....                                                         | 20 |

|                                                                              |    |
|------------------------------------------------------------------------------|----|
| Complaint's Policy .....                                                     | 22 |
| Contacting Ofsted .....                                                      | 24 |
| Confidentiality .....                                                        | 24 |
| Consulting with Children .....                                               | 25 |
| Working in partnership with other professionals .....                        | 26 |
| Information Sharing (Please see separate policy also): .....                 | 26 |
| Data Protection Policy .....                                                 | 27 |
| Right to Access Information .....                                            | 28 |
| Freedom of Information Act 2000 .....                                        | 29 |
| Right of Access .....                                                        | 29 |
| Absolute exemptions .....                                                    | 29 |
| Qualified exemptions .....                                                   | 29 |
| Relevant Class-based exemptions .....                                        | 30 |
| Relevant Harm-based exemptions .....                                         | 30 |
| Vexatious requests .....                                                     | 30 |
| Disciplinary and grievance procedure .....                                   | 30 |
| Warnings .....                                                               | 31 |
| Oral warning .....                                                           | 31 |
| Written warning .....                                                        | 31 |
| Final written warning .....                                                  | 31 |
| Dismissal .....                                                              | 31 |
| The Standard Disciplinary and Dismissal Procedure .....                      | 31 |
| Gross Misconduct .....                                                       | 32 |
| Modified Dismissal Procedure .....                                           | 32 |
| General Principles .....                                                     | 33 |
| Grievance Procedure .....                                                    | 33 |
| The Standard Grievance Procedure .....                                       | 33 |
| The Modified Grievance Procedure .....                                       | 34 |
| Principles Applicable to the Standard and Modified Grievance Procedure ..... | 34 |
| Disclosure Policy .....                                                      | 35 |
| General Principles .....                                                     | 35 |
| Storage and Access .....                                                     | 35 |

|                                                    |    |
|----------------------------------------------------|----|
| Handling.....                                      | 35 |
| Usage .....                                        | 35 |
| Retention.....                                     | 35 |
| Disposal .....                                     | 35 |
| Documentation Policy .....                         | 36 |
| Fire and Evacuation .....                          | 36 |
| Evacuation Procedure .....                         | 37 |
| Hospital Procedure.....                            | 37 |
| Food and Drink .....                               | 37 |
| Health and Safety .....                            | 38 |
| General points .....                               | 38 |
| Toy Safety .....                                   | 39 |
| First aid box .....                                | 39 |
| FAMILY.....                                        | 39 |
| Healthy Eating .....                               | 39 |
| Preferences/allergies.....                         | 40 |
| Festivals .....                                    | 40 |
| Food Hygiene.....                                  | 40 |
| Healthy Packed Lunch .....                         | 40 |
| Illness and Sickness.....                          | 41 |
| Additional duties under national legislation ..... | 42 |
| Indoor/outdoor procedure.....                      | 42 |
| Entering the nursery after outdoor play .....      | 42 |
| Key Person and Settling In .....                   | 43 |
| Assigning a Key Person .....                       | 43 |
| Settling in Period .....                           | 43 |
| Unsettled Children.....                            | 44 |
| Meal Payment Policy .....                          | 44 |
| Medication.....                                    | 44 |
| Administration of Medicine.....                    | 45 |
| Training.....                                      | 45 |
| PROCEDURE for Administering Medication .....       | 45 |

|                                                                                                                                                       |    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Missing Children .....                                                                                                                                | 46 |
| Monitoring and Supervising Staff.....                                                                                                                 | 46 |
| Nappy Changing.....                                                                                                                                   | 47 |
| Procedure .....                                                                                                                                       | 47 |
| Outdoor Play.....                                                                                                                                     | 48 |
| Guidelines for Safe Outdoor Play .....                                                                                                                | 48 |
| British Values and Prevent Duty.....                                                                                                                  | 49 |
| Democracy.....                                                                                                                                        | 49 |
| Rule of law.....                                                                                                                                      | 50 |
| Individual liberty.....                                                                                                                               | 51 |
| Mutual Respect and tolerance .....                                                                                                                    | 51 |
| Risk Assessment .....                                                                                                                                 | 51 |
| Privacy Notice- Data Protection Act 1998 .....                                                                                                        | 53 |
| Staff Sickness .....                                                                                                                                  | 54 |
| <b>You can find additional information about the Bradford factor at <a href="http://www.bradfordfactor.co.uk">www.bradfordfactor.co.uk</a>.</b> ..... | 55 |
| Stairs .....                                                                                                                                          | 55 |
| Safeguarding and Welfare .....                                                                                                                        | 56 |
| Introduction.....                                                                                                                                     | 56 |
| Child Protection.....                                                                                                                                 | 56 |
| Safeguarding Policy .....                                                                                                                             | 56 |
| The Legal Framework .....                                                                                                                             | 57 |
| Local Government Act 2000 .....                                                                                                                       | 57 |
| Children Act 2004 .....                                                                                                                               | 57 |
| Children Act 1989 .....                                                                                                                               | 58 |
| Working Together to Safeguard Children 2023.....                                                                                                      | 59 |
| What to do if you are worried a child is being abused.....                                                                                            | 59 |
| United Nation Convention on the Rights of the Child 1989.....                                                                                         | 59 |
| National Children's Bureau.....                                                                                                                       | 59 |
| Sexual Offences Act 2003 .....                                                                                                                        | 60 |
| Homelessness Act 2002.....                                                                                                                            | 60 |
| Safeguarding Vulnerable Groups Act 2006 .....                                                                                                         | 60 |
| Main Categories of Abuse .....                                                                                                                        | 61 |

|                                                           |    |
|-----------------------------------------------------------|----|
| Neglect.....                                              | 61 |
| Neglect Indicators.....                                   | 61 |
| Physical Abuse .....                                      | 62 |
| Physical Abuse Indicators .....                           | 62 |
| Sexual Abuse.....                                         | 62 |
| Sexual Abuse Indicators.....                              | 62 |
| Emotional Abuse.....                                      | 63 |
| Emotional Abuse Indicators.....                           | 63 |
| Roles and Responsibilities .....                          | 64 |
| Role: Designated Senior Person for Child Protection.....  | 64 |
| Role: Deputy Senior Person .....                          | 65 |
| Role: Assistants/Apprentices .....                        | 65 |
| Staff Safeguarding Training .....                         | 66 |
| Working Together to Safeguard Children.....               | 66 |
| Safeguarding Procedure .....                              | 66 |
| Allegations Against a Member of Staff.....                | 67 |
| Allegation of Abuse Against a Member of Staff .....       | 67 |
| Record Keeping.....                                       | 68 |
| Making Records .....                                      | 68 |
| Disclosures.....                                          | 68 |
| Dealing with Serious Accidents, Injuries and Deaths ..... | 68 |
| Serious Injuries Definition .....                         | 69 |
| Sharing Information with Parents .....                    | 69 |
| Mobile Phone and Camera Use .....                         | 69 |
| Mobile Phones.....                                        | 69 |
| Smart Watches .....                                       | 70 |
| Cameras .....                                             | 70 |
| Safe Recruiting.....                                      | 70 |
| Quality Assuring the Safeguarding Process .....           | 70 |
| Safeguarding Contact Numbers .....                        | 71 |
| Settling In.....                                          | 71 |
| Site Security.....                                        | 72 |

|                                                                  |    |
|------------------------------------------------------------------|----|
| Sleeping Children.....                                           | 72 |
| Smoking Policy.....                                              | 77 |
| Social Media Policy.....                                         | 77 |
| Special Education Needs Policy.....                              | 78 |
| Introduction.....                                                | 78 |
| Aims and Objectives .....                                        | 79 |
| Educational Inclusion.....                                       | 79 |
| Special Educational Needs.....                                   | 80 |
| Education Health and Care Plans (EHCP) .....                     | 81 |
| Family assessment.....                                           | 81 |
| Local Offer .....                                                | 82 |
| Allocation of resources.....                                     | 82 |
| Assessment.....                                                  | 82 |
| Access to the curriculum .....                                   | 82 |
| Pupil participation .....                                        | 83 |
| Monitoring and Evaluation.....                                   | 83 |
| Role and Responsibilities of SENCO.....                          | 83 |
| Area SENCO .....                                                 | 84 |
| Special Educational Needs & Equal Opportunities.....             | 84 |
| Staff: Child Ratios .....                                        | 85 |
| For children aged under two: .....                               | 85 |
| For children aged two:.....                                      | 85 |
| For children aged three and over .....                           | 85 |
| Staff Medication .....                                           | 85 |
| Staff Taking Medication/Other Substances.....                    | 85 |
| Staff mental health and well-being policy.....                   | 86 |
| Our ethos.....                                                   | 86 |
| Procedure to Minimise Work Related Stress: .....                 | 86 |
| Supporting Staff Members Individually .....                      | 87 |
| Staff Qualifications, Training, Support, and Skills Policy ..... | 88 |
| Induction.....                                                   | 88 |
| Supervision .....                                                | 89 |

|                                                              |    |
|--------------------------------------------------------------|----|
| NVQ's.....                                                   | 89 |
| First Aid Trained .....                                      | 90 |
| Competences.....                                             | 90 |
| Continuing Personal and Professional Development (CPPD)..... | 90 |
| Staff Signing In and Out .....                               | 92 |
| Student/Volunteer Placement Policy .....                     | 92 |
| Toileting and Accidents Policy .....                         | 92 |
| Toilet Training and Accidents .....                          | 92 |
| Transitions .....                                            | 93 |
| Transitions between settings, rooms, and key people.....     | 94 |
| Transition from pre-school setting into school .....         | 95 |
| Visitor's Code of Conduct .....                              | 95 |
| Whistleblowing.....                                          | 95 |
| General principles.....                                      | 96 |
| Concerns .....                                               | 96 |
| Concern About a Manager .....                                | 97 |
| Concern About Any Other Member of Staff.....                 | 97 |
| Prevent Abuse by Means of Good Practice .....                | 97 |
| Appendix I – Policy Reviews .....                            | 99 |

## Accidents and Injuries

At Care Chiefs Children's Nursery, we pride ourselves on providing children with a safe, happy and enriched learning environment in which they can thrive.

We have a named responsible member of staff whose job it is to ensure the First Aid box is kept topped up with all the relevant paediatric resources.

Named member of staff who is responsible for First Aid: **Holly Hampson**

In Holly Hampsons absence the person responsible for First Aid is: **Loren Disley**

### **Pre-Existing Injuries**

Parents and carers are required to inform a member of staff (preferably their child's key person) on arriving at the setting if their child has sustained an injury since their last session with us. The staff member will then complete an **on entry (pre-existing injury) accident form** Via family app the parent/carer must acknowledge this via the app. Make sure you explain and make the procedure clear to the parent. If staff see evidence of injury on a child which has not occurred in the Nursery and has not been reported to any member of staff, parents will be asked for information on the incident and instructed to fill out the appropriate form. If an injury has been noticed by a member of the staff after parents have left the premises, parents will be phoned and asked information around the injury and form to be acknowledged via family app.

### **Minor Child Injury at the Setting**

Most staff are first aid trained and this is on a rolling pattern to ensure there is always one or two members of staff trained on site. Were possible the key person deals with any treatment of injuries as trusting relations have been formed, however, this is not always possible. The trained staff will be notified and will take responsibility for deciding upon any appropriate action.

If the child is judged to be able to safely remain at the setting, the injury will be treated as appropriate by the first aid trained staff member. If after treatment the child is feeling sufficiently better, they will be resettled back into the activities and kept under close supervision for the remainder of the session.

At the end of the session, the child's key person (or available member of staff, in the key person's absence) will fully inform the parent/carer of the accident and any treatment given and will be asked to acknowledge the accident form via family app if they haven't already. Where a parent/carer is struggling to access the app at home they must acknowledge the accident via nursery's iPad/laptop through their family account.

### **Major Child Injury at the Setting**

In the event of a major injury the following process should be followed:

- Make sure injured child(ren) and area is safe and supervised by a first aid trained member of staff.

- Move all other children to another area and ensure they are safe and supervised.
- A first aid trained member of staff will be notified and take responsibility for deciding upon any appropriate action. This will usually be the manager or room leader in the manager's absence.
- The First Aider will assess the situation and decide whether the child needs to go straight to hospital or whether they can safely wait for their parent/carer to arrive.

#### *If going to hospital:*

One person to call the ambulance using the emergency call details. Double check the child has had permission for medical treatment given in their file.

Once the ambulance is on the way contact parents and log contact using a contact log sheet. Give parents as much information as possible about the injury, which hospital they are going to etc.

If we are unable to contact a parent or carer, we will call all emergency contact numbers we have in order until someone can be reached, and the situation explained. Logging all contacts and attempts on a log sheet.

Fill in accident form and take in the ambulance along with:

1. Work iPad containing all information on the child.
2. Work mobile phone.
3. Any medications we hold for the child.
4. Any substances and their packaging which might have been ingested.
5. If parent can't be here before the ambulance their key person should accompany the child in the ambulance. Manager or deputy in her absence should ensure the number of staff left behind can adequately supervise the children adhering to ratios in the EYFS. Some adjustments to the areas available for children to use may be necessary.

#### *If you are waiting for a parent/carer:*

- a. One person to call the parent/carer using the contact details in the register and log contact using a contact log sheet. Give parents as much information as possible about the injury.
- b. If we are unable to contact a parent or carer, we will call all emergency contact numbers we have in order until someone can be reached, and the situation explained.
- c. Fill in accident forms ready for parents/carers.

Following the incident the Manager will consider whether the accident or incident highlights any actual or potential weaknesses in the setting's policies, procedures, environment, resources etc. Appropriate adjustments will be made where necessary.

### ***Injuries to Staff Member, Volunteers or Visitors***

In the event of an injury occurring to a staff member, volunteer, or visitor while at the setting the following procedures will be followed:

- Report the injury to the manager or room leader in the manager's absence.
- If the injury is minor agree to relevant first aid treatment with a first aid trained member of staff and either self-administer this or allow the first aider to administer appropriate treatment.

- Complete an accident/injury form – Adult. The injured person will be asked to sign in the relevant section of the form at the earliest appropriate opportunity to acknowledge the incident or accident and any action taken by the setting and its staff. If requested, they will be given a photocopy once it is complete.
- If the injury is serious, call an ambulance and contact any known emergency contacts until someone can be reached and the situation explained.
- A member of staff will accompany the injured person to the hospital if we are unable to reach an emergency contact before the ambulance arrives, or if requested by the emergency contact.
- Manager or room leader in her absence should ensure the number of staff left behind can adequately supervise the children adhering to ratios in the EYFS. Some adjustments to the areas available for children to use may be necessary.

### **Head Injury**

In the case of a head injury to a child or staff member the relevant procedure above will be followed. Parents will be contacted immediately with head injuries so they can decide on medical attention or collection. Parents can be given an advice sheet on what to do if they were worried about their child's injury. If the child remains on the nursery premises, he/she will be observed until the end of the session. Parents will receive an accident form via the family app to state there has been a head injury and circumstances around the injury.

We Define a head injury as any type of accident/incident that has caused injury to any part of the face, head and in some circumstances the neck.

### **Accident and incident Tracking**

Each time an accident occurs at the setting, or a pre-existing injury is reported for a child it will be logged on the family app. Managers can then see an overview of accidents and monitor accidents and will decide if any further action or changes to nursery play equipment or rooms need to be made.

### **Reporting Incidents and Injuries**

Ofsted is notified of any injury falling within their guidelines which are provided below. This is done as soon as possible or within 14 days of the incident.

You must notify us (Ofsted) about:

- The death of a child whilst in your care, or later, as the result of something that happened while the child was in your care.
- Death or serious accident or serious injury to any other person on your premises
- Serious injuries (please see the section below for the definition of serious injuries)

(Where a child in your care needs to go to an Accident and Emergency Department of a hospital (and requires hospitalisation for more than 24 hours), either directly from your provision or later, as the result of something that happened while the child was in your care)

### *Definition of Serious Injuries*

- Broken bones or a fracture
- Loss of consciousness
- Pain that is not relieved by simple pain killers.
- Acute confused state
- Persistent, severe chest pain or breathing difficulties
- Amputation
- Dislocation of any major joint including the shoulder, hip, knee, elbow, or spine
- Loss of sight (temporary or permanent)
- Chemical or hot metal burn to the eye or any penetrating injury to the eye
- Injury resulting from an electric shock or electrical burn leading to unconsciousness, or requiring resuscitation or admittance to hospital for more than 24 hours.
- Any other injury leading to hypothermia, heat-induced illness or unconsciousness; or requiring resuscitation; or requiring admittance to hospital for more than 24 hours
- Unconsciousness caused by asphyxia or exposure to harmful substance or biological agent
- Medical treatment, or loss of consciousness arising from absorption of any substance by inhalation, ingestion or through the skin
- Medical treatment where there is reason to believe that this resulted from exposure to a biological agent, or its toxins, or infected material.

We follow the guidelines of the Reporting Injuries, Diseases and Dangerous Occurrences (RIDDOR) for the reporting of accidents and incidents.

All documentation is archived and kept for a period of 20 years.

### **Assessment Arrangements Policy**

Progress is reported back to parents through 'Learning Journeys'. Where a child attends more than one setting then the child's tracking is shared between all settings. Where a child receives additional educational needs, e.g., through a speech and language therapist then tracking may be shared with these other agencies if the parent permits it.

Assessment is an important part in helping parents, carers, and practitioners to recognise children's progress, to understand their needs and to plan activities and support to address their needs. Assessment will not entail prolonged breaks from interaction with children, nor entail excessive paperwork rather assessment will be limited to that which is necessary to promote successful learning and development.

Any learning and development needs, significant emerging concerns, or identified special educational needs or disability will be addressed in partnership with parents and/or carers and other relevant professionals and may result in a targeted plan being developed that supports the child's future learning and development.

## Progress check at age two

**EYFS Specific Legal Requirement: 2.6** When a child is aged between two and three, practitioners must review their progress and provide parents and/or carers with a short written summary of their child's development in the prime areas.

**2.8** The summary must: • Highlight areas in which a child is progressing well. • Highlight areas in which some additional support might be needed. • Focus particularly on any areas where there is a concern that a child may have a developmental delay, which may indicate a special educational need or disability. ~~19 • Describe the activities and strategies the provider intends to adopt to address any issues or concerns. This plan should involve parents and carers and other professionals (for example, the provider's Special Educational Needs Co-ordinator (SENCO) or health professionals) as appropriate.~~

**Compliance:** Our setting continually assesses the children to identify their current progress and shortfall areas. This is an ongoing process. At age two our setting will produce a report that details the number of learning goals achieved. The report highlights the areas of learning that a child is particularly strong in or has completed whilst identifying areas of learning that require more attention.

**Compliance:** In addition to the highlighted strength and weakness areas the report also details additional support areas and areas of possible developmental delay and the strategies that the setting intends to adopt to address any issues or concerns.

**EYFS Specific Legal Requirement: 2.10** Practitioners should encourage parents and/or carers to share information from the progress check with other relevant professionals, including their health visitor and the staff of any new provision the child may move to. Practitioners must agree with parents and/or carers when will be the most useful point to provide a summary. Where possible, the progress check and the Healthy Child Programme health and development review at age two (when health visitors gather information on a child's health and development) should inform each other and support integrated working. This will allow health and education professionals to identify strengths as well as any developmental delay and any particular support from which they think the child/family might benefit. Providers must have the consent of parents and/or carers to share information directly with other relevant professionals.

**Compliance:** Any issues or concerns with children's learning and development are brought to the attention of parents and the strategies to address them discussed with parents along with the measures they can adopt at home to help with their child's learning and development in all instances. Parents can request a summary of their child's progress at any time or when deemed useful or necessary by the parent. When children transfer to another setting an Early Years Foundation Stage Profile (EYFSP) and/or the child's 'Tracking' to date is provided to the new setting. Consent is requested from parents before information is shared with any other relevant professional.

## Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)

**EYFS Specific Legal Requirement: 2.13** In the final term of the year in which the child reaches age five, and no later than 30th June in that term, the EYFS Profile must be completed for each child. This is therefore usually undertaken by reception teachers, but on rare occasions it could be

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undertaken in other settings too. A provider other than a reception teacher must complete the EYFS profile only where a child they are caring for has not started school by the final term of the year in which the child reaches age 5 and will complete the EYFS in their setting.

**Compliance:** for any children staying at the setting for their reception year, at the end of the EYFS an EYFS profile will be completed. The profile details children's knowledge, understanding and abilities, all records held by the setting, and any discussions with parents and/or other adult deemed necessary. The EYFSP will be assessed against the early learning goals and indicate whether a child is meeting expected levels or not.

**EYFS Specific Legal Requirement: 2.16** Year 1 teachers must be given a copy of the Profile report. Reception teachers, or early years practitioners where the Profile has been completed for a child who has remained in registered early years provision, may choose to provide a short commentary on each child's skills and abilities in relation to the three key characteristics of effective teaching and learning (see paragraph 1.18). These should help inform a discussion between reception and year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in year 1.

**Compliance:** A copy of the EYFSP will be provided to parents to forward on to their child's Year 1 teacher at their new school. If a child leaves the setting before they reach school age, then a copy of their child's tracking record will be forwarded to their child's new setting so that the new setting has an accurate record of the child's stage of development.

**EYFS Specific Legal Requirement: 2.17** Relevant providers must share the results of the Profile with parents and/or carers, and explain to them when and how they can discuss the Profile with the practitioner who completed it. For children attending more than one setting, the Profile must be completed by the setting where the child spends most time. If a child moves to a new setting during the academic year, the original setting must send their assessment of the child's level of development against the early learning goals to the relevant school within 15 days of receiving a request. If a child moves during the summer term, relevant providers must agree which of them will complete the Profile.

**Compliance:** Compliance is the responsibility of your child's new school. Consult your child's school when your child reaches this stage.

**EYFS Specific Legal Requirement: 2.18** The Profile must be completed for all children, including those with special educational needs or disabilities (SEND). Reasonable adjustments to the assessment process for children with SEND must be made as appropriate. Providers should consider whether they may need to seek specialist assistance to help with this. Children will have differing levels of knowledge, skills and abilities across the Profile, and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

**Compliance:** EYFS Profiles are completed by our setting at regular intervals or whenever requested by a parent or sometimes when requested by other agencies (e.g., Speech and Language) with the parents' consent and reflect the personal attributes of the child including adjustments for children with special educational needs.

### **Information to be provided to the Local Authority**

**EYFS Specific Legal Requirement: 2. 21** Early years providers must report EYFS Profile results to local authorities, upon [request.10request13](#). Local authorities are under a duty to return this data to the relevant government department.

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**Compliance:** EYFSP's will be reported to local authorities upon request. Local authorities are permitted to enter our setting to observe the completion of EYFSP's. The setting will take part in all reasonable moderation activities specified by the local authority in relation to EYFSP's.

### **Babysitting Policy**

We do not provide a babysitting service outside our normal operating hours. However, we understand that parents sometimes ask nursery staff to babysit for their children and this policy has been implemented to clarify some points regarding private arrangements between staff and parents. Please also refer to our Safeguarding policy.

The nursery is not responsible for any private arrangements or agreements that are made: such agreements are between the staff member and family. However, we do expect staff members to inform us if they are babysitting or caring for a child that attends the nursery outside of the setting.

We require the staff member and parent to sign a copy of this policy, which we will keep on file for the child and staff member.

We have rigorous recruitment and suitability processes in place to ensure that we employ competent and professional members of staff and uphold our duty to safeguard children whilst on our premises and in the care of our staff. This procedure includes interviews, references, full employment history and DBS checks as well as several other processes. Whilst in our employment all staff are subject to ongoing supervision, observation, and assessment to ensure that standards of work and behavior are maintained in accordance with our policies. We have no such control over the conduct of staff outside of their position of employment. Parents should make their own checks as to the suitability of a member of staff for babysitting.

We will not take responsibility for any health and safety issues, conduct, grievances or any other claims arising out of the staff member's private arrangements outside of nursery hours. The member of staff will not be covered by the nursery's insurance whilst babysitting as a private arrangement.

Out-of-hours work arrangements must not interfere with the staff member's employment at the nursery.

All staff are bound by contract of the Confidentiality Policy and Data Protection Act that they are unable to discuss any issues, queries or concerns regarding the nursery, other staff members, parents or other children.

The nursery has a duty of care to safeguard all children attending the setting, so if a staff member has some concerns for a child following a private babysitting type arrangement, they need to pass these concerns on to the Safeguarding lead within the setting.

It will be the staff member's responsibility to ensure they have the appropriate insurance, MOT and child restraints or child safety seats if they are transporting them in their vehicles.

## Behaviour Management Policy

**EYFS specific legal requirement: 3.5873** Providers are responsible for supporting, understanding, and managing children's behaviour in an appropriate way.

**3.5974** Providers must not give or threaten corporal punishment or any punishment which could negatively affect a child's well-being. Providers must take reasonable steps to ensure that corporal punishment is not given by anyone who is caring for or is in regular contact with a child, or by anyone living or working in the premises where care is provided. Any early years provider who does not meet these requirements commits an offence. A person will not be considered to have used corporal punishment (and therefore will not have committed an offence) if physical ~~intervention~~<sup>49</sup>intervention was taken to avert immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.

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Behaviour management officer: **Zita couperthwaite**

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The nursery setting considers behaviour to be an important feature in maintaining a safe and secure environment for the children both inside the setting and whilst out and about. The childcare providers encourage the children to be well behaved, well-mannered always and to respect others. The childcare providers will advise parents of any behavioural problems that arise.

**Equality:** All children and adults are treated with equal concern and made to feel welcome at the setting, the setting aims to offer a quality service for parents and children including a safe environment for children to play and learn freely; the setting recognises that to achieve this aim it must set out reasonable and appropriate limits to help manage the behaviour of children and to help prevent accidents and incidents from occurring.

The management of children's behaviour is shared with parents via our nursery app FAMILY. Parents are informed that the setting will always share strategies that we are using to ensure consistency between home and setting. The setting will, wherever possible, respect and meet requests to manage their child's behaviour according to their family beliefs and values. Where the child's first language is not English the setting will attempt to find ways of communicating behavioural issues and expectations effectively with them. The setting aims to be firm and consistent in the delivery of behaviour management therefore allowing children to know the boundaries that are set for them and feel secure within those boundaries.

**Environment:** The setting provides a safe and happy environment for children, and children are encouraged to develop social skills that help them to be accepted by others. Physical punishment or any other punishment that may cause pain or discomfort to a child is not tolerated by the setting.

**Intervention:** Physical intervention, and restrain, will only be used by the setting to prevent an accident, e.g., to prevent a child running into the road, to prevent injury to the child or another child or person at the setting or to prevent damage.

**Change of circumstances:** Parents need to keep the setting informed of any changes in the child's home setting or care arrangements that may affect the child's behaviour, e.g., new baby, parents separation or divorce, new partner or bereavement and/or changes to the methods used to discipline their child at home to maintain continuity and to avoid confusing and conflicting messages being passed to the child.

**Emotional development:** Children will sometimes have difficulty in expressing their feelings and emotions and this is a normal part of a child's development, the setting acknowledges these feelings and will attempt to find constructive solutions and management techniques in liaison with parents, e.g., sticker charts, reward charts, star chart records and/or distracting and re-directing children's activities to refocus or discourage unwanted behaviour. The setting will respond positively to children who constantly seek attention or are disruptive and will help children to maintain their self-esteem by showing that it is the unwanted behaviour and not the child that is disapproved of and that good behaviour is rewarded and encouraged.

**Ownership:** Children are spoken to about their actions at a level that is appropriate to their age, highlighting the choices that they make and to help them understand possible consequences and to encourage responsibility for their actions.

**Reviews:** Parents can request a review of their child's discipline routine to coincide with next stages of development or if they feel that current practices are inadequate or unsuccessful.

**Additional Support:** If the setting cannot effectively manage the behaviour of a child, or issues remain unresolved then the setting will seek the permission of parents to approach other childcare professionals for information, advice, and support. Concerns that could identify a child are kept confidential and shared only with people that need to know it.

**Positive Discipline:** Positive discipline is regarded by the setting as an effective way of setting boundaries for children.

**Positive discipline means:**

- Rewarding good behaviour
- Encouraging self-discipline and respect for others
- Setting realistic limits
- Setting a good example
- Encouragement, not orders or instructions
- Being consistent
- Praise, appreciation, and attention
- Building children's self-esteem

**Expectations:** The children are encouraged to follow some simple 'house rules' to help them to understand and avoid dangers, respect others and encourage positive behaviour, these are as follows:

- No swearing, name calling, fighting, biting, pinching, hair pulling or hurting anyone else in any other way
- Eating and drinking to be done at the table to avoid accidents

- Children are kind to each other, share and use their manners
- Toys, books, furniture, equipment, and environment are respected and taken care of
- Running indoors is discouraged
- Pushing and shoving is discouraged

These guidelines are designed to enable children to play in a safe environment without causing harm to themselves or to others or placing themselves or others in danger.

**Thinking time:** If children become disruptive whilst at nursery the staff will use the child's specific distraction method to try and defuse the situation. This may be a distraction box with the child's favourite things.

Where a child is persistently unruly or disruptive and the setting feels that they are either a danger to themselves or likely to be a danger to others, or the nature of the child's behaviour is such that it is causing distress to other children at the setting, or circumstances arise through a child's behaviour that make it difficult to adequately care for the child or care for other children at the setting then a parent will be contacted and they will be asked to arrange for someone to collect their child.

If a child's behaviour continues to be unmanageable then the setting reserves the right to suspend or terminate the childcare service, this is for the health, safety, and wellbeing of all the children at the setting.

### **Consistency**

The whole staff team are expected to be consistent when managing children's behaviour, this is to ensure that children get the same message from all staff members and are fully aware of their boundaries. Staff will use our behaviour pyramid to try and diffuse/prevent a situation starting with lots of praise and encouragement with removal from an area or activity being the last option unless behaviour is deemed as dangerous to others.

Staff will also use traffic light flash cards which are on their lanyards to give a message of when behaviour is unwanted, to give a child a warning or to praise a good choice that has been made by the child. This is explained during a member of staff's induction and is expected to be thoroughly followed by each member of staff.

### **Collections and Uncollected Child Procedure**

To ensure that children in our care are collected by authorised adults the following procedures must be adhered to:

When a child is first registered at the nursery, a registration pack must be completed by the parent/s detailing those adults who have parental responsibility and any other responsible adults (over 16 years unless the parent is younger than this) who are authorised to collect the child. This must be updated by the parent/s if there are any changes to these arrangements and staff must be kept informed. Parent/s must inform the staff who will normally be collecting the child and always inform them if someone else is going to collect the child, giving them a description but preferably a photograph and assigning a password.

If an unknown or unauthorised person arrives to collect a child, then under no circumstances must you release the child to them even if the correct password is given. Contact the parents/carers immediately to inform them that you cannot release the child. If required contact the police if the unknown person is suspected to be an intruder.

If a known person arrives to collect a child but is not the normal person who collects and you have not been informed that are collecting the child that day, then you must first contact the parents to check the child can be released, ensuring they give you a description and password.

If a known person arrives to collect a child but is not in a state which you deem suitable to care for a child (e.g., acting violently or under the influence of alcohol or other substances) then you must not release them. Call another authorised person to come and collect the child.

In the event of parental disputes that have not been through the courts (where both parents had registered their child on the original contract); we cannot prevent the child from being collected by either parent as long as they are both known to the nursery. The other parent must be contacted to inform them that their child has been collected. The child's best interest and welfare are of paramount importance and every effort should be made to avoid distressing scenes in front of the child. A Working in Partnership meeting should be held with both parents to come to a mutual arrangement. **The exception to this is where we suspect the child to be at risk from this parent – in this case you must not allow collection by this parent and safeguarding procedures must be followed.**

In the event of parental disputes that have not been through the courts (where only one parent had registered their child on the original contract); we cannot allow the other parent to collect the child without authorisation from the parent who has signed the contract without proof of parent responsibility such as birth certificate.

If there is a court order in place detailing custody or access rights by a parent, then we will adhere to this and place a copy on the child's file. The duty and assessment Team must also be made aware of the situation.

### ***Late or Uncollected Children***

Should a child not be collected by the end of the day and you have not been notified of any reason for the delay then you must follow the following procedure:

1. After 10 minutes contact the parent to find out why they are delayed. If they are not available, try to contact the other nominated adults authorised to collect.
2. If you have been unsuccessful in contacting any of the authorised adults after 30 minutes, you must contact the Duty Officer at Children's Social Care or the police if these are uncontactable.
3. If at any point Parent/carers become uncontactable even if they have made contact previous, then we will contact social care or the police if we believe the adult or child's welfare may be at risk.

## Attendance policy

To ensure consistent attendance, promote child welfare, and comply with the EYFS statutory framework. This policy outlines expectations for reporting absences, procedures for follow-up, and safeguarding actions when attendance patterns raise concern.

**EYFS requirement- 3.11** Providers must follow up on absences in a timely manner. If a child is absent for a prolonged period of time, or if a child is absent without notification from the parent or carer, attempts must be made to contact the child's parents and/or carers and alternative emergency contacts. Providers must consider patterns and trends in a child's absences and their personal circumstances and use their professional judgement when deciding if the child's absence should be considered as prolonged. Consideration must be given to the child's vulnerability, parent's and/or carer's vulnerability and their home life. Any concerns must be referred to local children's social care services and/or a police welfare check requested.

### **This policy applies to:**

- All children enrolled in the setting
- Parents and/or carers
- Staff responsible for attendance monitoring and safeguarding
- Children are expected to attend regularly to benefit from consistent learning and care.
- Parents/carers must inform the setting of any absence on the first day and provide an expected return date.
- Absences due to illness, holidays, or other reasons must be communicated clearly and promptly.

### **Reporting absences**

#### **Parents/carers must:**

- Notify the setting by phone, email, via family app or in person before 9:30 AM on the day of absence.
- Provide updates if the absence continues beyond the expected return date.

#### **Staff must:**

- Record all absences daily on family app.
- Follow up on unexplained absences by contacting parents/carers and emergency contacts.

- Monitor patterns and trends in attendance (e.g., frequent Mondays off, long unexplained gaps).
- Use professional judgment to assess whether an absence is prolonged or concerning.
- Record any concerns via safeguarding log on child's profile
- Report to management if unable to find out why child is absent or are concerned in anyway about child's absence.

**If a child is absent without explanation or for a prolonged period:**

- Contact all emergency contacts.
- Consider the child's and family's vulnerability.
- Refer concerns to management who will contact local children's social care services or request a police welfare check if necessary.
- Record all actions taken and outcomes
- Maintain a secure attendance register via family app. Children must be signed in and out at the time they arrive or leave.
- Document all communications regarding absences marking exact reasons on family.
- Keep records available for Ofsted.
- This policy will be reviewed annually or following any changes to statutory guidance.
- Staff will receive training on attendance procedures and safeguarding implications.

## Complaint's Policy

**EYFS Specific Legal Requirement: 3.8398** Providers must put in place a written procedure for dealing with concerns and complaints from parents and/or carers, and must keep a written record of any complaints, and their outcome. All providers must: • Investigate written complaints relating to how they are fulfilling the EYFS requirements. • Notify the person who made the complaint of the outcome of the investigation within 28 days of having received the complaint. • Make a record of complaints available to Ofsted, or the CMA with which a provider of CoDP is registered, on request.

**Compliance:** The childcare provider keeps a record of all complaints lodged against them; the complaint may have been made directly to the childcare provider or to Ofsted. Complaints made to Ofsted are recorded on Ofsted's website, complaints made to the childcare providers are recorded in the childcare providers complaints folder and shared with Ofsted during inspection visits.

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**Procedure:** When receiving a complaint from parents the setting uses a 3-stage approach to deal with it:

**Stage 1:** Receive the complaint and record the details of the complaint including the name of the parent, the child's name, the type of complaint e.g., procedure, the media used to make the complaint e.g., letter or telephone, the date of the complaint, the subject of the complaint, whether the complaint is against the company or an individual working for the company and the timescale for the complaint to be resolved.

Where a complaint has been made verbally the setting will ask that the parent follow this up with a copy in writing. Once the setting has all the details of the complaint a Stage 1 letter will be issued to the parents with the details of the complaint, parents are asked to check the complaint to ensure its accuracy and provide feedback, i.e., the complaint is accurate, or I would like to add/amend the content.

Once feedback is received from Stage 1 the complaint progresses to Stage 2.

**Stage 2:** Involves checking the details of the complaint against our procedures to determine whether procedures were followed correctly or not, this may involve following the complaint up with external agencies e.g., Ofsted, NCMA, SEN, First Aid Trainer, Health Visitor, Salford early years team, etc.

The setting then issues a Stage 2 letter to the parents with details of any follow-ups and any actions the setting intends to take as a result of the investigations, including no further action and ask the parent to provide feedback.

Once feedback is received from Stage 2 the complaint progresses to Stage 3.

**Stage 3:** Considering the parent's feedback from Stage 2 the setting concludes the complaint and issues a Stage 3 letter to the parent detailing the conclusions. Parents are asked to tick either:

- a. I confirm that the complaint has been concluded to my satisfaction.
- b. To conclude I have added some of my own recommendations above.

The setting will consider parent recommendations under the following terms:

Parent recommendations will NOT be considered where they:

1. Adversely affect the childcare settings capacity to operate safely
2. Contradict any training the setting or its staff are in receipt of
3. Contravene any laws
4. Breach the requirements of our governing body or any other association we relate to
5. Where the recommendation is deemed unfavourable to the safe and competent management of the setting. Our decision on this is final and is made in the interest of children and staff

Once Stage 3 feedback is received the complaint is closed. The timeframe for investigation, feedback and conclusion of a complaint is **28 days**.

## Contacting Ofsted

**EYFS Specific Legal Requirement: 3.99** Providers must make available to parents and/or carers the details about how to contact Ofsted, or the CMA with which a provider of CoDP is registered, if they believe the provider is not meeting the EYFS requirements.

**Compliance:** Whilst the childcare providers endeavour to be positive and helpful in the service provided, they also understand that from time-to-time complaints or concerns may arise. In the event of any complaints or concerns the following people or organisations can be contacted and will be only too happy to assist:

### Loren Disley

Care Chiefs Children's Day Nursery  
124 Old Lane, Little Hulton, Manchester, M38 9SB  
Tel. 0161 790 1275

Or you can telephone the Ofsted complaints helpline:

Ofsted Complaints Helpline: 0300 123 4666 or 0300 123 1231

More information about registering a complaint with Ofsted can be found on the Ofsted website at:

[Complaints procedure - Ofsted - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/complaints-procedure-ofsted)

Or you can write to Ofsted at:

The National Business Unit  
Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

More information for parents can be found by visiting:

[Ofsted - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/ofsted)

The nursery takes very seriously any parental concerns regarding the wellbeing of their child whilst in the childcare setting. All concerns are recorded and brought to the attention of Ofsted. The only way to resolve any concerns is if they are brought to the attention of the childcare providers, please do not be afraid to raise concerns, it is the aim of the childcare providers to work closely with parents to enable them to offer the best service possible.

## Confidentiality

All information provided by parents about their family will be treated in the strictest confidence. The confidentiality clause will be broken however if the childcare providers feels that a child would be at some risk by not disclosing personal information. If the police, social services or a court of law request information from the childcare providers then they are legally obliged to provide it, we are legally bound to share information about you and your child with Ofsted, **see also Data Protection.**

## Consulting with Children

At Care Chiefs we believe:

- That a child's view and ideas are important.
- Children have the right to be consulted in matters affecting them, and to have their views listened to. (UN Convention on the Rights of the Child, 1989).
- That consultation empowers children.
- Children's confidence and self-esteem grow when their ideas, feelings and capabilities are treated with respect.
- That consultation increases children's sense of ownership of, and responsibility for their own learning.
- That children learn through doing things for themselves.
- That children learn to make decisions by being given choices.
- That children learn to be responsible when they are given responsibility.
- That children should be supported in developing confidence and self-esteem through the consultation process.
- That children should be offered choices to support the development of decision-making skills.

We provide the following opportunities to meet our objectives as outlined:

- Staff ensure that daily routines support decision-making, planning and consultation, e.g., plan-do-review process.
- Children are encouraged to take responsibility for their own learning.
- Staff ensure that appropriate support is available and suitable strategies in place to enable all children to participate in the consultation process.
- Staff ensure that consulting with children and working with children as partners is embedded in our daily practice.
- Facilitating opportunities for children to talk with each other and / or an adult in a calm, unhurried manner, to express their views and feelings, e.g., circle time / key-group time / lunch time.
- Providing an appropriate role model about talking / listening and introducing suitable language to allow expression of views / ideas / opinions.
- Modelling appropriate behaviour and language to help children confidently and accurately express their feelings.
- Supporting and encouraging less confident children to feel comfortable joining in conversations / discussions, e.g., on a one-to-one basis with an adult / during a small group activity.
- Supporting children in expressing their ideas, feelings, and opinions through stories / painting / drawing / puppets / dolls / role-play.
- Developing an awareness of strategies used by individual children to communicate their views and feelings, especially those children with limited language / developing communication skills, e.g., pointing / eye movements / bringing an object to the adult / the adult to an area or object to communicate needs.
- Encouraging children to take turns to talk and listen to each other.
- Asking children their opinions and acting on what is said.
- Ensuring appropriate opportunities are provided for 'choosing' within a variety of familiar contexts, using concrete cues as support, e.g., actual objects / pictures / photographs. This

enables children to feel secure in making their choices, e.g., choosing what to buy for snack / which foods to eat for snack / where to play.

- Helping children to develop appropriate strategies for resolving conflict.

We send questionnaires out seeking information from parents about what changes their child would like to make to the provision and this feeds into our reflective practise and action plans.

## Working in partnership with other professionals

We work in partnership with, local and national agencies to promote the well-being of children. For partnership working to be successful we must be active in working alongside, sharing expertise and knowledge with colleagues and on occasions seek advice from other agencies to support individual children's needs.

At times children may attend a number of different provisions (Child minders, other nurseries etc.). We understand that in order for children's needs to be met and optimum progress to be made we must work with the other provider to share developmental information, next steps and assessment information to support consistency. We will speak with the parents to seek permission to share any information beforehand and explain the purpose. The Key person will contact the key person at the other setting and build up a relationship where the child can be fully supported. Child minders also have a responsibility to support children's development and they can play a vital role in supporting children and consolidating their learning in their homely environment. We will share summative assessments and the child's Key Person will liaise closely with the Child minder to ensure consistent judgments and next steps can be agreed.

We work closely with the schools and plan ahead to support the children's transitions into school. We will when be given the opportunity, attend taster visits into the nursery to support the children to become confident with the new routine and staff. For children who attend different schools we invite teachers into nursery to ensure they can introduce themselves to the child. As children move on from our provision, we share developmental information with the new setting. For children with Identified SEN we will arrange a transition meeting with the family and all agencies to ensure a documented plan can be developed and advice sought. Children who require an Educational Health and Care Plan (EHCP) Will have a longer transition process and meetings involving all the current and future professionals.

### **Information Sharing (Please see separate policy also):**

Procedures are in place for sharing of information about children and families with other agencies. These are set out in the Information Sharing protocol, Safeguarding Children procedures and the Special Educational Needs procedures.

Information shared by other agencies with us is regarded as third-party information. This is also kept in confidence and not shared without consent from that agency.

When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.

We follow the protocols for working with agencies, for example on child protection (See Safeguarding policy).

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) information during their visit. Our staff do not casually share information or seek informal advice about any named child/family. When necessary, we consult with local and national agencies who offer a wealth of advice and information that help us develop understanding of issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, support Workers, Inclusion Team, welfare rights advisors or organisations promoting childcare and education, or adult education.

Useful contacts/ Supporting Legislation/guidance:

- Local Authority Designated Officer - 0161 603 4350
- The bridge partnership (Duty and assessment team) 0161 603 4500
- OFSTED - 0300 123 1231
- standard of hand washing and clean over equipment and resources regularly throughout the day.
- No visitors to be allowed unless deemed appropriate such as SALT, EP professionals etc.

### ***Data Protection Policy***

Our childcare setting stores and processes information electronically relating to our business, our employees, children's doctors, parent's details and children's details, for the purpose of recording child attendance, performing accounting tasks, emergencies, health, safety and well-being of children, child learning, employee training, planning and client complaints and as a result is required to be registered under, and to comply with, the Data Protection Act 2018.

Our childcare business AW Childcare Services is registered with the Information Commissioner's Office who maintains a public register of data controllers and a general description of the personal information that we store and process.

As a part of the act our setting must adhere to certain guidelines:

- The information that we keep must be relevant and the setting must know the purpose the information is used for, i.e., do we need to keep this information and why?
- Individuals that the setting keeps information on must know that we have the information and must be able to understand what the information will be used for.
- Individuals must be aware of the people or agencies that I am likely to share information with. (See Confidentiality below)
- The information the setting holds must be secure whether it is held on paper or a computer.
- Access to information must be limited to those who absolutely need to know it.
- Information must be accurate and up to date.
- Information that is no longer required must be deleted or destroyed.
- Staff must receive training in their responsibilities under the Data Protection Act and must fulfil their responsibilities in practice.
- The Information Commissioner's Office must be notified of any changes to the data held.
- Our setting complies with these guidelines as follows:

- The setting only requests and retains information from parents about themselves and their children that is necessary for the business tasks detailed above.
- The setting uses a 'Childcare Application' to gather information about parents and children, the parent completes this and is aware that it will be stored and what it is used for.
- Parents are informed in our 'Confidentiality' clause the people or agencies that their information will be shared with or accessed by.
- The information we keep is secured by a computer password and a database password. Data files are also password protected. Computers are locked in a secure building outside of business hours. Paper records are stored in a locked cupboard.
- User level security is implemented at database level to ensure that users and Ofsted only have access to the information they need. Paper records are stored in a locked cupboard.
- Information is initially gathered from parents and letters are sent out periodically to ask parents to check that their details remain accurate and up to date.
- The setting must keep information on children for 8 years after termination; after this period electronic records are deleted, and paper records shredded.
- Employees are trained in their responsibilities under the Data Protection Act and are periodically monitored to ensure that they comply.
- The Information Commissioners Office is notified about changes to the data we hold, and our registration is checked and renewed every 12 months.

### **Right to Access Information**

Our childcare setting stores and processes information electronically relating to our business, our employees, our clients and their children; individuals (subjects) whom information is held on have a right to see the data that is held, usually referred to as a 'subject access' request.

An individual who makes a request in writing in most cases will not be charged a fee and is entitled to be told:

- Whether any personal data is being processed.
- Given a description of the personal data, the reasons it is being processed and whether it will be given to any other organisations or people.
- Given a copy of the information comprising the data.
- Given details of the source of the data (where available).

Under the new general data protection regulation which applies from 25<sup>th</sup> May 2018, individuals have the following rights:

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

In most cases a subject access request must be responded to promptly and in any event within one month of receiving the request. Under the right of subject access, the individual is only entitled to

request their own personal data and not data relating to other people unless they are acting on behalf of that person.

More information can be found at [www.ico.gov.uk](http://www.ico.gov.uk).

## Freedom of Information Act 2000

### *Right of Access*

The act creates a general right of access, on request, to information held by public authorities. On receipt of a freedom of information claim a public authority has two corresponding duties. First, a duty to inform a member of the public whether it holds the information requested, and second if it does hold that information, to communicate it to the person making that request.

Any person can request information under the act; this includes legal entities such as companies. There is no special format for a request. Applicants do not need to mention the act when making a request. Applicants do not have to give a reason for their request; however, there are several exemptions.

If any person request a copy of all information held by aw childcare service to be sent either digitally or in writing there is an administrative fee of £10.

### *Absolute exemptions*

Exemptions designated "absolute exemptions" have no public interest test attached, relevant exemptions:

- Information that is accessible by other means
- Information contained in court records
- Information which (a) the applicant could obtain under the [Data Protection Act 1998](#); or (b) where release would breach the data protection principles
- Information provided in confidence
- When disclosing the information is prohibited by an enactment; incompatible with an EU obligation; or would commit a contempt of court.

### *Qualified exemptions*

If information falls within a qualified exemption, it must be subject to a public interest test. Thus, a decision on the application of a qualified exemption operates in two stages. First, a public authority must determine whether or not information is covered by an exemption and then, even if it is covered, the authority must disclose the information unless the application of a public interest test indicated that the public interest favours non-disclosure.

Qualified exemptions can be sub-divided into two further categories: class-based exemptions covering information classes, and harm-based exemptions covering situation where disclosure of information would be liable to cause harm.

### *Relevant Class-based exemptions*

- Information held for purposes of investigations and proceedings conducted by public authorities
- Information covered by professional legal privilege

### *Relevant Harm-based exemptions*

Under these exemptions the exemption would be likely to:

- Prejudice law enforcement (e.g., prevention of crime or administration of justice, etc.)
- Prejudice the auditing functions of any public authorities
- Endanger physical or mental health, or endanger the safety of the individual
- Prejudice commercial interests
- Refusing requests

### *Vexatious requests*

A public authority is not obliged to comply with a request for information if the request is vexatious. A request is considered vexatious if it is 'obsessive or manifestly unreasonable,' harasses the authority or causes distress to its staff, imposes a significant burden, or if the request lacks any serious value.

## **Disciplinary and grievance procedure**

It is Company policy that the following procedure should be followed when an Employee is being disciplined or dismissed. The procedure provides that in normal cases a series of warnings will be given before discipline or dismissal is contemplated. The stages of the procedure that apply when discipline or dismissal is being contemplated comply with the statutory dismissal and grievance procedures.

Matters which may be dealt with under this disciplinary and dismissal procedure include discipline and dismissal for the following reasons:

- Misconduct
- Sub-standard performance
- Harassment or victimisation
- Misuse of company facilities including computer facilities (e.g. e-mail and the Internet)
- Poor timekeeping
- Unauthorised absences

Minor cases of misconduct and most cases of poor performance may be dealt with by informal advice, coaching and counselling. An informal oral warning may be given, which does not count as part of the formal (or statutory) disciplinary procedure. No formal record of this type of warning will be kept.

If there is no improvement or the matter is serious enough, you will be invited to a disciplinary meeting at which the matter can be properly discussed. You will be allowed to bring a work colleague or Trade Union representative to the meeting. The outcome of the meeting will be communicated to you. There are the following possible outcomes:

## Warnings

### Oral warning

In the case of minor infringements, you may be given a formal oral warning. A note of the oral warning will be kept on your file but will be disregarded for disciplinary purposes after a specified period (e.g. six months).

You have the right to appeal against a formal oral warning.

### Written warning

If the infringement is more serious or there is no improvement in conduct after a formal oral warning you will be given a formal written warning giving details of the complaint, the improvement or change in behaviour required, the timescale allowed for this, the right of appeal and the fact that a final written warning may be given if there is no sustained satisfactory improvement or change. A copy of the written warning will be kept on file but will be disregarded for disciplinary purposes after a specified period (e.g. 12 months).

### Final written warning

Where there is a failure to improve or change behaviour during the currency of a prior formal written warning, or where the infringement is sufficiently serious, you may be given a final written warning. This will give details of the complaint, warn that failure to improve will lead to dismissal and refer to the right of appeal. The final written warning will be kept on file but will normally be disregarded for disciplinary purposes after a specified period (e.g. 12 months).

### Dismissal

If your conduct or performance still fails to improve the final step will be to contemplate dismissal. If your Employer is contemplating dismissing you, he must follow the "Standard Disciplinary and Dismissal Procedure" which is a statutory requirement. Failure to do so will usually result in a finding of automatically unfair dismissal.

## The Standard Disciplinary and Dismissal Procedure

Step 1: Employer gives Employee a written statement and calls a hearing

The Employer will set out in writing your alleged conduct, characteristics or other circumstances which lead him/her to contemplate dismissing or taking disciplinary action against you. The Employer will inform you, in the written statement of the basis on which he/she has made the allegations against you. If possible the Employer will provide you with copies of any relevant evidence against you. The Employer will invite you to a hearing to discuss the matter.

Step 2: Meeting is held, and Employer informs Employee of the outcome

The meeting will take place before any action, other than suspension on full pay, is taken. The meeting will be held without undue delay but only when you have had a reasonable opportunity to consider your response to the Employer's written statement and any further verbal explanation the Employer has provided. You must take all reasonable steps to attend the meeting. After the meeting the Employer will

inform you of his/her decision and notify you of your right to appeal against the decision if you are not satisfied with it. You must appeal to complete the statutory procedure.

#### Step 3: Appeal against the disciplinary decision if necessary

If you wish to appeal, you must inform the **Nominated Person** in writing within a reasonable time. If you do this the Employer will invite you to attend a further meeting. You must take all reasonable steps to attend the meeting. If practicable a more senior manager not previously involved in the disciplinary procedure will hear the appeal. The appeal hearing may take place before or after dismissal or disciplinary action has taken effect. After the appeal hearing the Employer will inform you of his/her final decision and will confirm it in writing as soon as practicable.

### Gross Misconduct

If after investigation it is confirmed that you have committed one of the following offences (the list is not exhaustive), you will normally be dismissed:

- Theft
- Fraud and deliberate falsification of records
- Physical violence
- Serious bullying or harassment
- Deliberate damage to property
- Serious insubordination
- Misuse of an organisation's property or name
- bringing the Employer into serious disrepute
- Serious incapability whilst on duty brought on by alcohol or illegal drugs
- Serious negligence which causes or might cause unacceptable loss, damage or injury
- Serious infringement of health and safety rules
- Serious breach of confidence (subject to the Public Interest (Disclosure) Act 1998)

While the alleged gross misconduct is being investigated, you may be suspended, during which time you will be paid. Any decision to dismiss will be taken by your Employer only after a full investigation. The Standard Disciplinary and Dismissal Procedure apply to dismissals for gross misconduct.

### Modified Dismissal Procedure

In a few cases of gross misconduct the Employer may be justified in dismissing immediately without conducting an investigation. In these cases a two-step "Modified Dismissal Procedure" will be followed, otherwise the dismissal will be automatically unfair.

#### Step 1: Employer gives written statement

The Employer must give you a written statement setting out the conduct that has resulted in the dismissal and informing you of the right to appeal against the decision to dismiss. You must appeal to complete the statutory procedure.

#### Step 2: Appeal against the disciplinary decision

If you wish to appeal you must inform the **Nominated Person**. A meeting must be held (in accordance with the general principles set out above). The Employer must inform you of his decision following the meeting.

### General Principles

The following principles apply to the Standard Dismissal and Disciplinary Procedure and the Modified

Dismissal Procedure set out above:

1. The persons who has authority to discipline you in accordance with this procedure are any member of the company's management team. **This includes management from Care Chiefs Highfield hall Nursery and Care Chiefs Little Hulton Nursery.**
2. YOU have the right to be accompanied to any meeting by a Trade Union representative or a fellow Employee.
3. Each step in the procedure will be taken without unreasonable delay and hearings will be held at reasonable times and locations.
4. Meetings will be conducted in a manner that enables both Employer and Employee to explain their cases.
5. Records will be kept detailing the nature of any breach of disciplinary rules or unsatisfactory performance, your defence or mitigation, the action taken and the reasons for it, whether an appeal was lodged, its outcome and any subsequent developments. These records will be kept confidential.

### Grievance Procedure

It is Company policy to ensure that any Employee with a grievance has access to a procedure, which can lead to a speedy resolution of the grievance in a fair manner. Most routine complaints and grievances are best resolved informally in discussion with your immediate line manager. Where the grievance cannot be resolved informally it will be dealt with under the following procedure that complies with the statutory standard three-step grievance procedure.

#### The Standard Grievance Procedure

Step 1: Employee gives written statement of grievance

You must put your grievance in a written statement of grievance and send a copy to your manager. Where the grievance is against the line manager the matter should be raised with a more senior manager the Nominated Person.

Step 2: Meeting is held and Employer informs Employee of the outcome

The Employer will invite you to attend a meeting to discuss the grievance. The meeting will only take place once you have informed the Employer of the basis for the grievance you have set out in your written statement, and the Employer has had a reasonable opportunity to consider what response to make. You must take all reasonable steps to attend the meeting. After the meeting the Employer must inform you of the decision taken in response to the grievance and notify you of your right to appeal if you are not satisfied with the Employer's decision. You must appeal to complete the statutory procedure.

#### Step 3: Appeal if necessary

If you wish to appeal you must inform the Employer. The Employer will then invite you to attend another meeting. You must take all reasonable steps to attend. If reasonably practicable, a more senior manager who has not been involved in the grievance procedure so far will deal with the appeal. After the meeting the Employer must inform you of the decision taken.

### ***The Modified Grievance Procedure***

The Modified Grievance Procedure will apply in relation to your grievance only if:

- You no longer work for the Employer
- You have agreed with your Employer in writing that it will apply
- You raised it before you left, but the standard procedure wasn't completed, or you didn't raise it until after you left

There are two steps within the Modified Grievance Procedure:

#### Step 1: Employee gives written statement of grievance

You must put your grievance in a written statement and send a copy to the Employer.

#### Step 2: Employer gives written response

The Employer must write back to you giving his response to the points you have raised.

### ***Principles Applicable to the Standard and Modified Grievance Procedure***

1. Each step in the grievance procedure should be carried out without unreasonable delay. The times and locations of meetings should be reasonable.
2. Meetings must be conducted in a way that allows both parties to explain their case.
3. Records should be kept detailing the nature of the grievance raised, the Employer's response, any action taken and the reasons for it. These records should be kept confidential.
4. You have the right to be accompanied to the hearing by a Trade Union representative or a fellow Employee.
5. There are some cases in which the statutory procedure does not have to be followed or does not have to be followed in full, for example where your grievance is about the fact the Employer intends

to dismiss you. In these cases, the Employer will not necessarily follow the statutory procedures set out above.

If you want to seek resolution of a grievance you must contact Loren Disley.

## Disclosure Policy

### **General Principles**

The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaces the Criminal Records Bureau and Independent Safeguarding Authority.

DBS is an executive non-departmental public body of the Home Office

As an organisation using DBS to help assess the suitability of applicants for positions of trust, we comply fully with the DBS Code of Practice (and the Data Protection Act) regarding the correct handling, use, storage, retention and disposal of disclosures and disclosure information.

### **Storage and Access**

Disclosure information is always kept securely, in lockable storage with access controlled and limited to those who are entitled to see it as part of their duties.

### **Handling**

In accordance with section 124 of the Police Act 1997, Disclosure information is only passed to those who are authorised to receive it in the course of their duties. We maintain a record of all those to whom disclosure information has been revealed and we recognise that it is a criminal offence to pass this information to anyone who is not entitled to receive it.

### **Usage**

Disclosure information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

### **Retention**

We do not keep disclosure information for any longer than is necessary. This is generally for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints. If, in very exceptional circumstances, it is considered necessary to keep disclosure information for any longer than six months, we will consult the DBS.

### **Disposal**

Once the retention period has elapsed, we will ensure that any disclosure information is shredded, pulped, or burned. We will not keep any photocopy/image of a disclosure. However, notwithstanding the above, we may keep a record of the date of the issue of a disclosure, the name of the subject, the type of disclosure requested, and the position for which the disclosure was requested, the unique reference number of the disclosure and the details of the recruitment decision taken.

## Documentation Policy

The aim of this policy is to ensure that records, policies, and procedures that are required for the efficient and safe management of Care Chiefs are maintained and reviewed regularly. This in turn promotes the welfare, care and learning of the children who attend the setting. Copies of information we hold on a child will only be available to their parents to maintain confidentiality.

Records relating to individual children are always accessible to parents/carers/OFSTED inspectors and are retained for a reasonable period (recommended 2-3 years) after the children have left.

All children's records are stored securely so that confidentiality is maintained.

Regular consultation with parents/carers regarding their child's development gives opportunity for sharing of information. Two open days per year, plus daily opportunities.

All staff' records are stored securely to maintain confidentiality (in the office).

"Confidential information and records about staff and children are held securely and only accessible and available to those who have a right or professional need to see them"

All other records are available for parents/carers/visitors to see.

ICO link for more information (Information commissioners office)

[www.ICO.org.uk](http://www.ICO.org.uk)

## Fire and Evacuation

**EYFS Specific Legal Requirement: 3.6580** Providers must take reasonable steps to ensure the safety of children, staff, and others on the premises in the case of fire or any other emergency. Providers must have:

- An emergency evacuation procedure.
- Appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) which is in working order.

Fire exits must be clearly identifiable, and fire doors free of obstruction and easily opened from the inside.

**Compliance:** In the event of a fire or other emergency that requires evacuation of the premises the following procedure is used:

*"In the event of an emergency where the childcare providers and children must leave the premises e.g., fire or hospital, an emergency procedure is in place that all children are made aware of. The procedure involves sounding the smoke alarm to indicate to the children that an emergency is taking place. The emergency procedure is practiced with all children on a regular basis. An emergency bag is taken with the childcare providers whenever they leave the premises with the children; this contains first aid kit, emergency contact numbers, and a nursery mobile in the managers evacuation bag. Staff must also remember their rooms register. Parents are given a parent handbook to ensure all parents are aware of the fire evacuation procedures. A benefit of being a practice employing several staff is that should one of the childcare providers need to attend hospital with a child there are other childcare providers available to care for the other children. All accidents, no matter how minor, are recorded on the child's Family account parents are asked to read and acknowledge the form electronically and it will stay on child's Family account for parent to see.*

Evacuation is practised regularly by the children and staff and the practise drill recorded. Exits are located to the front and rear of the premises and **must** be kept **free** from obstructions.

### ***Evacuation Procedure***

If we need to evacuate the premises, e.g., in the event of a fire, the following procedure is used:

- A member of staff will sound the alarm
- Children will be asked to stop what they are doing and stay where they are
- The staff will assemble the children
- The staff will escort the children to the nearest safest exit
- A member of staff will collect the emergency bag and the rooms register
- Staff and children will assemble outside at the assembly point in the main garden
- A check will be made to ensure all children are present
- Children who cannot walk will be carried from the premises, children who are sleeping or toileting will be collected by staff and taken outside. An extra member of the team will be available to help the baby room, this will be the Nursery Cook. There is an evacuation cot situated in the baby room.

### ***Hospital Procedure***

- If a child needs to be taken to hospital:
- A member of staff will call for an ambulance
- A member of staff will record details of the accident on FAMLY
- A member of staff, preferably the child's key person or a member of management will escort the child to the hospital with details of the accident
- A member of staff will call the child's emergency contacts to ask them to meet at the hospital
- When an emergency contact arrives at the hospital supervision of the child will pass to them

### ***Food and Drink***

The aim of this policy is to ensure that the children are provided with regular drinks and food in adequate quantities for their needs. The food and drink are properly prepared, nutritious and complies with dietary and religious requirements.

The following information is requested at time of admission and recorded on registration form. A separate record is kept on view for all staff to see and adhere to.

- Special dietary requirements
- Preferences
- Food allergies
- Drink allergies
- Intolerances

An allergy overview is displayed in the individual nursery rooms and the new allergy information is also on the registration form.

- Fresh drinking water is always available.
- Relevant staff members have a food hygiene qualification.
- An on-going snack system is in operation for the most part (dependant on the children, particularly in the pre -school room.
- We have the occasional group snack time, when appropriate.
- Snacks provided are varied and when applicable reflect the curriculum.
- Packed lunches – parents are encouraged to pack healthy lunch boxes; we have a consultation procedure that we follow to promote healthy lunch box contents.
- Consulting with children on their preferred snack choice.

Lunchtime are well supervised and at least one member of staff with valid first aid certificate will be in the room for meal times. Any incidents of choking will be recorded and parents informed. Any incidents to be reviewed regularly. All staff to be aware of how food should be served safely for example how foods should be chopped.

#### **Weaning**

Staff to liaise with parents taken into account parent choice on how their child should be weaned and what the child is comfortable with i.e lumps, blended, chopped or whole foods. Babies to be seated in a high chair or suitable low chair for mealtimes and distractions minimised.

## **Health and Safety**

The aim of this policy is to promote the good health of both children and staff. It will ensure that positive steps are taken to prevent the spread of infection. Appropriate measures will be taken if anyone has an accident (see accident policy/procedure). Staff have current First Aid, Food Hygiene, Health and Safety and Safeguarding qualifications.

Designated officers are:

- First Aid: Holly Hampson

- Health and Safety: Loren Disley

### **General points**

- Staff will ensure that children wash their hands after using the toilet and before eating.
- The drinking cups are sterilised weekly.
- Animals will be allowed in the setting as part of the curriculum if they are safe to be near children and do not pose a health risk.
- The sand pit is covered and checked before use to ensure sand is clean.
- All toys and equipment are washed and inspected regularly for wear and tear and meet all the health and safety requirements in relation to EU Regulations/BS EN 71 safety standards. Anything that is broken or considered hazardous will be repaired or disposed of safely
- All paints, crayons, craft materials must be non-toxic.
- Door to the nursery must always be kept shut with digital lock in place.
- All soiled nappies must be bagged and disposed of safely in the designated bin.

- All accidents must be dealt with appropriately, recorded and signed by a member of staff and any person who witnessed it as well as the parent/carer.
- Children who are ill or infectious are excluded from the nursery – see separate policy.
- We administer medicine to the children – see separate policy.
- Fire safety – see separate policy.

### **Toy Safety**

All toys comply with Toys (Safety) Regulations 1995 made because of European Directive on Toy Safety; they must display the CE mark/symbol. BS EN 71 Safety of Toys also applies – 2005 Regulations.

### **First aid box**

Complies with H&S Regs 1981, contents checked frequently by named first-aider and replaced, as necessary.

- It is easily accessible and out of children's reach.
- Written parental consent for emergency treatment is recorded on registration form.
- Any soiled dressings/materials used for first aid treatment will be disposed of safely.

### **FAMILY**

FAMILY is an app that is used for documenting children's learning, communicating with parents and nursery news feed. Staff are given permissions according to job roles on what they can do/see on FAMILY. Manager is in control of permissions and can see and monitor whole system.

Staff can access FAMILY outside working hours to see rotas and staff messages only. FAMILY access requires password, email and code set up each individual staff and must be accessed on a device that is password protected.

Children's pictures and information must always remain confidential and must not be shared with anyone. Staff must not put pictures of another child on any other child's profile if their parents have not consented to social media.

### **Healthy Eating**

**3.62** Where children are provided with meals, snacks, and drinks, these must be healthy, balanced and nutritious. To understand how to meet this requirement, providers must have regard to the 'Early Years Foundation Stage nutrition guidance'. Fresh drinking water must always be available and accessible to children.

We: -

- Develop an awareness of the effects food and drink can have on the body and the need for a balanced diet.

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- Raise awareness of healthy eating, and encourage healthy packed lunches to best develop the children's health, growth, and well-being. Children learn that mealtimes are a good time to socialise with each other and to share food together.
- Implement healthy snack times. Mainly *low* fat, sugar and salt, *good* fibre content and *small* portions.
- Teach table manners, i.e., sitting at the table, encouraging children not to talk with food in their mouths, encouraging children to say please and thank you.
- Always have water available.
- Provide opportunities to grow, harvest and taste some foods. We look at where foods come from or how they are produced.
- Emphasise the importance of oral hygiene and the need to brush teeth regularly to help prevent decay.
- Plan for regular cooking sessions as an adult led focused activity.
- [Use the Early Years Foundation Stage nutrition guidance to guide our menus](#)
- [We share our healthy packed lunch poster with parents and reminders and ideas through our app.](#)

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## Preferences/allergies

All children and their parents/carers should be respected as individuals and their food preferences and religious requirements are accommodated. Any known allergies are discussed at admission and are built into lunchtime and snack time. Staff will also complete relevant Care Plans to ensure correct medical procedures are followed in the event of allergy attack.

## Festivals

We use the celebration of festivals to experience new foods and to value diversity. Festivals provide a valuable opportunity to include special occasion foods and to extend knowledge and awareness of other cultures.

## Food Hygiene

All staff that are involved in the preparation of snack and cooking sessions have their Food Hygiene Awareness certificate which is in their personal files. Staff will be trained level 2 food hygiene and safety. We have snack delivered weekly and it is stored in the refrigerator. All staff preparing snack will ensure they wash hands beforehand and wear gloves if needed.

## Healthy Packed Lunch

We will: -

- Provide attractive and appropriate facilities for children to eat their packed lunch and ensure that there is always fresh drinking water available.
- Work with parents to ensure that packed lunches abide by the standards listed below.
- Recognise food allergies and special diets (children are not allowed to swap food items).

Packed lunches should include: -

- At least one portion of fruit and one portion of vegetables every day.

- Meat, fish, or other source of non-dairy protein (e.g., lentils, kidney beans, chickpeas, hummus, peanut butter, and falafel) every day.
- Oily fish such as salmon/tuna at least once every 3 weeks.
- A starchy food such as any type of bread, pasta, rice, couscous, noodles, potatoes, or other types of cereals every day.
- Dairy food such as milk, cheese, yogurt, fromage frais or custard every day.
- Only water (still or sparkling), fruit juice, semi-skimmed or skimmed milk, yogurt or milk drinks and smoothies.

Packed lunches should NOT include: -

- Nuts
- Sweets

Cakes and biscuits are allowed but only as part of a balanced meal.

Packed lunches will be regularly reviewed by staff. If a child regularly brings a packed lunch that does not conform to this policy, then we will discuss this with you.

## Illness and Sickness

On induction of children to the nursery we will share policy information on the procedure for illnesses and sick children and a signs/symptoms fact sheet on childhood illnesses and the incubation periods.

We appreciate that as a working parent you need to be able to go to work, however if your child is unwell then they will be better cared for in their own home with a parent. We are happy to care for children with minor coughs and colds but will not care for children who are very unwell, infectious, or running a high temperature.

If your child has had diarrhea or sickness in the last 48 hours, please do not bring them, but let staff or management know either by phone or FAMILY app. Children can return to our care once 48 hours has elapsed since they were last sick/had a loose bowel movement.

If your child becomes ill whilst in our care, we will make them as comfortable as possible, isolate them from the other children if necessary and reassure them. We will contact you immediately by phone and continue to care for your child until you arrive. If there is no response then one of your emergency contacts on the registration form will be called. If you refuse to collect your child and have no other adult to collect we will follow the safeguarding policy of an uncollected child.

We are happy to administer medication and this is outlined in the medication policy. If a child develops a temperature at nursery over 38 then we will contact you to give Calpol. The child will be assessed to see if they are deemed to unwell at that point or whether they can stay at nursery. If the child's temperature hasn't gone down or is risen after 30 minutes you will be called to collect your child.

If your child has visited A&E your child must stay at home under the supervision of a parent/carer for a minimum of 24 hours.

When children within the setting have an outbreak of any childhood infectious illness then we will send a parent letter out to inform parents of this.

The Nursery Manager reserves the right to exclude a child from Nursery, if it is felt that the child is ill or deemed unfit to remain in Nursery, and/or may require medical attention.

The provider must promote the good health of the children, take necessary steps to prevent the spread of infection, and take appropriate action when they are ill. Ofsted will be notified if sickness is very serious or if an outbreak of food poisoning occurs that affects two or more children looked after on the premises.

### ***Additional duties under national legislation***

Children's Act regulations:

- You must keep a record of all medicines administered to children.
- You must keep a signed record of all accidents to children, and notify Ofsted and Salford Safeguarding Board of any serious injury infectious diseases or death to any child in your care or adult on the premises.
- Notification must be made as soon as is reasonably practicable, but in any event within 14 days of the incident occurring. (CR13)
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995.

### **Indoor/outdoor procedure**

**Step 1:** Ensure all doors in hallways are closed including the front door.

**Step 2:** Ensure all children taking part in outdoor play are lined up ready with one member of the staff at the front of the children and one member of staff at the back of the children, (if a member of staff is taking out a small group, they will stand in the doorway with all children walking in front of them and remaining in view at all times) and then count the children.

**Step 3:** Take the children into the corridor ensuring all doors are closed behind staff and count the children again lined up in each hallway.

**Step 4:** Once coats are on staff must ensure names or initials are written on the outside board.

**Step 5:** Open the door to the outdoor area, one member of staff stands at the bottom of the stairs and one member of staff at the top of stairs, count the children as they walk down the stairs, checking the corridor ensuring all children are outside.

**Step 6:** Line the children up along the stairs/wall and count them again before allowing them to go off to explore.

**Step 7:** Continually count the children whilst they are exploring in the outdoor area.

### ***Entering the nursery after outdoor play***

**Step 1:** Line all children up checking the area for any missing children, line the children up and count them.

**Step 2:** Help the children up the stairs with one member of staff at the top of the stairs and one member of staff at the bottom of the stairs, count the children as they are going up the stairs.

**Step 3:** Once inside close the outdoor play door and ensure the children are lined up in the corridor count them again.

**Step 4:** Walk the children inside in the line and line them back up to take their coats of, count them again calling out children's names and making sure their name is wiped off the board.

**Step 5:** One member of staff then goes back outside to re-check the area, once all of the children are back in the room.

**Step 6:** A full room count must then be done by a senior member of staff.

Children **must** only be swapped in groups or, if a child is upset or distressed about being outdoors. Children who require a nappy change or the toilet must be escorted to the toilet area making sure **T** is wrote next to their name on the board and staff are aware you are taking the child in and escorted back outside by the same member of staff

Please remember communication with staff is key to delivering quality and effective childcare, you must communicate any changes whilst playing indoors/outdoors with each member of staff in the room.

This procedure **MUST** be followed each time the children go outside to explore. Failure to follow this procedure will result in disciplinary action being taken.

## Key Person and Settling In

### *Assigning a Key Person*

**EYFS Specific Legal Requirement: 3.41** Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents and/or carers. They should also help families engage with more specialist support if appropriate.

**Compliance:** The setting employs a 'Key Person' approach to build relationships with children and parents. The key person will ensure that a child's individual needs are catered for and will inform parents (and the SENCO and manager) of any difficulties a child might be experiencing. A key person will be assigned to a child during the settling in period. In most circumstances a child will be allocated the key person they feel most settled with unless the child does not have a preference.

### *Settling in Period*

Parents are offered settling in sessions that consist of short visits to the setting, initially with parents then later their own to help children to successfully transition to their new environment. The first session the parent can stay and play with their child if they wish to do so. If the parent would prefer, then they can leave the room and see how the child settles whilst they fill out the necessary paperwork. The number and length of these sessions will vary from child to child. During this time, a child will normally be assigned a key person, usually a person that the child becomes particularly fond of or forms a strong bond or relationship with. Once a child is at a stage where they can be left at the setting without becoming upset then the settling in sessions are complete and the child is ready to begin to be cared for by the setting.

After initial settling in sessions an additional two week settling in period is offered where childcare commences. This allows the childcare providers to assess how new children have adapted to the childcare settings, and how well they take to all members of staff. This period gives parents the time to establish whether the childcare provision and the childcare providers are right to care for their child.

### **Unsettled Children**

During settling in periods, if a child does not settle and/or is constantly upset then the childcare providers will recommend that alternative childcare arrangements are made. The childcare providers may verbally extend a settling in period if they feel more time is required to settle a child in. Parents may also extend a settling in period if they feel that there are issues that need resolving before the contract comes into force or if they feel that their child would benefit from a longer settling in period. If a settling in period lapses and the child still becomes upset on a regular basis then the childcare providers reserve the right to terminate the contract without notice, this is for the wellbeing of the child and other children in the setting. An upset child within the setting will not only cause distress to themselves but also to other children within the setting and to the carers. Every effort will be made to ensure the child settles.

When the child begins nursery, the keyperson should spend as much time as reasonably possible with the child until they are settled. Although it is very important the keyperson and the child form a good attachment you **MUST** also remember that it is just as important for all other members of staff caring for the child to form a bond.

Please remember your buddy system and ensure all staff are aware of this and who they are responsible for.

### **Meal Payment Policy**

If your child attends using the free fifteen hours' government funding or 30 Hours funding, then there are two options available for meals.

- Your child could have a nursery lunch/tea at an extra cost to the parent in line with current fees.
- You can bring your own packed lunch in line with our healthy lunch box policy.

If you choose option one, payment will need to be made at the start of the week for the whole week.

Parents are not expected to pay for a nursery lunch when your child is off during the half term holidays, however if your child is off for any reason during the term time then the lunch is still chargeable unless you have given the nursery **Manager or Deputy one weeks' notice** that your child will not be attending.

The reason for the above is that the nursery must order ingredients one week in advance from the food supplier.

### **Medication**

**EYFS requirement-** 3.41 Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with

the setting, offer a settled relationship for the child and build a relationship with their parents and/or carers. They should also help families engage with more specialist support if appropriate.

- Health and Well-Being policy
- Medication
- Food and drink
- Accidents and injuries
- Illnesses and Sick children
- Accidents and Injuries

### **Administration of Medicine**

Medication will not be given without the prior written request of the parent, which will include frequency, dosage, any potential side effects and any other information.

Any new medication **MUST** be signed in by a room leader or manager and form completed with parent. We will not be able to administer any medication that has not been formally signed in the building. Medication must only be administered by those that hold a full relevant level 3 childcare qualification, have completed their full induction booklet and that hold a first aid certificate.

Prescribed medication may be administered by the nursery; written authorisation must be given by the parent/carer on one of our Medicines Forms before any is administered within setting. This form authorises Care Chiefs staff to administer stated medicines. A written record will be kept of all medication administered.

### **Training**

Any specific training is undertaken and recorded for any children with technical/medical problems, "Training must be provided for staff where the administration of medicine requires medical or technical knowledge."

Non-prescription medicines for e.g., over the counter cannot be given. We will however administer pain relief medicines including paracetamol or piriton if a child has allergic reaction. A written record will be kept of all medication administered.

### **PROCEDURE for Administering Medication**

Prior consent is agreed.

Any medication given prior to arriving at the setting will be recorded and signed to indicate time of last dosage and required amount to avoid over medicating.

If a child becomes unwell during the session and has temperature staff will contact parents for consent over the phone to administer paracetamol or other necessary medication such as Piriton.

If parents have given consent on the registration pack and staff are unable to reach them via telephone paracetamol will be administered providing the child has been at nursery for over 4 hours to avoid over medicating.

All necessary details are recorded on a medication form, which is then acknowledged by the parent via the FAMILY app.

The medication is properly labeled and safely stored during the session. It should be in its original container with the pharmaceutical label that includes the child's name, the date, the type of medication and the dosage.

Only staff who hold full and relevant level 3, pediatric first aid and have passed probation period will be authorized to administer medication. Medicine to be signed in the building by room leader or management only. Another practitioner must act as witness to ensure that the correct dosage is given.

Parents sign the medication form to acknowledge that the medication has been given.

If there is any change in the type of medication—whether regarding dosage or other changes to the information given on the Medication Form—a new form will be completed.

We will make every effort to follow parents/carers instructions but reserve the right to refuse a request to administer medicines whilst a child is in our care.

We adhere to the recommendations in the EYFS.

*\*Medicines containing aspirin should only be given if prescribed by a doctor.*

Medication needed to be on site will be stored in the medication box in the upstairs hallway or securely locked medication cupboards at an adult height in the nursery rooms.

Staff medication will be kept in staff's personal bags in the staffroom. Children's medicine will be kept in the nursery rooms in the medication cupboard, where this is not possible children's medication will be kept in the medication box in managers office.

If staff are taking medication that may affect their judgements and ability to care for the children, then this will be reported to Ofsted.

An overview of staff on medication and any other information relating to this is available in the manager's office.

## Missing Children

If a child goes missing whilst in the childcare providers care they will assess the situation about timescale, danger and environment and react accordingly. The first step will be for the childcare providers to look for the child themselves and if not found after a few minutes inform the police and parents for further assistance.

All other children will be gathered in their appropriate rooms/age groups and further head counting will take place by the room leader to ensure all other children are safe and well.

## Monitoring and Supervising Staff

This policy and procedure have been put in place to ensure a clear and consistent procedure is followed about supervising and monitoring staff.

Room leaders, deputy manager and nursery manager are all responsible for the supervision and monitoring of staff. Supervisions will be completed termly with management and staff to support, have open discussions and set targets/goals.

The following procedure will now be in place should an employee's performance at work be deemed poor or unacceptable:

- Use of penalty cards and formal reminders have not been effected.
- Several or serious concern has been raised on staff profiles
- Formal discussions with management team to support any issues
- -if no improvement is made staff member will be placed on PIP -performance improvement plan. With specific targets to improve.
- Review PIP after 6 weeks

## Nappy Changing

Information will be shared between parents and key person about nappy changing and toilet training in a way that suits the parents and individual child.

We wish to ensure the safety and welfare of the children whilst being changed and safeguard against any potential harm as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently. Children's privacy must be taken into account when nappy changing and ensured they are not in full view of others. Use of the privacy screens and discourage children from being in the bathroom unless necessary. Through the following actions we will endeavour to support all parties:

### Procedure

These procedures are to ensure the safety of both the children in our care and the Nursery staff.

- All children should be changed as and when needed, but at least 3 times daily, morning, lunch, and afternoon. A child **MUST** never be changed by a person who does not have a satisfactory DBS check in place.
- All nappy changes must be recorded by the member of staff responsible. It should also be recorded whether the nappy was W (wet) or S (Soiled), time of nappy change.
- A child should be changed immediately if they soil their nappy, or it becomes extremely wet.
- When changing a nappy, staff members can wear a white disposable apron and white disposable gloves if they choose to. These must be removed after every nappy change, disposed of and new ones worn for the next nappy change.
- All equipment needed to complete the nappy change should be readily available and staff well prepared.
- Once the nappy has been changed the area including the changing unit **MUST** be sprayed with antibacterial spray from the blue spray bottle and wiped with blue roll or paper towels and disposed of. Hands **MUST** also be washed.
- Potties – staff are to give children privacy when using potties, by sitting them out of sight of passers-by and other children using the toilet area. After use staff need to dispose of the waste appropriately in a toilet, potties must be cleaned with anti-bac and put away immediately.
- Children need to wash their hands after using the potty and toilet.
- Respect the parent/carers choice of nappies for their child by ensuring you are using the correct make and size of nappy. Only nappy creams brought in by the parent/carers for their own child may be used on the child unless the parent has agreed to use the onsite sudocrem.
- Staff must record when a child is sore, and cream has been applied. In case of an emergency, the nursery will have a pot of antiseptic cream to apply to children who are

sore, and the parent has given permission to apply the cream. To prevent cross infection please use gloves to scoop the cream and do not put your hand back in the tub with the same gloves on.

- Should a member of staff have any concerns about a child they should follow the child protection procedures.
- Children must never be left unattended on the nappy changing stand.
- All nappies and wipes must be put into nappy sacks and disposed of in the Sengenic bin provided. All aprons and gloves must be put into nappy sacks and disposed of in the correct bin provided.
- At the end of the day, or if the bin becomes full, the nappy bags need to be taken outside and placed in the big bins.
- Wash nappy bins on a Friday and leave to air by not replacing a bin liner and lid over the weekend.
- Soiling – if a child has a wetting accident, the soiled underwear needs to be placed in a nappy sack and then into the child's bag or on their peg immediately. Any child having a bowel movement accident needs to be cleaned appropriately, if the underwear is badly soiled, place in a nappy sack and keep in the toilet area until parent collects explain to the parent the condition of the underwear giving them to choose of keeping the underwear or allowing the staff to dispose appropriately in a nappy sack. The same procedure applies with any garments soiled with blood.

## Outdoor Play

The aim of this policy is to ensure that children are always safe when using the outdoor area.

As stated in the **EYFS 3.83** Providers must provide access to an outdoor play area. If that is not possible, they must ensure that outdoor activities are planned and taken on a daily basis (unless circumstances make this inappropriate, for example unsafe weather conditions). Providers must follow their legal responsibilities under the Equality Act 2010 (for example, the provisions on reasonable adjustments).

### **Guidelines for Safe Outdoor Play**

- The staff responsible for setting up the outdoor area must check for any debris/rubbish and use safe methods of disposal.
- Ensure a wide variety of experiences and regular access to outdoor play.
- Follow the **risk assessment** for accessing outdoor play area, ensuring head counts at entry/exit points.
- Ensure all gates are closed and securely fastened
- Ensure checks are carried out with regards to the fencing.
- Equipment must be checked before and after use.
- Ensure plants growing in that area are harmless and regularly attended
- Report any issues, e.g., loose flags, to the manager or deputy for immediate repair.
- Always supervise all areas of the outdoor environment.
- Place safety mats around relevant equipment.

## British Values and Prevent Duty

On July 1<sup>st</sup>, 2015, the government made it law that all education establishments and early years settings across the United Kingdom have a duty to keep children and adults safe from harm and the potentials of radicalisation. Settings also have a duty to promote the welfare of each child, as required by law to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the prevent duty.

We as a setting must meet specific legal duties (which are set out in the Prevent duty: England and Wales, Prevent Duty: Scotland and Prevent Duty: Protecting Children from Radicalisation). It is essential that we plan and implement activities, and discussion points in conjunction with the Prevent Duty guidance and any training that we have undertaken.

We all know that values that we share as UK citizens are universally accepted, and this is why it is imperative to ensure that the children in our care are exposed to such values on a daily basis. Our setting encourages thinking and ultimately provides children with an understanding of compassion, consideration and tolerance of living in a free, equal and fair society.

We demonstrate these values on a daily basis through the implementation of early years activities, through our policies and procedures, our behaviour management techniques, and our safeguarding policies.

Our activities support us in focussing in on the children's personal, social and emotional development. We support children to think about how they belong in a community, how they react and interact with other people. Children engage in sustained shared thinking and of course role playing!

To support our practice, we have compiled a short illustration of what Prevent Duty/British Values may look like in practice. This policy reflects those core values!

As practitioners, we need to remember that we incorporate these values into our practices on a daily basis, and they are firmly supported and embedded within the Early Years Foundation Stage 2017.

How does this look like in practice?

In our setting we incorporate the British Values everyday here are some example of how this may look like in practice.

It is important that children have an understanding of their culture and the cultures within the United Kingdom. They also need to appreciate the traditions of the United Kingdom so they can learn to respect them. This is why our setting centres activities on the core values of **Democracy**, **Rule of Law**, **Individual liberty**, **mutual respect** and **tolerance** – values that are held by many countries throughout the world.

How does this look like in practice?

In our setting we incorporate the British Values everyday here are some example of how this may look like in practice.

### Democracy

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*PSED – supporting and encouraging self-awareness and self-confidence*

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Decision making is an integral part of our everyday practice. This is something we all do with the children, helping them make healthy choices, supporting their activity decisions and encouraging them to think about their role within the pre school community.

Encouraging children to see the wider picture, and how they fit in, is an everyday occurrence throughout UK settings, children are encouraged to speak out about their feelings, to value one another's views and opinions, to recognise when they need support or when they can or cannot do things for themselves. Independence and independent thinking (PSED).

Through practices of circle time, and group time, children are instantaneously invited into the world of democracy. This is democracy in action, a perfect example!

The role of the practitioner is to ensure that children are provided with such opportunities that enable children share, to take turns, to value one another's differences of opinions, thought process and beliefs.

The opportunities through the activities that you provide are key to a child's development and enhances their understanding when they are allowed to explore who they are, and enquire freely about who they are, how they feel and how they see themselves in the wider community.

### **Rule of law**

#### *Managing feelings and behaviour (PSED)*

Most settings have rules that staff and the children are expected to adhere to.

Sometimes staff and children are involved heavily in the creation of such rules.

The main purpose is to establish a general rule of law within the setting which enables to day to day business of the setting to run smoothly, and allowing everyone to coexist and enjoy their time during part of that community. Children are encouraged to take part in the decision-making process, for example:

- Here it is essential that we think about the rules that we currently have, for example, who created them and who wrote them?
- Involving children in creating and writing rules?
- Supporting children to understand the boundaries?
- Making children aware of the consequences of breaking the rules?
- All children are encouraged from the beginning to foster a development of what is 'right and what is wrong'?

There are many activities that the children already engage in which lend themselves nicely to understanding the concept of 'Rule of law'.

These activities can be anything from role play activities, 'people that help us' activities, storytime, circle and discussion time, all perfect opportunities to promote 'Rule of law' and help children foster an understanding of what it really means. Early years practitioners can also play their part by modelling good behaviour, demonstrating 'right from wrong' and supporting children with their developing understanding. We do this everyday!

## Individual liberty

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*Self-confidence and self-awareness (PSED) People and Communities (UW)*

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The EYFS states that we should focus our attentions on supporting children to develop a 'positive sense of themselves'. This is exactly what 'individual liberty' is about.

- How do we as practitioners help children with this?

We provide opportunities for children to develop their understanding of themselves, their self-esteem, by simply valuing and supporting a child in their everyday activities.

We encourage children to reach their full potential, to have confidence in their abilities, and more significantly encouraging them to discuss their experiences and learning, so you can help support their understanding of the world, and their place and role within it.

Do we celebrate success with the children in our setting?

- We promote adequate risk taking
- We promote and encourage the process of self-awareness?
- Children praised within the setting and supported in their growth when things do not always go their way

## Mutual Respect and tolerance

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*People and communities (UW) Managing feelings and behaviour (PSED) Making relationships (PSED)*

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We foster an 'ethos of inclusivity and tolerance'. In practice this means to have a regard and respect for different views, faiths, beliefs, cultures and races, and that all children and practitioners are valued for who they are, both within the setting and within the wider community.

There are many activities which children can take part in which supports their development in this area, for example, encouraging children to take turns, to share with one another, to engage in role play and work together in groups.

As practitioners, we already promote inclusivity and diversity and celebrate children's individual faiths and beliefs as directed by their parents.

- We encourage children to acquire an understanding of 'tolerance and appreciation' for other people's beliefs and cultures? We do this by thinking about our role play areas, the books we have in our setting, the posters that we display and, of course, the behaviour that we as early years practitioners promote.

## Risk Assessment

### Purpose

To ensure the safety, health, and welfare of all children, staff, and visitors by identifying, assessing, and managing risks in the environment, activities, and routines of the setting.

3.91 Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks 57. Providers must determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors. Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

**This policy applies to:**

- All staff members
- Volunteers and students
- Visitors and contractors
- Children attending the setting
- **Proactive Prevention:** Risks are identified before incidents occur.
- **Child-Centric Approach:** Assessments consider the developmental needs and vulnerabilities of young children.
- **Compliance:** Follows statutory requirements under the EYFS framework and Health and Safety at Work Act 1974.
- **Continuous Review:** Risk assessments are living documents, updated regularly and after any incident or change.

**Manager/Designated Safeguarding Lead:**

- Oversees all risk assessments.
- Ensures staff are trained and assessments are reviewed.

**Staff:**

- Conduct daily checks.
- Report hazards immediately.

**Visitors/Contractors:**

- Must comply with safety procedures and be briefed on relevant risks.

| Type                       | Frequency        | Examples                       |
|----------------------------|------------------|--------------------------------|
| Daily Environment Checks   | Daily            | Toys, furniture, outdoor areas |
| Activity-Based Assessments | Before each trip | Trampoline parks, nature walks |

|                       |             |                                      |
|-----------------------|-------------|--------------------------------------|
| Specific Child Needs  | As required | Allergies, SEND, behaviour plans     |
| Emergency Procedures  | Annually    | Fire drills, lockdowns               |
| Equipment & Resources | Termly      | Electrical items, kitchen appliances |

☑ ☑ **Identify Hazards** – Observe the environment, equipment, and routines.

☑ **Evaluate Risks** – Consider likelihood and severity.

☑ **Control Measures** – Implement strategies to reduce or eliminate risks.

☑ **Record Findings** – Use standardized forms and store securely.

☑ **Review Regularly** – Update after incidents, changes, or annually.

- Any accidents or near misses must be recorded and reviewed.
- Risk assessments are updated to reflect lessons learned.

## Privacy Notice- Data Protection Act 1998

We – **AW Childcare Services Ltd (T/A Care Chiefs Children's Day Nursery)** – are the Data Controller for the purposes of the Data Protection Act 2018/ General Data Protection Regulation 2016. We collect personal information from you about your child and where applicable yourself and may receive information about your child from your previous early years setting (where there has been one) or other professionals who have completed assessments such as 2-year-old progress check. We hold this information to:

- support your child's learning.
- monitor and report on your child's progress.
- provide appropriate pastoral care
- assess how well we are doing, and
- under the Duty of the Children's Act 2004 to cooperate with partners to improve the well-being of children.
- claim funding for free early education entitlement and any supplements such as disability access fund; early years pupil premium and funding to support children with special educational needs.

Information about your child that we hold includes your contact details, observation and assessment records, attendance information and personal characteristics such as your child's ethnic

group, any special educational needs your child may have and relevant medical information about your child

We will not give information about you to anyone outside the childcare setting without your consent unless the law and our rules allow us to.

We are required by law to pass some information about you to our Local Authority (LA) and the Department for Education (DfE).

If you want to receive a copy of the information about you that we hold or share, please contact **your manager**.

If you need more information about how the Local Authority (LA) and/or Department for Education (DfE) store and use your data, please go to the following website pages:

<https://www.salford.gov.uk/children-and-families/legal-notices/>

<https://www.salford.gov.uk/legal-notices/privacy-statement/>

<https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

<https://www.salford.gov.uk/your-council/council-and-decision-making/general-data-protection-regulation-gdpr/>

The information will be stored on our business database which is only accessible through the business laptops which are password protected. Only the relevant staff have access to this database for e.g., Managers and owners.

Child records are also stored in a filing cabinet in the manager's office.

The business uses 'FAMILY' to record and assess all our children's data and learning. The tablets store the information and only staff have the passwords to these tablets. When the business is closed the tablets are locked away in the safe in the manager's office.

Any past information on staff or children is kept on the ground floor of the setting.

## Staff Sickness

If you fall unwell when you are due to be at work, there are a number of steps you **MUST** follow.

If you are sick during your working day and it is necessary that you go home you **MUST** inform the named manager who is on site, who will assess the situation. You will also be required to call the nursery before 4.00pm to inform us if you are well enough to attend the following day.

If you fall unwell over the weekend or whilst at home you must inform the named manager on site at 7am, only a member of the management team will be able to accept your phone call. If you leave a message with a member of staff this will be classed as an unauthorised absence. You must then ring again by 4.00pm to inform us of your attendance for the following day.

If you are on the 7am start and this becomes a consistent issue you will not be given this shift again as this shift requires reliable staff. You are expected to attend work and be sent home when deemed suitable.

On your return to work you will be invited to a back to work interview to discuss and record your absence with the manager. This absence will be recorded on your file and will be used to provide further references. This information is used to calculate your absences and decide on any action that maybe taken due to repeat absences. Care Chiefs uses a system named the 'Bradford factor' that helps employers to determinate when action is required against a member of staff who has repeated absences.

Should you ring in sick immediately before or after a paid holiday is due to start you may lose that holiday and have to use an alternative time. This includes bank holidays. This will be at the managers discretion.

The scoring system calculates the number of absences you have used and generates a score. This score enables employers to decide on what action is required. The scores below are shown as a guideline:

|         |                                        |
|---------|----------------------------------------|
| 0-49    | No action is required                  |
| 50-124  | Consider issue of a verbal warning     |
| 125-399 | Consider issue a first written warning |
| 400-649 | Consider issue a final written warning |
| 650+    | Consider dismissal                     |

You can find additional information about the Bradford factor at [www.bradfordfactor.co.uk](http://www.bradfordfactor.co.uk)

## Stairs

When using the nursery stairs to access the top floor with children the following procedure must be followed to ensure the health and safety of all the staff, visitors, and children:

- One member of staff to risk assess the area leading up to the stairs, the stairs, and the room they are going to. This includes checking the heater on the wall, no objects on the stairs, fire exit is free from obstruction and ensuring all upstairs doors are closed etc
- Non-mobile babies are to be carried up and down the stairs one baby to one member of staff only
- Mobile babies can be walked up and down the stairs if they are comfortable and confident to do so, two babies to one member of staff holding hands always. Babies should be encouraged to also use the handrail
- Toddlers (children aged 2) must also be walked up and down the stairs two toddlers to one member of staff whilst being encouraged to hold the handrail and hold the member of staff's hand
- Pre-school children can be taken in a group of no more than 8 children with two members of staff, one member of staff at the front of the line and one member of staff at the back of the line, encouraging children to use the handrail
- All non-mobile children must be carried upstairs by one member of staff
- If staff require help due to numbers etc then please ask staff from other rooms or ask Loren, Sammi or cook.

## Safeguarding and Welfare

### Introduction

**EYFS Statement:** "Children learn best when they are healthy, safe, secure, when their individual needs are met, and when they have positive relationships with the adults caring for them." (EYFS 3.1)

**EYFS Specific Legal Requirement: 3.3** Providers must take all necessary steps to keep children safe and well. The requirements in this section explain what early years providers must do to:

- Safeguard children.
- Ensure the adults who have contact with children are suitable.
- Promote good health.
- Support and understand behaviour.
- Maintain records, policies, and procedures.

**3.9** If providers have concerns about children's safety or welfare, they must immediately notify their local authority children's social care team, in line with local reporting procedures, and, in emergencies, the police. Providers must also take into account the government's statutory guidance 'Working Together to Safeguard Children' and 'Prevent duty guidance for England and Wales'. All schools are required to have regard to the government's statutory guidance 'Keeping Children Safe in Education', and other childcare providers may also find it helpful to read this guidance.

### Child Protection

**EYFS Specific Legal Requirement: 3.4** [In every setting, a practitioner must be designated to take lead responsibility for safeguarding children. The designated safeguarding lead \(DSL\) is responsible for liaison with local statutory children's services agencies, and with the Local Safeguarding Partners \(LSPs\). All practitioners must be alert to any issues of concern in the child's life at home or elsewhere.](#)

**Compliance:** Registered childcare providers have an obligation to ensure all the children in the setting are safe. In the event of abuse or neglect our setting uses the 'Salford councils flow chart', when following procedures for dealing with suspected abuse or neglect the setting is careful not jump to conclusions since there may be an explanation that they are unaware of, **see also Safeguarding Procedure.**

The remainder of this document details how the setting keeps children safe from harm, ensures their wellbeing and deals with any concerns. The setting will raise any issues with parents **first** unless they think that this will place the child in danger. The policy also includes the action taken if there is an allegation against a member of staff.

### Safeguarding Policy

Our foremost commitment is the health, safety and wellbeing of the children in our care, both whilst with us and whilst away from the setting, and we are committed to ensuring that children remain healthy, stay safe and have equal opportunities to achieve when attending the setting; children should be physically, mentally and emotionally well and protected from harm at all times. To be effective in our duties of care to children we must be clear in understanding the rights of children in the legal context and the subsequent measures we need to implement when working with children and young people.

Safeguarding children is much more than what may be termed as the traditional child protection issues of recognising and acting upon signs of abuse and neglect, it is now deemed to be a more holistic approach, ensuring that staff working with children are suitable to do so, that they have adequate training, that a sufficient number of staff are present to ensure the safety of the children, that the premises used to care for children are safe and secure, and are risk assessed, that adequate space is provided and safety equipment used, that toys, furniture and other equipment is clean and fit for purpose, that outings and other activities are conducted safely and are risk assessed, that children receive healthy and nutritious meals, are taught about and encouraged to use good personal hygiene, that medical, emergency and evacuation procedures and the processes of recording them are in place, that dangerous items like sharp objects, cleaning materials and medicines are stored safely, that procedures exist to ensure that allergies and special dietary requirements are managed accordingly, that food hygiene procedures are followed and processes in place to report incidents of food poisoning, that during times of illness, that necessary safety equipment is in place when transporting children, that children get the opportunities to learn about dangers and safety, that procedures exist for missing children and that children are aware of expectations whilst in attendance and that a behaviour policy intended to keep children safe is in place, that corporal punishment is forbidden, that complaints procedures are in place in the event that complaints or concerns arise, that confidentiality, information security and data protection is enforced and that staff are aware of their duties regarding confidentiality and data protection.

## **The Legal Framework**

### **Local Government Act 2000**

Local authorities have a corporate responsibility to address the needs of children and young people living in their area. The Local Government Act 2000 sets out a broad cross government expectation that there should be a concerted aim to improve the wellbeing of people and communities. To achieve this, there should be effective joint working by education, children's social care, housing, and leisure, in partnership with health, police and other statutory services and the independent sector.

### **Children Act 2004**

**Section 10 - Co-operation to improve well-being:** requires each local authority (LA) to make arrangements to promote cooperation between the authority, each of the authority's relevant partners and such other persons or bodies working with children in the LA's area as the authority considers appropriate. The arrangements are to be made with a view to improving the wellbeing of children in the authority's area – which includes protection from harm or neglect alongside other outcomes. This section of the Children Act 2004 is the legislative basis for children's trust arrangements.

**Section 11 - Arrangements to safeguard and promote welfare:** requires a range of organisations to make arrangements for ensuring that their functions, and services provided on their behalf, are discharged with regard to the need to safeguard and promote the welfare of children.

**Section 12 - Information databases:** enables the Secretary of State to require LAs to establish and operate databases relating to the s10 or s11 duties (above) or to establish and operate databases nationally.

**Section 13 - Establishment of LSCBs:** requires each children's services authority to establish a Local Safeguarding Children Board (LSCB). It also requires a range of organisations to take part in LSCBs.

## *Children Act 1989*

### **Principles of the Act**

- Children are generally best looked after within their families.
- Parents and guardians retain parental responsibility and work in partnership with the local authority.
- No court order to be made unless better than making no order at all.
- The child's welfare is the court's paramount consideration.
- The local authority cannot acquire parental responsibility without a court order.
- Orders available to protect children and avoid unwanted intervention in family life.

### **Duties and Powers**

- Identify children in need, safeguard and promote their welfare within their families were consistent.
- Provide a range and level of appropriate services.
- Consult child, parent, those with parental responsibility and others whom the agency considers relevant when making decisions about the child.
- Have regard to child's race, religion, culture, and language when making decisions about children being looked after.
- Set up representations and complaints procedure and publish its existence.
- Use orders under Parts IV and V if child is suffering or likely to suffer significant harm.

### **Principles and Practice**

- Children, young people, and their parents should be considered as individuals with needs and potential.
- A child's age, sex, health, personality, race, culture, and life experiences are all relevant to any consideration of needs and vulnerability and must be considered when planning or providing help.
- There are unique advantages for children in experiencing normal family life in their own birth family and every effort should be made to preserve the child's home and family links.
- The development of a working partnership with parents is usually the most effective route to providing supplementary or substitute care for their children.
- The wishes of the children should be considered. Children should be consulted and kept informed.
- Decisions made in court should be responsive to the needs of children, promote their welfare and reached without undue delay.
- Where children are placed away from home there must be adequate supervision that ensures highest-quality substitute parenting with good standards of care and safety.
- Parents' contact with children should be maintained wherever possible.

### **Equality Issues**

- Attitudes towards 'the family': the influence of institutional, societal, and personal belief and experience on assessment and planning.
- Skills and knowledge available to accurately consult with the child, relatives, and others.
- Ability to consider the factors of race, culture, language, and religion.
- Ability to understand the effect of disability on the whole family. Parents should be helped to raise the children themselves.
- Openness to working in partnership; developing a combination of anti-discriminatory policies; commitment to guaranteed resource provision; support to enable staff to work with confidence.

### *Working Together to Safeguard Children 2023*

First published in 1999 by the Department of Health, it states that Nothing is more important than children's welfare. Children who need help and protection deserve high quality and effective support as soon as a need is identified.

### *What to do if you are worried a child is being abused*

This practice guidance has been developed to assist practitioners to work together to safeguard and promote children's welfare. It is for anyone whose work brings them into contact with children and families, but particularly those who work in early years, social care, health, education, schools, and criminal justice services. It is relevant to those working in the statutory or the independent sector, as well as to members of the wider community, and applies to all children and young people **irrespective of whether they are living at home with their families and carers or away from home.**

### *United Nation Convention on the Rights of the Child 1989*

Declares the rights of a child:

- the right to equality, regardless of race, colour, religion, sex, or nationality.
- the right to healthy mental and physical development.
- the right to a name and a nationality.
- the right to sufficient food, housing, and medical care.
- the right to special care, if handicapped.
- the right to love, understanding and care.
- the right to free education, play and recreation.
- the right to medical aid in the event of disasters and emergencies.
- the right to protection from cruelty, neglect, and exploitation.
- the right to protection from persecution and to an upbringing in the spirit of worldwide brotherhood and peace.
- the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral, and social development.

**Article 19** defines protection from abuse – protecting the child “from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment, or exploitation including sexual abuse while in the care of parents, legal guardian(s) or any other person who has the care of the child”.

**Article 34** concerns protecting the child from sexual abuse and sexual exploitation. This is defined as:

- inducement or coercion of a child to engage in any unlawful sexual activity.
- exploitive use of children in prostitution or other unlawful sexual practices.
- exploitive use of children in pornographic performances and materials.

### *National Children's Bureau*

In 1990 the NCB set out a policy for young children, the under-5's. The principles of this policy are that:

- Young children are important and as a resource for the future.

- Young children are valued, and their full development is possible only if they live in an environment which reflects and respects their individual identity, culture, and heritage.
- Parents are primarily responsible for nurturing and supporting the development of their children and that this important role should be more highly valued in society.
- Central and local government have a duty, working in partnership with parents, to ensure that services and support are available for families: services that encourage children's cognitive, social, emotional and physical development; and meet parents' needs for support for themselves and for day care of their children.
- Services for young children should be provided within a consistent legal framework which allows for flexibility, but which ensures basic protection against pain and abuse, equal opportunities and the absence of discrimination, and the development of the child as an individual through good quality childcare practice.

### *Sexual Offences Act 2003*

Aimed to protect the safety and rights of young people and make prosecution of people who pressure or force others into having sex they do not want:

- laws designed to tackle all inappropriate sexual activity with children, including causing a child to engage in sexual activity.
- a civil order to apply to the internet and offline; enables restrictions to be placed on people displaying inappropriate sexual behaviour towards a child before an offence is committed.
- increased penalties for sexual crimes against children to reflect the severity of these crimes.
- a grooming offence with a maximum 10-year sentence.
- a requirement for all registered sex offenders to confirm their details in person annually.
- an offence of trafficking people for sexual exploitation.
- an order to have sex offenders from overseas register as offenders when they come to the UK.
- the definition of rape extended to include penetration of the mouth by the penis.

Under this law the legal age for young people to consent to have sex is 16 years old.

### *Homelessness Act 2002*

Under s12 of the Homelessness Act 2002, housing authorities are required to refer homeless persons with dependent children who are ineligible for homelessness assistance or are intentionally homeless to children's social care if the person consents. If homelessness persists, any child in the family could be in need. In such cases, if children's social care decides the child's needs would be best met by helping the family to obtain accommodation, they can ask the housing authority for reasonable assistance in this, and the housing authority must give reasonable assistance.

### *Safeguarding Vulnerable Groups Act 2006*

In summary, the Act explains the following:

1. The Independent Safeguarding Authority (ISA) will make all decisions about who should be barred from working with children and vulnerable adults.
2. The Vetting and Barring scheme will deal with activities that are classified as 'regulated' or 'controlled'. These activities include both paid and unpaid (voluntary) work.
3. There will be two separate but aligned ISA Barred Lists (one for those barred from working with children and one for those barred from working with vulnerable adults). Barred individuals can be placed on one or both lists.

4. Some offences will automatically result in the individual being barred, without leave to appeal or to make mitigating representations.
5. Relevant information about an individual can be referred to the ISA from interested parties such as employers, regulatory bodies or even concerned members of the public.
6. Individuals listed on one of the ISA Barred Lists may have the right to appeal to the Care Standards Tribunal on a point of fact or law but not on the ISA's decision.
7. A series of new criminal offences will be created to enforce the new scheme. These will relate to both employers and employees.

### **Main Categories of Abuse**

The main types of abuse can be defined as:

- Neglect
- Physical Abuse
- Sexual Abuse
- Emotional Abuse

Other forms of abuse could include-

- county lines
- witchcraft
- cyberbullying
- [Exploitation](#)
- domestic
- fabricated illness
- breast ironing

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#### **Neglect**

The persistent failure to meet a child's basic and/or psychological needs, likely to result in the impairment of the child's health or development; it may involve the neglect of or unresponsiveness to a child's basic emotional needs. Neglect may involve the parent/carer failing to:

- Provide adequate food, shelter and/or clothing
- Protect a child from physical harm or danger
- Ensure access to appropriate medical care or treatment

#### **Neglect Indicators**

##### **Actions and behaviour of adult/carer:**

Abandonment or desertion | living alone | malnourishment, lack of food, inappropriate food or erratic feeding | lack of warmth or lack of adequate clothing | unhygienic home conditions | lack of protection or exposure to dangers, including moral danger or lack of supervision appropriate to the child's age and development stage | persistent failure to attend school | non-organic failure to thrive | leaving child alone to care for younger brothers / sisters | lack of appropriate stimulation | lack of protection from dangerous substances, e.g. fire, drugs or household chemicals | lack of appropriate medical care when required.

##### **Physical signs on child/young person:**

Delayed physical development; underweight and of small stature | hands and feet which are cold and puffy | chronic nappy rash | slow growth in both height and weight | frequently smelly |

persistently dirty, unkempt appearance | persistently hungry | non-organic failure to thrive | impairment of health | death.

**Behaviour and emotional state of child/young person:**

Low self-esteem | destructive tendencies | neurotic behaviour | running away | stealing and / or hiding food | indiscriminately seek affection from unfamiliar adults | impairment of intellectual behaviour | long term difficulties with social functioning, relationships, and educational progress.

*Physical Abuse*

**Causing physical harm to a child, may involve:**

Hitting, shaking, throwing, poisoning, burning/scalding, drowning or suffocation, feigning the symptoms of ill health in a child and/or deliberately causing the ill health of a child.

Any other way of causing physical harm to a child.

*Physical Abuse Indicators*

**Actions and behaviour of adult/carer:**

Minor injuries | serious injuries e.g., those resulting in fractures or head injuries | premeditated sadistic injuries | burns and scolds | bites | repeated abuse resulting from lack of control | injury resulting from physical chastisement | genital / anal area injuries | shaking | poisoning | physical assaults regarded as bullying | suffocating | factitious injuries - parent/carer manufactures the symptoms of an illness in the child | female circumcision | death.

**Physical signs on child/young person:**

Unconscious | multiple bruising / scratching | injuries of different ages | adult bite marks | outline bruising, e.g. belt, hand print, shoe mark | bruises to eyes and ears | fingertip bruises | burns and scalds on hands, feet, buttocks, groin, cigarette burns | difficulty in moving limbs | blood in white of eyes, small bruises on head, bruises on rib cage – may be associated with shaking injuries | injuries and / or fractures in babies and children who are not mobile | torn frenulum | drowsiness e.g. from head injury or poisoning | female genital mutilation.

**Behaviour and emotional state of child/young person:**

Aggressive | withdrawn | fearful: 'frozen watchfulness' | low self-esteem | poor concentration | poor self-image.

*Sexual Abuse*

Involves forcing or enticing a child or young person to take part in sexual activities, whether the child is aware of what is happening, the activities may include:

- Physical contact, including penetrative acts (e.g., rape, buggery)
- Non-penetrative acts such as:
- Involving children in looking at, or in the production of pornographic material.
- Watching sexual activities.
- Encouraging children to behave in sexually inappropriate ways.

*Sexual Abuse Indicators*

**Actions and behaviour of adult/carer:**

Inappropriate fondling | mutual masturbation | digital penetration | oral / genital contact | anal or vaginal intercourse | exploitation from pornography | encouraging children / young people to

become prostitutes | encouraging children to witness intercourse or pornographic acts | leaving a child in the care of a known sex offender | internet child pornography.

**Physical signs on child/young person:**

Injuries to the genital / anal area | sexually transmitted diseases | pregnancy | bruises, scratches, burns or bite marks | eating disorders | self-harm, e.g., suicide, self-mutilation, substance misuse | bleeding from vagina or anus | pain in passing urine or faeces | persistent discharge | warts in genital or anal area.

**Behaviour and emotional state of child/young person:**

Frequent masturbation | nightmares and disturbed sleeping patterns | persistent offending, non-school attendance, running away | wetting, soiling, smearing excreta | significant changes in child's behaviour | sexual awareness which is inappropriate to child's age and developmental stage | sexual aggressiveness towards other children | low self-esteem | limited attention span | aggression | withdrawn | isolation | depression.

*Emotional Abuse*

The persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development; it may involve conveying to children that they are: Worthless, unloved, inadequate, loved only in so far as they meet another person's needs. It may also feature age or developmentally inappropriate expectations being imposed, the corruption of children.

*Emotional Abuse Indicators*

**Actions and behaviour of adult/carer:**

A child is rejected by parent / carer | parents behave in a cold, hostile and / or unpredictable way towards the child | parents behave in an emotionally inconsistent way towards the child | a child is criticised and blamed unreasonably | scapegoating may occur within families where the same child receives more than his / her fair share of blame and is seen to be the cause of all the families problems | a child is ridiculed and mocked | a child is denied opportunities to gain new experiences | a child is denied opportunities to relate to others | lack of opportunity to fulfil intellectual development | a child is denied the opportunity to organise and achieve levels of responsibility appropriate to their age.

**Effects on child/young person:**

The child may become timid and withdrawn and avoid making relationships with peers and adults; there may be little spontaneous conversation and avoidance of eye contact | the child appears frightened, easily startled by loud noises | he/she is soon in tears and may twitch and tremble | the child has outbursts of verbally or physically aggressive behaviour | the child seeks affection inappropriately | the child feels confused and insecure | the child has difficulty in making and sustaining relationships.

The severity of abuse should be considered before making a referral; the childcare providers will refer to 'Levels of Abuse' in Appendix VI when considering making a referral.

## ***Roles and Responsibilities***

**EYFS Specific Legal Requirement: 3.4** In every setting, a practitioner must be designated to take lead responsibility for safeguarding children. The lead practitioner is responsible for liaison with local statutory children's services agencies, and with the LSP (Local Safeguarding Partners). All practitioners must be alert to any issues of concern in the child's life at home or elsewhere. Staff will attend child protection to renewed every 2 years. In cases where new staff start the company or return from leave such as sick leave or maternity leave they will be booked onto the next available course. Management regularly check staffs safeguarding knowledge in the following ways-

- refreshers at staff meetings
- asking safeguarding questions regularly in rooms
- asking specific safeguarding questions at supervision
- attend safeguarding network meetings and disseminate any updates to staff
- safeguarding quizzes

### ***Role: Designated Senior Person for Child Protection***

#### **Responsibilities of the designated senior person:**

- takes responsibility for the overview of child protection cases.
- attends relevant safeguarding training.
- accesses opportunities to further their own safeguarding knowledge and keep up to date.
- is familiar with the contents of the Flow charts and who to contact.
- ensures that the flow charts are visible and accessible for all staff.
- ensures up-to-date information about local services including contact details are maintained.
- ensures that clear, usable child protection policies and procedures are in place, through design, reflection, and review.
- ensures that all staff who meet children are aware of child protection policies and procedures and feel equipped to handle a disclosure, including the need to pass on nagging doubts.
- ensures that all staff know the procedure for passing on information, including timescales, relevant information and who to pass information to, including during the absence of the designated senior person.
- ensures that all staff receive adequate training in their roles for child protection.
- keeps clear, accurate and up-to-date records and co-ordinates the information received from staff, parents, and other sources.
- maintains confidentiality where necessary, for the sake of the child and the family, yet makes fine judgements to assess what the team as a whole need to know.
- ensures all other staff know their responsibilities with regards to confidentiality.
- devises and co-ordinates strategies, with the team, to support children who are particularly vulnerable.
- designs and maintains contingency plans for times when the designated senior person is not available.
- liaises with local area social care team and/or police or other relevant agencies as necessary on the need to safeguard children in our care.

- gathers information from relevant sources to prepare reports for children whose cases are going to child protection conference, core group meetings or action meetings.
- attends child protection conferences where necessary.
- co-ordinates the implementation of any actions decided at child protection conference, core group meeting or action meeting.
- updates the deputy senior person with child protection cases and other relevant information so that they can adequately deputise during the absence of the designated senior person.
- liaises with the owner/nominated person with all issues regarding safeguarding, including referrals, conferences, policies and procedures, breakdowns in communication, training and so on.

#### *Role: Deputy Senior Person*

##### **Responsibilities of the deputy senior person:**

- takes over the role of the designated senior person in their absence and assumes all their responsibilities.
- attends relevant safeguarding training.
- accesses opportunities to further their own safeguarding knowledge and keep up to date.
- is familiar with the contents of the flow charts.
- ensures they are fully aware of all ongoing child protection cases or of children who are particularly vulnerable by working in partnership with the designated senior person.
- passes to the designated senior person any information they receive from others, personal concerns, or nagging doubts about the wellbeing of a child.
- knows the procedure for passing on information, including timescales, relevant information and who to pass information to.
- understands their role in the event of a disclosure, including can and cannot do's.
- maintains confidentiality regarding any information they are in receipt of.
- brings to the attention of the designated senior person any specific safeguarding training that they require or areas of safeguarding that they feel uncomfortable with.

#### *Role: Assistants/Apprentices*

##### **Responsibilities of the assistants:**

- receives ongoing safeguarding training, either in-house or out-of-house, deemed necessary by the designated senior person.
- have read and understood the settings policies and procedures on safeguarding.
- works under the direction of the designated senior person to ensure the continuing health, safety, and wellbeing of children in our care.
- understands that safeguarding children is the responsibility of everyone.
- recognises the signs and indicators of abuse.
- knows the procedure for passing on information, including timescales, relevant information and who to pass information to, including during the absence of the designated senior person.
- understands their role in the event of a disclosure, including can and cannot do's.
- maintains confidentiality regarding any information they are in receipt of.
- brings to the attention of the designated senior person any specific safeguarding training that they feel they require or areas of safeguarding that they feel uncomfortable with.

- Consistently supervise children throughout the setting ensuring no child is left alone, this includes the bathroom where no child is to be left alone in the bathroom except in the pre-school room where children are preparing for transition to school and are required to become more independent. Children in the preschool room can access the toilets independently although staff are to ensure that they are frequently checked and assisted if needed.

### **Staff Safeguarding Training**

**EYFS requirement-3.30** Providers must ensure that all practitioners are trained in line with the criteria set out in Annex C. Providers must ensure that practitioners are supported and confident to implement the setting's safeguarding policy and procedures on an ongoing basis. Providers should read 'What to do if you're worried a child is being abused: Advice for practitioners'.

**Where possible the setting works hard to ensure that the minimum standard of training required is as follows:**

#### **Designated Senior Person**

- Paediatric First Aid
- Safeguarding
- Food Hygiene

#### **Deputy**

- Paediatric First Aid
- Safeguarding
- Food Hygiene

#### **Assistants/Apprentices**

- Paediatric First Aid
- Safeguarding
- Food Hygiene

### **Working Together to Safeguard Children**

**3.9** If providers have concerns about children's safety or welfare, they must immediately notify their local authority children's social care team, in line with local reporting procedures, and, in emergencies, the police. Providers must also take into account the government's statutory guidance 'Working Together to Safeguard Children' and 'Prevent duty guidance for England and Wales'. All schools are required to have regard<sup>14</sup> to the government's statutory guidance 'Keeping Children Safe in Education', and other childcare providers may also find it helpful to read this guidance.

**Compliance:** The setting retains a copy of the 'Working Together to Safeguard Children' guidance and the 'Prevent duty guidance for England and Wales' and will refer to it when concerns about a child's safety or welfare arise and will notify the BRIDGE of any concerns without delay or in their absence the DAT team (duty and assessment)

### **Safeguarding Procedure**

- Immediate action to ensure safety of child
- If it is deemed that the child is in immediate danger, then an urgent referral should be made to the police.

- Staff member to discuss concerns with named safeguarding lead practitioner: Loren Disley
- Deputy: Zita Couperthwaite
- If after this there is still concerns discuss with the parent if appropriate
- No concerns. Record appropriately using safeguarding report form
- Still concerned after talking to the parent then the safeguarding lead practitioner refers to the Duty and Assessment Team (DAT) 0161 603 4500 and follows advice and guidance.
- Out of office emergency duty team 0161 794 8888
- A "referral to children's services" form will be completed via <http://www.salford.gov.uk/secureupload.htm> and sent by secure upload
- Once the referral is received DAT will take responsibility and contact the nursery if further action is required
- Safeguarding report will be updated including actions addressed
- If possible, inform the family that a referral has been made, but only if this **does not** place the child at increased risk of significant harm.

### ***Allegations Against a Member of Staff***

**EYFS Specific Legal Requirement: 3.23** A registered provider must notify Ofsted, or the CMA with which a provider of CoDP is registered, of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. The disqualification of an employee or a person living or working at domestic premises where childcare is provided could be an example of a significant event<sup>24</sup>.

**Compliance:** Ofsted are notified as soon as is possible about any allegations of serious harm or abuse by any person living, working or looking after children at the childcare setting and **always within 14 days** of the allegation being made along with details of the action taken in respect of the allegation.

### ***Allegation of Abuse Against a Member of Staff***

When an allegation of abuse is made against a member of staff the following procedure must be followed:

- Report immediately to the nursery manager
- If the concern is regarding the nursery manager, then report to the deputy nursery manager who will then follow the same procedure
- The nursery manager will then contact LADO 0161 6034350 for discussion and complete safeguarding report
- The nursery manager will inform OFSTED within 14 days on [Report a serious childcare incident - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- LADO will record all information and agree how to proceed.

#### **Allegations are known as:**

- Behaved in a way that has harmed, or may have harmed a child
- Possibly committed a criminal offence against or relating to, a child
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

## Record Keeping

Safeguarding records remain confidential, securely stored, and are shared with relevant agencies, e.g., Local Children's Safeguarding Board. Records are kept until the child reaches their **25<sup>th</sup> birthday** or until they move to another setting or school in which case the whole file is forwarded to the new setting or school.

## Making Records

Information may seem insignificant on its own but can contribute to a bigger picture of abuse, staff at the setting will record all *nagging doubts* and *hearsay* and pass the information to the Designated Senior Person.

Records **MUST** include the following:

- Date of the incident
- Date and time of the record being made
- Name and date of birth of the child concerned
- A factual account of what happened
- A note of any other people involved, e.g., as a witness
- Action taken, and any further plans, e.g., monitor and review
- Printed name of the person making the record
- Job title of the person making the record
- Signature

## Disclosures

The procedure to follow should a child talk about abuse or neglect.

- Listen to the child. **Do not** directly question the child
- **Do not** stop a child who is freely recalling significant events
- Make an accurate record of the information you have been given taking care to record the timing, setting and people present, the child's presentation as well as what was said
- Explain that you cannot promise that you will keep the information secret or not to speak to others about the information they have shared
- Explain that you will need to get help to keep the child safe
- **Do not** ask the child to repeat their account of events to anyone
- Inform the Designated Senior Person

## Dealing with Serious Accidents, Injuries and Deaths

In the event of serious accidents, injuries, and deaths these should be recorded on an incident report and parents informed immediately. Ofsted must be informed as soon as possible and **always within 14 days** from the incident occurring. The local authority child protection unit must be informed.

The setting will inform Ofsted if any of the following occurs at the setting:

- The death of a child when on the premises, or later, as the result of something that happened while the child was in the settings care.
- Death or serious accident or serious injury to any other person on the premises.
- Serious injuries (see definition below)

- Where a child in our care is taken to hospital (to an accident and emergency department for more than 24 hours), either directly from our provision, or later, as the result of something that happened while the child was in the settings care.
- Any significant event which is likely to affect the suitability of any of the persons working with children to care for children.

#### *Serious Injuries Definition*

- Broken bones or fracture
- Loss of consciousness
- Pain that is not relieved by simple pain killers
- Acute confused state
- Persistent, severe chest pains or breathing difficulties
- Amputation
- Dislocation of any major joint including the shoulder, hip, knee, elbow, or spine
- Loss of sight
- Chemical or hot metal burn to the eye or any penetrating injury to the eye
- Injury resulting from an electric shock or electrical burn leading to unconsciousness, or requiring resuscitation or admittance to hospital for **more than 24 hours**
- Any other injury leading to hyperthermia, heat induced illness or unconsciousness, or requiring resuscitation; or requiring admittance to hospital for **more than 24 hours**
- Unconsciousness caused by asphyxia or exposure to harmful substance or biological agent

#### *Sharing Information with Parents*

Safeguarding Policies and procedures are shared with and explained to parents during first visits/initial interviews.

Parents will be informed of any concerns regarding the welfare of their child and/or any referrals made to the Local Children's Safeguarding Board unless the setting feels that this will place the child at a greater risk of significant harm.

#### *Mobile Phone and Camera Use*

The setting uses mobile phones for outings and the app family. The setting also uses ipads to use family app. These are kept on site at all times. All devices are password protected and are not used only by staff. Other apps and sharing streams are blocked and ability to download apps is password protected.

#### *Mobile Phones*

Staff do not take photographs of children on their personal mobile phones therefore preventing them from removing photographs of children from the setting without consent. Nursery mobile phones are password protected and only family in use on phones.

Staff are required to put their mobile phone in the office. Mobile phones may be used on their breaks in the staff room on the top floor. Mobile phones can be used in any of the upstairs rooms including the training/sleep room providing this room is not in use by the children. If the

training/sleep room is in use by the children, Mobile phones are not permitted in this room. Under no circumstances do staff use their mobile phones on the nursery floor in any of the rooms.

Visitors to the setting **MUST** be made aware of our visitor's code of conduct which states that the use of mobile phones is not permitted on the nursery floor in the nursery rooms.

Parents will also be made aware that the use of mobile phones is not permitted on the nursery floor in any of the rooms. If a parent or visitor is found to be on their phone, they will be asked by a member of staff to put their phone away until they have left the building. They **MUST** put their phone either in a securely fastened bag or alternatively they can put it in the safe in the nursery office.

#### *Smart Watches*

Staff can wear smart watches such as fit bits/ apple watches. If the watch can receive messages, then the watch must be kept in flight mode and mobile phone stored in the office switched off if they wish to wear this in the workplace. Smart watches that have cameras are not allowed.

#### *Cameras*

Phones and ipads owned by the setting will be used to take pictures and record activities and observations. These are all password protected and an app blocker is used to prevent them being able to share any pictures from the device. All devices are kept secure and password protected. If stolen it would prevent access to confidential pictures by unauthorised people. Staff are not permitted to take photographs of children on their personal cameras or devices therefore preventing them from removing photographs of children from the setting without consent.

#### *Safe Recruiting*

The setting uses the following procedure to vet potential candidates to ensure their suitability to care for children and to identify them:

- Check candidate's passport and/or driving licence and retain a copy on file.
- Check candidate's birth certificate and retain a copy on file.
- Obtain candidate's curriculum vitae (CV) and retain a copy on file.
- Obtain a DBS
- Obtain a 'Health Check.
- Obtain qualifications certificates.
- Obtain two references one of which must be their most recent employer. Reference **MUST** be gained through us contacting the referee via email and not be provided by the employee themselves.

#### *Quality Assuring the Safeguarding Process*

**Training:** all staff will read and sign the safeguarding policy as part of induction process. They will attend the first available safeguarding training through SLW if not already got this. Ongoing in-house training is given to all staff. Managers will continue attend safeguarding training provided by the local authority to ensure their knowledge is relevant and up to date.

**Monitoring:** regular safeguarding updates, staff training meetings, any updates or information shared with all staff through nursery app. Regular quizzes and questioning and safeguarding included in each staffs supervision to ensure knowledge is up to date.

**Reviewing:** The safeguarding policy is reviewed every 6-12 months as well as any other time if deemed necessary to ensure that it is robust and operable. The safeguarding policy will be reviewed considering any event where the policy was not effective. The safeguarding policy will be reviewed upon receipt of any new information provided by the local authority.

### **Safeguarding Contact Numbers**

|                                           |                     |
|-------------------------------------------|---------------------|
| Ofsted                                    | 0300 123 1231       |
| Salford Safeguarding Children partnership | LADO – 0161 6034350 |
| DAT team (Bridge partnership)             | 0161 603 4500       |
| Emergency duty team                       | 0161 794 8888       |
| Starting Life Well                        | 0161 788 0384       |
| Prevent office Salford                    | 0161 856 6345       |
| PC Paul Cawsey                            | 07393755611         |

More contact numbers/alternative contact numbers are displayed on all the flow charts situated in each nursery room.

### **Settling In**

We understand that each child is different when it comes to settling into nursery and taking that big step to separate from their main carers.

We have devised this policy and procedure to help assist with this transition and all staff **MUST** follow this when registering a new child with the nursery.

Once the parent/carer has visited the nursery and are satisfied that they wish to enrol their child/children we will organise the following on week before the child's start date:  
Both parent and child will be invited into the setting for their 1<sup>st</sup> visit. This visit will consist of the parent/carer filling out our registration pack and an all about me regarding their child. If the child is settled and happy for the adult to leave and the adult is also happy with this the parent may fill out the documents on site in a different room whilst their child plays. If the adult wishes to fill out the documents in the room or the child is upset, then the adult can stay in the room and fill out the documents whilst the child is playing.

The adult will bring the child for a second visit for ONE HOUR, where possible the adult should leave the child for as much of the one hour as possible. The adult is more than welcome to stay on site whilst the visits take place.

All the above can be altered to meet the child's or parent/carer's individual needs. More visits can be offered with the agreement of the management should they need to be.

Once the child has completed visits a key person should be chosen based on knowledge from the child's visits and who the child has bonded with. This key person should then introduce themselves

to the child's parent/carer as the key person and explain their role. This person is then responsible for all the child's learning whilst they are their keyperson.

When the child begins nursery, the keyperson should spend as much time as reasonably possible with the child until they are settled. Although it is very important the keyperson and the child form a good attachment you **MUST** also remember that it is just as important for all other members of staff caring for the child to form a bond.

Please remember your buddy system and ensure all staff are aware of this and who they are responsible for.

## Site Security

### Procedure:

- A children's register is in place noting arrival and departure times. Staff will also sign in and record date and time.
- As children start parental responsibility is captured and named people are noted who can collect.
- The parents must introduce these people to the staff prior to collection. If an unknown person arrives to collect a child, they will not be released until permission has been sought by the parent or the password selected on the registration document is used.
- Staff wear uniforms to ensure they are easily recognisable within the setting.
- All visitors are signed in and out by a senior staff member and we have code of conduct in place for visitors, staff, and parents. The signing in book is kept near the entrance.
- All staff have a staff id badge to show who they are and that they work at the setting

Although a direct door is available to the room the main entrance is always used for staff and visitors. Each nursery room has a video and audio intercom which parents can use to inform the nursery staff of their arrival, the main entrance will then be opened by a member of staff and then led to the child's individual room which will be accessed by a code system which only staff members will have access to. Children will be released via the room door only as parents arrive and as they are accessing outdoor play whilst supervised. Children will not be left outside at any time unsupervised. A key fob system is in place for the secure entry and exit in the preschool room.

## Sleeping Children

**EYFS Specific Legal Requirement: 3.84**-Sleeping children must be frequently checked to ensure that they are safe. Being safe includes ensuring that cots and bedding are in good condition and suited to the age of the child, and that babies are placed down to sleep safely in line with the latest government safety guidance: Sudden infant death syndrome (SIDS) - NHS ([www.nhs.uk](http://www.nhs.uk)). Practitioners should read NHS advice on safety of sleeping children and babies: Reduce the risk of sudden infant death syndrome (SIDS) - NHS ([www.nhs.uk](http://www.nhs.uk)).

**Compliance:** While children are being prepared for sleep, they will have bibs, jackets with hoods removed and checked any clothing is not wet or dirty, any extra layers to be removed temperature dependant in the room. Children sometimes sleep in a cot, or on sleeping mats, this depends on the wishes of the parents. Children who are asleep are frequently checked and this is recorded with sleep times and the times they were checked. Rooms are set up daily and age-appropriate spaces

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created for children to play quietly, e.g., reading corner, relaxation corners with mats, soft furnishings, blankets and pillows.

Cots and sleeping mats are provided for children needing a nap during the day, we do not permit children to sleep on anything other than nursery beds such as prams, car seats or bouncers due to safe sleep guidelines. The childcare providers respect the individual sleeping needs of each child and appreciate that some children will sleep longer than others. Each child will be provided with their individual bedding that will be washed on a weekly basis.

If a child requires rest time and not necessarily a nap, a sleeping mat will be provided for the child but any child that is not asleep after 30 minutes will be removed from the mat, any child that falls asleep naturally throughout their session will not be woken by the practitioners but parents will be contacted to be notified and asked if they would like to be collected. Parents are welcome to request that their child is to be woken after a certain time however we set a minimum time of one hour.

Parents are advised that the setting prefers to use our own sleeping equipment for health and hygiene reasons, we also will refuse entry to any child asleep they must be woken before entering the setting and being handed over to practitioners for safeguarding reasons.

## Heat & Hot weather policy

We are committed to providing a safe, healthy and comfortable environment for all children, staff and visitors. During periods of warm or extreme hot weather, we take additional precautions to minimise the risk of heat-related illness, dehydration and unsafe sleeping conditions. We follow current UK health guidance and ensure all staff understand their responsibilities for protecting children from the effects of excessive heat.

### Aim

This policy aims to:

- Keep children safe and comfortable during warm and hot weather.
- Reduce the risk of dehydration, heat exhaustion and heatstroke.
- Ensure safe sleep practices are maintained during all weather conditions.
- Support staff in responding appropriately during periods of extreme heat.

### General Procedures During Warm Weather

Staff will:

- Encourage children to drink water frequently throughout the day.
- Ensure drinking water is always readily available.
- Offer additional drinks during hot weather.
- Monitor children for signs of dehydration or overheating.
- Dress children in lightweight, loose-fitting clothing where appropriate.
- Encourage parents to provide suitable summer clothing, sun hats and named water bottles.

- Keep indoor areas well ventilated by opening windows where safe to do so and using blinds or curtains to reduce direct sunlight.
- Plan quieter activities during the hottest parts of the day.
- Use shaded outdoor areas whenever possible.
- Apply sunscreen in accordance with the nursery's Sun Safety Policy where parental permission has been obtained.
- Never leave children in enclosed or poorly ventilated areas.
- 

### **Outdoor Play During Hot Weather**

Outdoor play remains important; however:

- Staff will assess the temperature and UV levels throughout the day.
- Outdoor play will be reduced or moved to cooler times of the morning.
- Children will remain in shaded areas wherever possible.
- Physical activities will be limited during the hottest part of the day.
- Water play may be provided under close supervision.
- Staff will continually monitor children for signs of overheating.
- 

### **Extreme Heat Procedures**

During periods of extreme heat or when official weather alerts are issued, the nursery will implement additional measures.

These may include:

- Completing a daily heat risk assessment.
- Increasing the frequency of drinks and rest breaks.
- Cancelling or significantly reducing outdoor play.
- Moving activities into the coolest areas of the nursery.
- Closing blinds and curtains before rooms become excessively warm.
- Using fans safely to improve air circulation. Fans must never blow directly onto sleeping babies.
- Monitoring room temperatures throughout the day.
- Informing parents if additional clothing or equipment is required.
- If indoor temperatures become excessively high and cannot be managed safely, senior management will review the continued operation of specific rooms or the nursery in line with risk assessments and local guidance.
- If the setting cannot operate safely then the setting may partially close, open/close time may be adjusted or close completely.
- 

### **Recognising Heat-Related Illness**

Staff should be aware of the signs of overheating, including:

- Flushed or hot skin
- Excessive sweating (or lack of sweating)
- Unusual tiredness
- Irritability

- Headache (older children)
- Dizziness
- Nausea
- Rapid breathing
- Lethargy

**If a child becomes unwell:**

Staff will:

- Move the child to a cool, shaded area.
- Offer frequent sips of water if appropriate.
- Remove excess clothing.
- Cool the child using damp cloths or cool water.
- Closely monitor their condition.
- Contact parents immediately. Parents must be available to collect if child is showing signs of distress or have another appropriate adult who can be contacted if needed.
- If a child develops a temperature during periods of extreme heat they will need to be collected immediately by an adult to safely manage the temperature at home.
- Seek emergency medical assistance by calling 999 if heatstroke is suspected or if the child becomes confused, loses consciousness, has difficulty breathing or does not improve.

**Safe Sleeping During Warm Weather**

Safe sleep remains a priority throughout the year.

The nursery follows safer sleep guidance by:

- Always placing babies on their backs to sleep unless there is written medical advice stating otherwise.
- Using a firm, flat mattress that fits the cot correctly.
- Keeping cots free from pillows, quilts, duvets, sleep positioners, cot bumpers and soft toys.
- Checking sleeping children at least every 10 minutes, with checks recorded according to nursery procedures.
- Monitoring room temperatures regularly.
- Keeping sleep rooms well ventilated while maintaining security and safety.
- Using lightweight bedding appropriate to the room temperature.
- Removing blankets if babies become too warm.
- Dressing babies in lightweight sleepwear suitable for the room temperature.
- Never using hats while babies are sleeping indoors.
- Never placing cots in direct sunlight.
- Never positioning fans to blow directly onto sleeping babies.

If a baby's neck or chest feels hot or sweaty, staff will reduce bedding or clothing as appropriate and continue to monitor them.

In cases of extreme heat where the room cannot be cooled to the optimum safe sleeping temperature extra precautions will be taken-

- More frequent checks will be made on sleeping children

- Children to be striped down as appropriate in excess heat this will be just nappy or underwear.

### **Room Temperature Guidance**

Staff will aim to maintain comfortable sleeping environments.

Where room temperatures increase:

- Reduce bedding.
- Dress babies in lighter clothing.
- Increase ventilation safely.
- Continue enhanced monitoring.
- More frequent checks will be made on sleeping children

Children to be striped down as appropriate in excess heat this will be just nappy or underwear.

If temperatures become unsuitable for safe sleeping, alternative cooler sleeping areas will be considered where available. If the setting deems sleeping environment unsafe parents will be contacted to collect their child should they need a sleep.

### **Partnership with Parents**

Parents are asked to:

- Provide suitable lightweight clothing.
- Supply a clearly named sun hat.
- Inform staff if their child has any medical condition affected by heat.
- Follow nursery advice regarding clothing and sun protection.

The nursery will communicate any changes to routines during periods of extreme heat.

### **Staff Responsibilities**

All staff are responsible for:

- Following this policy.
- Monitoring children's wellbeing.
- Reporting concerns immediately.
- Completing required sleep checks.
- Recording accidents, incidents and actions taken.
- Completing additional risk assessments during periods of extreme heat where required.

Management are responsible for:

- Monitoring weather forecasts and official heat alerts.
- Ensuring staff are informed of additional precautions.

- Ensuring sufficient drinking water is available.
- Reviewing room temperatures and operational arrangements.

## Smoking Policy

**EYFS Specific Legal Requirement: 3.2228** Providers must not allow smoking in or on the premises when children are present or about to be present. Practitioners should not vape or use e-cigarettes when children are present, and providers should consider Public Health England advice on their use in public places and workplaces.

**Compliance:** There is a 'no smoking' policy at the setting. In the event that the setting employs staff who smoke then these staff will not be permitted to smoke on the premises or in view of the children or parents this includes e-cigarettes. Staff that smoke must wash their hands after each time they have had a cigarette and change their t-shirt due to second hand smoke. Staff must not smoke in their uniform.

## Social Media Policy

It is important when using social networking sites such as Facebook, Twitter, or Instagram that staff always maintain confidentiality and ensure proper practice. This is to protect the children, parents & families of the setting along with the staff. It is also to guard the nursery reputation and the staff's own personal reputation.

Staff guidelines when using social media sites include but are not limited to:

- Staff must not mention any of the children from the nursery on their online profiles
- Staff must not write direct or indirect suggestive comments about work on their online profiles
- Staff must not publish photos of the children on their online profiles
- Staff must not write anything derogatory about other staff members on their online profiles
- Staff must not use mobile phones to take photos in the nursery during their working hours
- Staff must not mention any of the companies that Care Chiefs works with on their online profile
- To maintain professional boundaries staff should not accept personal invitations or send invitations to be friends from parents, this includes past, present and future parents of the nursery unless they know them in a long-term personal capacity
- Staff members are advised to set their online profiles to private so that only friends can see their information.
- Staff are responsible for adhering to the terms of service of each site they use
- Personal profiles should not contain any images or videos which may be perceived as inappropriate behaviour for a childcare professional
- Any breaches of the Facebook & social networking policy could result in disciplinary action.

Care Chiefs has a Facebook page. This is a communication tool for the setting. We will use it to:

- Promote certain events such as parent consultations, trips, social events & visitors
- Update parents on staff training & development
- Give hints and tips for activities the children have enjoyed and home learning ideas
- To give news
- To show photos of activities, trips, or special events

We also want to invite your thoughts & comments.

The nursery managers (including deputies) are the page administrators and will update the page on a regular basis.

The page administrators reserve the right to remove any comments at any time. The intent of the policy is to protect the privacy and rights of the nursery, staff & families.

We will remove any postings that:

- Name specific individuals in a negative way
- Are abusive or contain inappropriate language or statements
- Use defamatory, abusive, or generally negative terms about any individual
- Do not show proper consideration for others privacy
- Breach copyright or fair use laws
- Contain any photos of children without necessary parental consent.

If you would like to report any inappropriate content, then please send an email to [manager@carechiefs.com](mailto:manager@carechiefs.com)

## Special Education Needs Policy

### Introduction

This policy is in line with the code of practice 2015 and Equality Act 2010.

The Special educational needs coordinator (SENCO) is **Jamie Whittle** and the CO-SENCO is **Alana caloe**.

The building is accessible for wheelchair users.

At nursery we strive to provide a broad and balanced curriculum for all children for them to become confident young children with a growing ability to communicate their own views and ready to make their own views and ready to make the transition into compulsory education.

The Early years foundation stage is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, staff set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the nursery.

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and

development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. From within the setting practitioners should particularly consider information on a child's progress in communication and language, physical development, and personal, social, and emotional development.

Where any specialist advice has been sought from the setting, this should also inform decisions about whether a child has SEN. All the information should be brought together with the observations of parents and considered with them.

Where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported using approaches such as the Early Help Assessment, should be adopted.

As stated in the code of practice.

"All children are entitled to education that enables them to:

- Achieve the best possible educational and other outcomes, and
- Become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.

### ***Aims and Objectives***

The aims of this policy are:

- to create an environment that meets the Special Educational Needs of each child.
- to ensure that the Special Educational Needs of children are identified, assessed, and provided for.
- to make clear the expectations of all partners in the process.
- to identify the roles and responsibilities of staff in providing for children's Special Educational Needs.
- to enable all children to have full access to all elements of the nursery's curriculum.
- to ensure that parents can play their part in supporting their child's education.
- to ensure that our children have a voice in this process.

### ***Educational Inclusion***

We aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our nursery community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations.
- require different strategies for learning.
- acquire, assimilate, and communicate information at different rates.
- need a range of different teaching approaches and experiences.

Identifying and assessing SEN for young children whose first language is not English requires particular care. Early year's practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

Staff respond to children's needs by:

- providing support for children who need help with communication, language, and literacy.
- planning to develop children's understanding using all available senses and experiences.
- planning for children's full participation in learning, and in physical and practical activities.
- helping children to manage their behaviour and to take part in learning effectively and safely.
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

### ***Special Educational Needs***

Children with Special Educational Needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than most children of the same age.
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

All our children are assessed when they join our nursery, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available resources. In liaison with the Special Educational Needs Co-ordinator (SENCo), the child's Key person will offer interventions that are 'different from' or 'additional to' those provided as part of the nursery's usual working practices. The Key person will keep parents informed and draw upon them for additional information. If the SENCo, Key person and parents feel that the child would benefit from further support, the SENCo will then take the lead in further assessments of the child's needs.

We will record the strategies used to support the child within an Individual play plan. The play plan will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. Parents will be involved in the writing and review of each play plan.

If the play plan review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in the nursery by external support services. This may lead to 'additional' or 'different' strategies and external support outside of the nursery. External support services will provide information for the child's new play

plan. The new strategies within the play plan will, wherever possible, be implemented in the child's nursery setting.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the Local authority. The SENCo will start the procedures. A range of written evidence about the child will support the request.

Some children at nursery may have significant behaviour problems. Staff use a range of strategies for dealing with difficult behaviour, but some children may require further support. In these cases the SENCo, Key person, outside agencies and parents will create a Nurture Plan, clearly outlining key targets for the child to work towards achieving, as well as the strategies and support being offered to the child. At this point advice would also be sought from external support services. Nurture Plans are reviewed.

### ***Education Health and Care Plans (EHCP)***

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting should consider requesting an Education, Health and Care needs assessment.

Where a child has an EHC plan, the local authority must review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

### ***Family assessment***

The family assessment is a shared assessment and planning framework for the use across all children's services and all local areas in England. It aims to help the early identification of children and young people's additional needs and promote co-ordinated service provision to meet them. The Family assessment is aimed at children and young people with additional needs who have needs that are not being met by their current service provision.

At nursery, the SENCO will:

- manage the day-to-day operation of the policy.
- co-ordinate the provision for and manages the responses to children's special needs.

- support and advise colleagues.
- oversee the records of all children with Special Educational Needs.
- act as the link with parents.
- act as link with external agencies and other support agencies.
- monitor and evaluate the Special Educational Needs provision.
- manage a range of resources, human and material, to enable appropriate provision for children with Special Educational Needs.
- contribute to the professional development of all staff.

### **Local Offer**

Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will be available.

The Local Offer has two key purposes:

1. To provide clear, comprehensive, accessible, and up-to-date information about the available provision and how to access it, and
2. To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

### **Allocation of resources**

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the nursery, including the provision for children with additional needs.

### **Assessment**

Early identification is vital. Nursery staff inform the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The staff and the SENCO assess and monitor the children's progress in line with existing nursery practices. This is an ongoing process.

The SENCO works closely with parents and Key person to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the Nursery. The Key person and the SENCO can break down the assessment into smaller steps to aid progress and provide detailed and accurate indicators.

### **Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities.

- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Staff use a range of strategies to meet children's Special Educational Needs. Learning and activities have clear learning objectives, we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Individual play plans, which employ a small-steps approach, feature significantly in the provision that we make in the nursery. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

### ***Pupil participation***

In our nursery we encourage children to take responsibility and to make decisions. This is part of the culture of the nursery and relates to children of all ages and all abilities. The work in the nursery recognises the importance of children developing social as well as educational skills.

### ***Monitoring and Evaluation***

The SENCO monitors the movement of children within the Special Educational Needs system in the nursery. The SENCO provides staff with regular summaries of the impact of the policy on the practice of the nursery.

The SENCO draws up play Plans for children, informing the child's key person and all those that work directly with the child. The SENCO and the managers along with the area SENCO hold regular meetings to review the work of the nursery in this area.

The SENCO monitors the progress of children with Special Educational Needs termly and discusses findings with all staff and parents.

If you would like to discuss your child's special needs and support, please talk to Samantha Stone or Jamie Whittle.

### ***Role and Responsibilities of SENCO – Main responsibilities:***

- Ensure your setting has regard to the SEN Code of Practice (2014), the Disability Discrimination Act (DDA) (1995) and the Equality Act 2010.

#### **Be Responsible for ensuring:**

- A SEN Inclusion Policy is in place.
- The policy is put into Practice.
- The policy is reviewed annually
- Observation, Recording, Assessment and Planning
- Liaise with the key person to complete play plans
- Gather evidence and co-ordinate support, work with colleagues to develop the child's skills through inclusive planning in line with Early Years Foundation Stage Curriculum.
- Keep appropriate records which are regularly reviewed and monitored.
- Ensure appropriate Individual Education Plans are in place and regularly monitored and reviewed.
- Support agencies and families with Educational Health Care Plans
- Work closely with parents to ensure background information is collected and shared appropriately.

#### **Liaison**

- Liaise with colleagues and managers as appropriate.

- Promote a positive working relationship with parents/carers.
- Develop links and liaise as appropriate with other professionals, Health Visitors, SEN preschool Advisory Teacher, Speech and Language Therapists, Inclusion Development Officer, Educational Psychologists.

#### Professional Development

- Attend SENCo clusters regularly to update and inform.
- Identify individual setting's needs and arrange in-house training where appropriate.
- Have an awareness of Early Support and Common Assessment Framework (CAF)
- Use your knowledge and experience to support your setting to develop their inclusive practice.

*Area SENCO:* 0161 793 3271

## Special Educational Needs & Equal Opportunities

**EYFS Specific Legal Requirement: 3.76** Early years providers must have arrangements in place to support children with Special Educational Needs and Disabilities (SEND). Maintained schools, academies and maintained nursery schools are required<sup>54</sup> to identify a member of staff to act as Special Educational Needs Co-ordinator (SENCO) and other providers (in group provision) are expected to identify a SENCO. Maintained schools, academies and maintained nursery schools and all providers who are funded by the local authority to deliver early education places are required<sup>55</sup> to have regard to the 0-25 SEND Code of Practice. Other providers may find it helpful to familiarise themselves with the early years section of the 0-25 SEND Code of Practice.

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**Compliance:** All children within the childcare setting are treated with equal concern and about their individual needs, regardless of age, gender, religion, culture, and ability. The childcare provider does not discriminate against anyone and promotes inclusivity, diversity, and equality through the activities on offer, the resources employed, and the learning materials produced. The setting has SENCO qualified staff and a SENCO Co-ordinator who works in partnership with families and other agencies to ensure that SENCO is identified and acted upon. The setting refers to the Special Educational Needs Code of Practice for identifying and planning for children with additional needs.

#### Individual needs are met through:

- Sustenance
- Sleep
- Staying safe
- Caring and loving environment
- Health education
- Promoting good hygiene
- Ability requirements, e.g., nappy changes, feeding, help dressing
- Special dietary requirements
- Allergy compliance
- Cultural needs
- Religious needs
- Special educational needs
- Disability requirements
- One-to-one sessions

- Differentiation
- Individual learning
- Behavioural needs
- Promoting self-esteem

## Staff: Child Ratios

**3.42** Staffing arrangements must meet the needs of all children and ensure their safety. Providers must ensure that children are adequately supervised, especially whilst eating, and decide how to use staff to ensure children's needs are met. Providers must inform parents and/or carers about how staff are organised, and, when relevant and practical, aim to involve them in these decisions.

3.43 Children must usually be within sight and hearing of staff and always within sight or hearing. See paragraph 3.63 which applies when children are eating.

The ratio requirements below apply to the total number of staff available to work directly with children.

### *For children aged under two:*

One member of staff to every three children.

### *For children aged two:*

One member of staff to every five children.

### *For children aged three and over:*

One member of staff to every eight children

These ratios will always be maintained at nursery.

## Staff Medication

### *Staff Taking Medication/Other Substances*

**EYFS Specific Legal Requirement: 3.27** Staff members must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If a practitioner is taking medication which may affect their ability to care for children, they should seek medical advice. Practitioners must only work directly with children if the medical advice received confirms that the medication is unlikely to impair that person's ability to look after children properly. All medication on the premises must be stored securely, and out of reach of children, at all times.

**Compliance:** The setting and its employees do not consume or care for children if they are under the influence of alcohol. If medication is being taken by any staff involved in the care of children, then medical advice is sought from a medical practitioner to establish their suitability to continue to care for children, a person deemed unsuitable is no longer permitted to work with children until they are deemed suitable again. Any staff medication stored on the premises is stored out of reach of children in their personal bags. All staff are required to inform the nursery manager or deputy manager if they are taking ANY medication and an updated staff suitability is completed.

## Staff mental health and well-being policy

At Care Chiefs we promote the good health and well-being of all our staff. Well-being is described in the Oxford English Dictionary as ***'the state of being comfortable, healthy or happy'***. As a Nursery, we endeavour to support staff well-being, not only to ensure that children receive high quality care, but also to ensure our employees feel supported and cared for, as part of a team.

Mental ill-health is usually caused by a combination of work and non-work-related factors.

Managers will offer ongoing support to all staff and remain inclusive of all staff. Manager has an open-door policy where staff can come and speak to management whenever they need to. We also hold regular supervisions, return to work interviews for staff to share any information they need to. We have a named staff mental health officer.

At Care Chiefs we recognise the importance of safeguarding the mental health of all our employees, by providing a happy and nurturing working environment. With statistics in the UK showing that each week 1 in 6 of us experiences a common mental health problem, we are committed to acknowledging and supporting our staff's physical and emotional needs.

### ***Our ethos***

At Care Chiefs nursery we know that the care and education of babies and young children is highly rewarding. However, we are also aware of the day to day demands and pressures of modern life such as family life, financial worries, health concerns and work-life balance; and how these pressures, alongside the role of providing high quality care and education to babies and young children, can place a high level of demand on all of our employees.

To support our staff team, we, the management team, will put procedures in place that ensure staff well-being remains one of the key focuses of our practice. In doing this, we aim to provide our team with a safe, inclusive, and nurturing working environment that acknowledges their needs, not just within the workplace but as a whole person.

We have named member of staff who leads our setting's well-being practice. They will offer support on staff well-being and know where to access external support. They will be committed to keeping their well-being and mental health knowledge up to date and will review our practices; supporting the developing knowledge of the whole staff team, to ensure we are implementing the necessary strategies to safeguard the well-being of our staff.

### ***Procedure to Minimise Work Related Stress:***

- To ensure staff are supported within the setting, new staff will receive a full induction, so they feel competent and capable to carry out their role and responsibilities
- Staff will receive ongoing training, coaching, and mentoring to ensure that they are supported to feel confident in their role to minimise stress within the workplace
- Regular supervisions will take place every term in which staff well-being will be discussed and recorded
- Practitioners are respected and valued in their work, whatever their role. Tasks are shared out appropriately according to their role and level of responsibility, the workload is monitored and reviewed on a regular basis

- Staff will be encouraged to have a work-life balance; this will be supported by ensuring the workload is monitored so that it is not necessary for staff to work outside of their scheduled hours. All contributions to work will be valued and celebrated
- We will carefully review our expectations around the amount of paperwork that staff must complete, including observations and assessments of children. We will work as a team to ensure all record keeping is meaningful and kept to an appropriate level so as not to add undue pressure to staff members
- We will work hard to maintain a reflective culture within the setting that encourages feedback from staff about management procedures and working relationships. This reflective culture will support an environment of teamwork, facilitating the involvement of every member of staff in the practice of our setting
- Staff will be encouraged to take their required breaks at appropriate intervals to ensure they have time to rest and recuperate, with time away from busy rooms
- The nursery leader/well-being representative are available for staff to come and discuss any issues or concerns
- The nursery will ensure that confidential conversations take place in private, away from other staff members and children
- All information will remain confidential or on a need-to-know basis to support the facilitation of open and honest conversations. However, where the manager or the well-being representative feels there is a question around the safety of the staff member, they will refer to outside agencies for support and guidance. These measures will be discussed in a sensitive and understanding manner with the staff member, as appropriate
- We actively promote a culture of mutual respect, tolerance, and cooperation tolerance, in line with the British values
- Team meetings will support with team development, to raise awareness of mental health and well-being by engaging staff in conversations about how we, as a setting, can be maintaining a supportive environment
- We promote a culture that supports any staff member who is experiencing a mental health related illness and reasonable adjustments will be made to support any staff experiencing stress and any mental health issues
- If the nursery is made aware of any member of staff who requires support, a plan for more regular support sessions and adjustments to their working day will be discussed and decided in partnership with the staff member. This plan will be reviewed regularly and adapted to ensure it is a relevant and appropriate **(See Supporting Staff Members Individually Section)**
- If adjustments are unable to meet the needs of the member of staff or the nursery, then further advice support will be sought.
- Staff well-being and staff self-care information is available within designated staff areas
- Leaders and managers support practitioners in a safe culture where bullying, harassment and discrimination will not be tolerated; along with a culture that will challenge and deal with any inappropriate behaviour in a timely manner.

### ***Supporting Staff Members Individually***

At Care Chiefs we include well-being as part of our discussions at staff supervision sessions and appraisals. During these sessions, we will work with staff on an individual basis, and have well-being discussions to ascertain any individual well-being needs. Where the Manager and staff member feel it is appropriate, they will draw up an individual action plan, this will include looking at the workload and any stress triggers. With the needs of the nursery also in mind, reasonable adjustments will be made for the member of staff; this

could include flexible working agreements, changes in environment, adjustments to jobs role and responsibilities; more frequent breaks, a working buddy, or any other appropriate measure that it is felt could be helpful.

If returning to work after a period of absence, a back to work interview will be carried out as per our 'Return to Work Policy.'

We follow all statutory guidance on the safeguarding of our workforce and as stated, if the Manager is concerned about the safety of a member of staff, we will work with the 'Designated Safeguarding Lead' to ask for support from the appropriate external agencies; this is to ensure the continued safety of our workforce at all times.

## Staff Qualifications, Training, Support, and Skills Policy

**EYFS Specific Legal Requirement: 3.33** What practitioners know, plan for, and do matters for children's learning, development, safety, and happiness in settings. Providers must ensure that all staff receive induction training to help them understand their roles and responsibilities. Induction training must include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues. Providers must support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.

**3.13** Providers must ensure that people looking after children are suitable; they must have the relevant qualifications, training and have passed any required checks to fulfil their roles. Providers must take appropriate steps to verify qualifications, including in cases where physical evidence cannot be produced. Providers must also ensure that any person who may have regular contact with children (for example, someone living or working on the same premises the early years provision is provided), is suitable

**Compliance:** The setting places a great deal of emphasis on training and values the outcomes of training received. The settings manager is level 4, the deputy manager has a level 3 qualification along with the two of the room leaders. The registered childcare providers and staff members continually strive to add to their existing knowledge and 'Continuing Personal and Professional Development' (CPPD) records are maintained through a mix of in-house and external training.

### Induction

New practitioners are booked on the first available paediatric first aid training course and receive an induction to the setting consisting of:

- Emergency evacuation procedures.
- Safeguarding.
- Child protection.
- Equality; and diversity
- Health and Safety

#### As well as:

- Suitable person.
- Suitable premises.

- Organisation.
- Documentation.
- Early learning.
- Assessment

They then have an induction record period to support them over the first few months as part of induction to the setting.

### Supervision

**EYFS Specific Legal Requirement:** 3.34 Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching, and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork, and continuous improvement, which encourages the confidential discussion of sensitive issues.

**3.35** Supervision should provide opportunities for staff to: • Discuss any issues – particularly concerning children’s development or well-being, including child protection concerns. • Identify solutions to address issues as they arise. • Receive coaching to improve their personal effectiveness.

**Compliance:** Staff at the setting are supported by management through regular supervision. We monitor staffs performance, key children, concerns, health and well being, set targets and agree training and support.

### NVQ's

**EYFS Specific Legal Requirement: 3.37** In settings on the early years register, the manager of the setting must hold an approved qualification at level 3 or above and at least half of all other staff must hold at least an approved level 2-[qualification](#)<sup>29</sup>. An approved qualification is defined by the Department for Education as meeting the criteria set out in the Early Years Qualification Requirements and Standards document. Approved qualifications are published on the Early Years Qualifications List on GOV.UK<sup>27</sup>. [‘EYQL’ on GOV.UK](#)<sup>30</sup> except, as outlined in paragraphs 1.11 and 1.16 of the Early Years Qualification Requirements and Standards document, those which are not individually listed on the EYQL but count as approved qualifications if they meet certain criteria. Managers appointed on or after 4 January 2024 must have already achieved a suitable level 2 qualification in maths or must do so within two years of starting in the position. This also applies to existing managers moving to a new managerial role. Managers are responsible for ensuring staff have the right level of maths knowledge to effectively deliver the EYFS curriculum. Managers should have at least two years’ experience of working in an early years setting, or have at least two years’ other suitable experience. The provider must ensure there is a named deputy who, in their judgement, is capable and qualified to take charge in the manager’s absence.

**Compliance:** The manager of the setting holds an NVQ Level 4 in childcare, and has worked in childcare since 2007, the deputy manager holds an NVQ Level 3 in childcare, the practitioners and/or apprentices employed by the setting are NVQ Level 3 [or level 2](#) trained or working towards NVQ Level 3-[or level 2](#).

### **First Aid Trained**

**EYFS Specific Legal Requirement: 3.36** At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in Annex A. PFA training must be renewed every three years and be relevant for people caring for young children and babies.

**Compliance:** All staff working with children are paediatric first aid trained. New staff receive their paediatric first aid training as soon as possible after joining the setting. First aid training is local authority approved.

Paediatric First Aid courses are those that have been particularly developed with young children, toddlers, and babies in mind. The childcare provider's paediatric first aid certificates will be shown to parents if they request.

### **Competences**

**EYFS Specific Legal Requirement: 3.40** Providers must ensure that staff have sufficient understanding and use of English to ensure the well-being of children in their care. For example, settings must be able to:

- Keep records in English.
- Liaise with other agencies in English.
- Summon emergency help.
- Understand instructions. For example, about the safety of medicines or food hygiene.

**Compliance:** Potential candidates required to work with children are interviewed for their suitability including their:

- ability to communicate proficiently in English.
- capability in maintaining records in English; and
- competency in reading and understanding instructions that are written in English

### **Continuing Personal and Professional Development (CPPD)**

Our staff attend courses to continually develop their skills and learn new skills, courses are held in house, noodle now or through the local council, we call this ongoing training 'Continuing Personal and Professional Development' (CPPD).

The nursery manager, deputy, practitioners, and apprentices continue to undergo training and development to enable them to perform their duties effectively, the training they receive is a mix of the following:

- External Training – usually local authority endorsed and ran
- Internal Training – policies and procedures training, and new legislation
- Upgrade and renewal training, e.g., safeguarding, food hygiene and first aid
- NVQ's
- Textbook reading
- Professional Magazines

### **Menopause Policy**

At care chiefs nursery we are committed to providing an inclusive and supportive working environment for all our employees. This policy sets out the support for employees experiencing

menopausal symptoms, ensuring they feel comfortable and confident to discuss their needs and request any necessary adjustments.

#### Aims

- Foster an environment where colleagues can openly discuss menopause without embarrassment.
- Support understanding of what menopause is, enabling staff to have informed conversations.
- Inform managers about potential symptoms and how to support staff.
- Ensure women experiencing menopausal symptoms feel confident to seek support and reasonable adjustments.
- Reduce absenteeism due to menopausal symptoms.
- Demonstrate our commitment to supporting women's needs during menopause.
- Highlight our duty to provide a safe working environment for all employees.

#### Definitions

Menopause is a natural stage in a woman's life when she stops menstruating and reaches the end of her natural reproductive life. It usually occurs between the ages of 45 and 55 but can happen earlier due to surgery, illness, or other reasons. Symptoms can include hot flushes, night sweats, mood changes, and sleep disturbances.

#### Symptoms

Menopausal symptoms can vary widely but may include:

- Hot flushes and night sweats
- Difficulty sleeping
- Mood changes, such as anxiety and depression
- Memory and concentration issues
- Headaches and joint pain

#### Support for Staff

- **Open Communication:** Encourage staff to discuss their symptoms with their line manager or HR representative.
- **Reasonable Adjustments:** Make reasonable adjustments to the working environment, such as providing a fan, access to a private space for cooling down, or flexible working hours.
- **Health and Wellbeing:** Provide access to information and resources on managing menopausal symptoms, including dietary advice and exercise tips.
- **Training for Managers:** Offer training for managers to help them understand menopause and how to support affected staff.

#### Responsibilities

- **Employees:** Communicate any symptoms or needs to their line manager and seek support as needed.

- **Managers:** Provide a supportive environment, make reasonable adjustments, and refer employees to HR or occupational health if necessary. Ensure that all staff are aware of this policy and provide training and resources to support affected employees.

## Staff Signing In and Out

Each staff member **MUST** sign in each morning via family app. By signing in you are declaring you are fit for work and your suitability has not changed.

Each staff member **MUST** also sign out of the building.

We require all person's staff, visitors, children etc to be signed in and out of the building for safeguarding, protection, and fire purposes.

## Student/Volunteer Placement Policy

We recognise that the quality and variety of work which goes on in the setting, make it an ideal place to be for a placement from school and/or college childcare courses.

Students/volunteers are welcomed into the setting on the following conditions:

- The needs of the children are paramount. Students/volunteers will not be admitted in Numbers which hinder the essential work of the setting.
- Students/volunteers must be confirmed by their tutor as being engaged in a bona fide Childcare course, which provides necessary understanding of the children's Development and activities.
- Where a student/volunteer requires to study any specific child/children, the student/volunteer will not Commence this study until they have asked the child's/children's parent/carer in Writing and have had returned consent to do so.
- Any information gained by the student/volunteer about the children, families or other adults in the setting must remain confidential.

## Toileting and Accidents Policy

### **Toilet Training and Accidents**

Toilet training is a fundamental development stage within a child's learning process, but it is also an excellent opportunity for diseases to spread. Accidents happen during toilet training and even for some time after. Children forget to go to the toilet when they are wrapped up in the activity that they are pursuing. These mishaps can lead to bodily fluids being deposited including on the child's clothing.

It is important that parents understand that toilet training should only be undertaken once a child is ready, e.g., that the child understands that they need the toilet **AND** that the child can adequately communicate that need with the childcare providers. It is also important to consider a sensible choice of clothing for their child during training and for some considerable time afterwards, e.g.,

easily removable items can prevent unnecessary accidents. As a child grows and becomes more independent, they will be expected to go to the toilet alone or with minimum supervision, again it is important that the child wears clothing that they can easily **AND** independently remove and restore themselves when visiting the toilet, accidents at this point can be prevented if a child wears sensible clothing.

In **ALL** cases a change of clothing will be necessary. If a child does not have adequate spare clothing to be changed into, we will contact the parent to inform them of this and to be advised on what appropriate steps they would like us to take. Soiled articles of clothing will be tied in a plastic bag and sent home with the parents to be washed. No items will be washed or rinsed at the setting as this can spread germs or cause cross-contamination and takes the childcare providers away from their normal duties.

If a child regularly has accidents whilst in the childcare setting, then the childcare providers may suggest that the child is not yet ready for toileting and will recommend that the child returns to nappies until they are ready.

Parents and their child's key person are encouraged to work together during this time to help the child. The key person will always share strategies and advice with the parent/carer.

Nursery staff must wear appropriate protection when changing a child, including a white apron and gloves.

These must then be disposed of.

All children must be closely supervised in the bathroom by an appropriate member of staff. Children in the pre-school room are encouraged to be independent therefore they are required to be checked periodically rather than closely supervised.

Children's privacy **MUST** be respected at all times, using privacy screens and keeping doors shut along with teaching children about privacy and keeping out the bathroom when necessary.

The BBC Health website has some good information and advice regarding potty training a child, this can be found at:

[http://www.bbc.co.uk/health/physical\\_health/child\\_development/toddlers\\_toiletraining.shtml](http://www.bbc.co.uk/health/physical_health/child_development/toddlers_toiletraining.shtml)

Remember some children are around two to two and half years old before they are ready to potty train with many children being nearer the age of three before being ready; trying to potty train a child before they are ready can sometimes inhibit their progress and create mental blocks, and in any event **will not** speed up the process. The NHS provides some good information at:

[http://www.childrenfirst.nhs.uk/families/az\\_child\\_health/t/toilet\\_training.html](http://www.childrenfirst.nhs.uk/families/az_child_health/t/toilet_training.html)

## Transitions

At Care Chiefs we organise transitions around the needs of the individual child. We understand that we have a statutory duty to ensure continuity for children during periods of transition. We believe

that smooth transitions support the personal, social, and emotional development, learning and future success of every child.

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

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

### ***Transitions between settings, rooms, and key people***

- Family app is available for parents and children to look at by logging on to their parent portal where they will see all the latest assessments, observations, and photos. They can also see nursery news feed and message staff.
- Parents are positively encouraged to add information to the family app, which key persons subsequently respond to within the setting.
- Transition forms are completed by the key person and passed on to the new key person.
- Parents are introduced to the new key person and given a guided tour of their child's new room and given an opportunity to chat and discuss any questions they may have.
- The information from the transition forms and learning stories feed into the two year checks the key person must complete. These will commence when the child has been in their new room for more than six weeks, this allows time for the child to settle in their new environment.
- We organise displays and have open days to help parents understand how young children learn and develop, which helps parents to enhance learning opportunities at home.
- Key Person also takes responsibility for telling the parent or carer about events in the day that have been important for the child, which is an additional and highly valuable way of communicating information with parents.
- Managers show that they value smooth transitions by giving time for staff to support children and families
- Wherever possible Staff are organised to enable Key People to be available at handover times to talk to parents
- Setting managers monitor the effectiveness of daily or weekly communication between parents and child (And on a less frequent basis with different settings the child may be attending or additional support agencies for a child or families).
- We continue to support children with additional needs
- Professionals who support individual children, such as Speech and Language Therapists, can do so in the setting where the child is more settled and confident
- We work with parents as equal partners with, for example EHCP and CAF
- We endeavour to share as much information as possible with other settings or carers, in the case when a child attends more than one setting. Parents are invited to be involved in this important process to achieve the best understanding of the child that we can.

### **Transition from pre-school setting into school**

- Care Chiefs aims to maintain good relationships, built on professional respect, with all local feeder schools.
- Staff from feeder schools are invited to visit the child within our setting during the Summer Term prior to transition, to make the Key Person in the receiving school aware of the likely emotional needs of the child. Written information is shared with school via the parents and carers.
- Here I come sheet is completed and shared with the new setting.
- We organise (if necessary) and attend a 'transition meeting' which will include a "my story" for those children with identified additional needs, with the support of our Area Senco. Parents and carers, staff from feeder school and key persons are invited, alongside any other relevant professionals, to ensure the child's needs can be met in school.
- All children have a final assessment written by their key person, identifying key information about the child with links to the EYFS where appropriate. These are used to feed into 'here I come' for school and available for parents to download via the 'Learning book App'
- Where possible we organise a leavers party or leavers trip where parents/carers are invited, and all the children can say their goodbyes and we can say a big "thank you" to all our families.
- Transition practice will be evaluated as an ongoing interest, by all staff (particularly key persons).
- Transition Policy will be reviewed annually by the 'named person' responsible for transitions, and as an integral part of the annual SEF review, where any changes will feed directly into future action plans

### **Visitor's Code of Conduct**

When visiting our nursery, we kindly ask that you read and follow our visitors code of conduct below:

- Under No circumstances are you allowed to use your mobile phone or any camera devices. These must be stored in your personal bag if you are visiting upstairs, if you are visiting the nursery rooms, please store your mobile phone/camera in the nursery safe
- If there is a fire/fire drill whilst on site, please exit using your nearest fire exit and assemble on the nursery car park/garden area
- Please ensure you sign in and out using the visitors' book below
- Please show Identification
- You must use appropriate language and behaviour with the children and staff
- Please only use staff toilets
- No smoking on nursery grounds

### **Whistleblowing**

Whistleblowing is raising a concern about malpractice within an organisation.

[3.7 Providers must put appropriate whistleblowing procedures in place for all staff \(including students and volunteers\) to raise concerns about poor or unsafe practice in the setting's safeguarding provision. This must include when and how to report concerns and the process that](#)

will be followed after staff report concerns. Providers must ensure staff are aware of the setting's whistleblowing procedures and must ensure all staff feel able to raise concerns about poor or unsafe practice and know that such concerns will be taken seriously by the senior leadership team.

### **General principles**

As an organisation we need a system in place which allows for the confidential raising of concerns. This policy will allow a member of staff who has a worry or suspicion to take it to the right person and to have confidence that their concerns will be considered appropriately. We are committed to tackling abuse and other forms of malpractice. We will take all matters seriously; however, we have zero tolerance people seeking to cause trouble and the raising of unfounded malicious allegations, which will be treated equally seriously.

Our whistleblowing Officers are the **Nominated Person** and the **Manager**.

### **Concerns**

Abuse includes allegations that an adult has: - behaved in a way that has harmed a child or may have harmed a child **OR** possibly committed a criminal offence against or related to a child **OR** behaved towards a child in a way that indicates s/he is unsuitable to work with children.

Examples of malpractice include: - Fraud, theft, inappropriate use of delegated budget & assets, tampering with documents to the advantage of an individual, manipulation of accounts & finances, decision making for personal gain, deceit, abuse of position, bullying etc.

Care Chiefs is committed to delivering a high-quality nursery service, promoting organisational accountability, and maintaining public confidence.

We treat any allegation of abuse seriously in line with the Salford's Safeguarding Children Board guidelines. If staff members witness any of the behaviour below, they should immediately report this following the procedures below:

- A staff member/ student/ volunteer has behaved in a way that has harmed a child.
- A staff member/ student/ volunteer has possibly committed a criminal offence against or related to a child.
- A staff member/ student/ volunteer has behaved in a way that indicates s/he is unsuitable to work with children (Inappropriate language or behaviour).
- Discrimination of any kind has been witnessed.

An employee or volunteer who, acting in good faith, wishes to raise such a concern should:

- Normally report the matter to the manager who will advise the employee or volunteer of the action that will be taken in response to the concerns expressed. If an employee or volunteer feels the matter cannot be discussed with the manager, he or she should contact the **Local Authority Designated Officer on 0161 6034350**
- Concerns can be raised on safeguarding disclosure form, in person, via phone or through family app. If staff member needs to report concerns outside of nursery opening hours they should do so via family app to manager.
- Or OFSTED on 0300 123 1231 for advice on what steps to follow. The contact details are also displayed clearly in the setting for all staff, visitors and parents and carers.

Staff can also contact- NSPCC whistleblowing advice line is available. Staff can call 0800 0280285 – 08:00 to 20:00

### **Concern About a Manager**

In the case of the concern being about the manager, the matter should be raised with the Nominated Person Angela Wallace-07703024346 who will then contact the Local Authority Designated Officer (LADO) **OR** contact the LADO directly *within one working day*.

### **Concern About Any Other Member of Staff**

In the case of any other staff member, both paid and voluntary, the matter can be raised with the manager in a number of ways: - Speak directly **OR** complete a safeguarding disclosure on staff profile via family. All staff in the room 'staff room' **OR** phone (see essential contact details at back of file,) who will then contact the LADO **OR** contact the LADO directly *within one working day*.

A full investigation will then take place. The informant/whistle blower will be given full support, their details will be kept confidential and if necessary, they will be protected from reprisals. Any employee found to be victimising other employees or the public or deterring them from raising concerns will be disciplined following the handbook procedure.

We will inform the whistle blower of the results of the investigation and any actions.

For malpractice - if the whistle blower is not satisfied with the response and the proposed action or is unhappy with the conduct of the investigation then concerns can be raised as follows:

Concern about any other employee – contact the Nominated Person.

In the case of abuse contact the LADO immediately and report the issue.

Alternatively, it may be more appropriate to discuss the matter with the police 0161 872 5050

### **Prevent Abuse by Means of Good Practice**

- Adults that have no CRB/DBS certificate or relevant childcare qualifications will **never** be left alone with a child. Children will have regular circle time and discussions on appropriate behaviour.
- All staff are aware of where to access the response phone number. It is clearly displayed on notice boards within the nursery.
- We are aware of our wider safeguarding responsibilities to ensure children are kept safe. We complete regular safeguarding audits to ensure our responsibilities are met within EYFS statutory framework.
- We share information from the children's centre with families to promote well-being.
- Daily and yearly risk assessments ensure safety and robust systems are in place to ensure healthy practices are in place (See policy).
- Medication forms note last dosage given and permission is always sought from parents prior and after administration noting last dosage given.
- Parental responsibility is captured on entry.
- First aid training is accessed by staff and there is always a staff member that has been trained on site. The first aid box is accessible in the room.
- Regular fire evacuation drills take place and contacts, a designated phone is taken out and records kept.

- Smoke alarms are checked regularly, and public liability insurance is displayed.



## Appendix I – Policy Reviews

| Policy                                  | Date renewed                                     | Person reviewed |
|-----------------------------------------|--------------------------------------------------|-----------------|
| Accident and injuries                   | August <a href="#">2024</a> <a href="#">2025</a> | Loren-Manager   |
| Babysitting policy                      | August <a href="#">2024</a> <a href="#">2025</a> | Loren-Manager   |
| Behaviour management policy             | August <a href="#">2024</a> <a href="#">2025</a> | Loren-Manager   |
| Collection and uncollected child policy | August <a href="#">2024</a> <a href="#">2025</a> | Loren-Manager   |
| Complaint's policy and procedure        | August <a href="#">2024</a> <a href="#">2025</a> | Loren-Manager   |
| Confidentiality policy                  | August <a href="#">2024</a> <a href="#">2025</a> | Loren-Manager   |
| Consulting with children                | August <a href="#">2024</a> <a href="#">2025</a> | Loren-Manager   |
| COVID 19 policy                         | August <a href="#">2024</a> <a href="#">2025</a> | Loren-Manager   |
| Data protection policy                  | August <a href="#">2024</a> <a href="#">2025</a> | Loren-Manager   |
| Disciplinary and grievance              | August <a href="#">2024</a> <a href="#">2025</a> | Loren-Manager   |
| Disclosure                              | August <a href="#">2024</a> <a href="#">2025</a> | Loren-Manager   |
| Documentation                           | August <a href="#">2024</a> <a href="#">2025</a> | Loren-Manager   |
| Fire and evacuation                     | August <a href="#">2024</a> <a href="#">2025</a> | Loren-Manager   |
| Food and drink                          | August 2025                                      | Loren-Manager   |
| Health and safety                       | August <a href="#">2024</a> <a href="#">2025</a> | Loren-Manager   |
| Healthy eating                          | August <a href="#">2024</a> <a href="#">2025</a> | Loren-Manager   |
| Healthy packed lunch                    | August <a href="#">2024</a> <a href="#">2025</a> | Loren-Manager   |
| Illness and sickness                    | August 2025                                      | Loren-Manager   |
| Indoor/outdoor procedure                | August 2025                                      | Loren-Manager   |
| Key person and settling in policy       | August 2025                                      | Loren-Manager   |

|                                                          |                                                  |                      |
|----------------------------------------------------------|--------------------------------------------------|----------------------|
| Lunch payment policy                                     | August 2025                                      | Loren-Manager        |
| Medication                                               | August <a href="#">2024</a> <a href="#">2025</a> | Loren-Manager        |
| Missing children policy                                  | August <a href="#">2024</a> <a href="#">2025</a> | Loren-Manager        |
| Monitoring and supervising staff                         | August <a href="#">2024</a> <a href="#">2025</a> | Loren-Manager        |
| Nappy changing procedure                                 | August <a href="#">2024</a> <a href="#">2025</a> | Loren-Manager        |
| Outdoor play                                             | August <a href="#">2024</a> <a href="#">2025</a> | Loren-Manager        |
| Prevent and British values                               | August 2025                                      | Loren-Manager        |
| Prevent duty                                             | August 2025                                      | Loren-Manager        |
| Procedure for stairs                                     | August 2025                                      | Loren-Manager        |
| Safeguarding and welfare policy                          | August 2025                                      | Loren-Manager        |
| Safer recruitment policy                                 | August 2025                                      | Loren-Manager        |
| Settling in                                              | August <a href="#">2024</a> <a href="#">2025</a> | Loren-Manager        |
| Site security                                            | August <a href="#">2024</a> <a href="#">2025</a> | Loren-Manager        |
| Sleeping child policy                                    | March-2025                                       | Zita- Deputy Manager |
| Smoking policy                                           | August <a href="#">2024</a> <a href="#">2025</a> | Loren-Manager        |
| Social media policy                                      | August 2025                                      | Loren-Manager        |
| Special educational needs policy                         | August <a href="#">2024</a> <a href="#">2025</a> | Loren-Manager        |
| Special educational needs and equal opportunities policy | August <a href="#">2024</a> <a href="#">2025</a> | Loren-Manager        |
| Staff child ratio                                        | August <a href="#">2024</a> <a href="#">2025</a> | Loren-Manager        |
| Staff holiday policy                                     | August <a href="#">2024</a> <a href="#">2025</a> | Loren-Manager        |
| Staff qualifications and training policy                 | August 2024                                      | Loren-Manager        |
| Staff medication policy                                  | August <a href="#">2024</a> <a href="#">2025</a> | Loren-Manager        |
| Staff Mental Health & Wellbeing                          | August <a href="#">2024</a> <a href="#">2025</a> | Loren-Manager        |
| Staff sickness policy                                    | August 2025                                      | Loren-Manager        |

|                                 |                                   |                                          |
|---------------------------------|-----------------------------------|------------------------------------------|
| Staff signing in and out policy | August 2025                       | Loren-Manager                            |
| Staff uniform payment policy    | August <a href="#">20242025</a>   | Loren-Manager                            |
| Student placement policy        | August <a href="#">20242025</a>   | Loren-Manager                            |
| Toileting and accidents policy  | August <a href="#">20242025</a>   | Loren-Manager                            |
| Transition policy               | August <a href="#">20242025</a>   | Loren-Manager                            |
| Visitor's code of conduct       | August <a href="#">20242025</a>   | Loren-Manager                            |
| Whistle blowing                 | August <a href="#">20242025</a>   | Loren-Manager                            |
| Whole Document                  | <a href="#">22/01/August 2025</a> | <a href="#">Paul BrooksLoren-Manager</a> |