

# Cranford Nursery School

Caring for and educating your children for more than 30 years

## POLICY HANDBOOK

# INDEX

Page	
3	Accidents & Insurance
8	Behaviour
13	Bullying
18	Care Learning and Play
25	Children's Records
28	Complaints
29	Confidentiality
30	Data Protection
40	Employment of People with a Criminal Record
42	Equal Opportunities
46	Exclusion
47	Fire Safety
50	First Aid
51	Food & Drink
53	Health & Safety
55	Information Sharing
60	Lone Working
61	Medicines
65	Mobile Phone & Cameras
66	Staff Qualifications
67	Other People on the Premises
68	Outings
72	Parental Access to Records
73	Parental Responsibility
76	Parents as Partners
78	Parents Feedback
79	Personal & Intimate Care
83	Pets & Smoking
84	Privacy
89	Retention of Records
91	Role of Parents
92	Safeguarding
127	Special Needs
132	Statement of Purpose
140	Toys & Equipment
141	Transition
145	Uncollected Child
146	Whistle Blowing

## Cranford Nursery Accident and Injury Policy

The nursery has robust systems in place for risk, and health & safety management. Whilst it is accepted that the likelihood of accidents occurring to children and staff will happen on occasion, this policy sets out to inform parents and staff of the procedures put in place to manage accidents, incidents and injuries that occur on nursery premises.

### Information for parents

#### Serious injury

The child's Parent/s or emergency contacts will be contacted by phone and notified of a serious injury, they will be advised to come and collect their child immediately and seek medical advice. The parent/carer will be asked to sign an accident form and staff will photocopy or duplicate the form for the parent to take to the hospital.

Senior staff will complete forms to notify Registration and Inspections Unit and RIDDOR if appropriate.

#### Minor injury

When a child suffers a minor injury the parent will not be phoned but the person collecting the child will be asked to sign the accident form and will be notified of the injury.

#### Head injuries

If a child has sustained a bump to the head the parent/carer will be informed on collection, the care giver will be asked to sign the accident form and given a head injury form.

#### Foreign objects

The nursery will not remove foreign objects from the eyes nose or ears. This is invasive and may cause a child to become distressed. Parents will be contacted and advised to seek medical intervention.

Occasionally children may get sand in their eyes during day to day activities. If this happens the event will be noted on a child's accident record, and parents advised to seek medical attention if eyes become irritated or painful. If a child

receives an insect sting that remains attached to the child, parents will be contacted to seek medical assistance.

## Dealing with accidents and injuries to children

All senior staff will hold a first aid certificate, junior staff will be working towards gaining their First Aid certificate.

Wherever possible care will be administered by the child's key person, if the key person is unavailable then the information will be passed on to the parent/carer by a nominated colleague.

The Parent/carer will be asked to read the accident report and to sign before leaving the nursery. This is a mandatory requirement (EYFS.)

## Important information for parents

In the event of an accident that requires medical treatment nursery will contact parents in the first instance, and wherever possible wait for the parent to accompany the child to hospital.

Should the situation require urgent action the child will be transported to hospital. Nursery will follow the procedures for alerting the emergency services 999 and the key person or another member of staff known to the child will accompany them in the ambulance IF staffing ratios allow this.

It may not be possible for a member of staff to travel with the child in the ambulance if this is the case then the child's name and date of birth and name of parents will be given to the paramedics and the parents will meet the ambulance at the hospital.

## Accident records

will be kept for a minimum of 10 years once children have left the nursery. In compliance with current legislation and IOM data protection, these documents will be securely archived.

Individuals may request from the Nursery Manager a copy of any documentation kept about themselves or their child. If documents are already archived the cost of retrieving and copying any requested documentation will be passed on to the individual.

## Parental responsibility

Parents are required to provide emergency contact telephone numbers, and those of a known person who can collect a child in their absence. This is a mandatory requirement (EYFS).

Parents have given permission for emergency treatment to be sought in their absence as detailed in their childcare registration.

Parents are expected to inform nursery immediately of any change to contact numbers or addresses.

Parents are expected to inform staff on arrival if their child has sustained a physical injury away from the nursery as this may impact on their well-being.

An accident form will be recorded of the injury, how it happened and will be recorded on file, with a parental signature.

Information for staff

Dealing with accidents and injuries to children

Permanent staff holding a first aid qualification will treat accidents and injuries, and complete all documentation.

A serious incident must be recorded accurately and written up asap after the incident happened whilst fresh in your mind.

For unqualified staff, comfort child in the first instance but then seek help from a colleague or supervisor.

In some circumstances supply staff who hold a current first aid qualification will be asked to tend to an injured child (eg; in the absence of another first aider in the area).

Minor injuries will be treated by the first aider attending, however a second opinion must be sought for injuries that may need further treatment.

The first aider attending injured child will;

- Comfort and treat the child.
- Notify supervisor if there are any concerns about the sustained injury.
- Arrange for parents to be contacted if necessary.
- Complete child's accident record form and head injury letter, if appropriate.
- Obtain parental signature on the accident form when the child is collected.
- Decisions to inform parents will be made by senior management.
- The Nursery Manager or Deputy are responsible for arranging medical treatment for serious injuries, which may involve taking the child for treatment in the absence of parents or carer.

## Dealing with accidents and injuries to staff and visitors

Adults are sometimes embarrassed if they feel unwell or sustain a minor injury in the presence of others. It is human nature to make light of a situation, however employers have a duty of care to those on the premises, and need to be aware of any incident, however small. The casualty should be treated with dignity at all times, staff should ensure that children are guided away from the situation in a calm and organised way. They must seek additional support from colleagues to enable this to happen.

All injuries or accidents to staff or visitors whilst on any part of the nursery premises must be reported. In the event of a minor injury staff should inform a colleague or supervisor who will take appropriate steps for treatment.

All staff must notify the manager of any change of contact details for themselves and next of kin.

- All staff must declare if they are taking any medication, and where this is kept whilst at work.
- In the absence of a manager, a member of the senior team will administer first aid.
- If the adult is unwell but conscious, ask if they are taking any medication, and where this can be found.
- After the casualty has been treated an accident form is to be completed by the manager and the casualty and must be reported to RIDDOR and a Notification of events form completed for Registrations and inspections (if they are able to do so must sign). A copy of which will be kept on records, with the information transferred to RIDDOR AND RIU.
- If the casualty requires medical treatment the Manager or a member of the senior nursery team will contact next of kin.
- Should the situation require immediate action arrangements will be made for transportation to hospital. Nursery will follow the procedures for alerting the emergency services and wherever possible a member of staff will accompany the casualty to hospital.

## Record keeping

The nursery are required to keep detailed records of all accidents and injuries to anyone on the premises or in the surrounding areas. (EYFS 2012, Health &

Safety compliance).

All staff must complete any documentation immediately after the casualty has been comforted and treated. Non compliance is a disciplinary offence and steps may be taken invoking RIDDOR/RIU disciplinary procedures.

Contact details, documentation and their locations are listed below;

Accident record forms: Accident record file in art room cupboard

Emergency services 999

Head injury: Accident record form in accident file in art room cupboard

Head Injury Form: In accident file

Medication information: In medication file in art room cupboard

Parent contact details: black box in art room cupboard

Medication is kept in children's bathroom in a locked cupboard.

REVIEWED on (date): 16th MAY 2019

Signed on behalf of Cranford Nursery:

Name: Fiona Harcourt

Job title: Nursery Manager

## BEHAVIOUR POLICY

### RATIONALE

We believe that everyone at the Nursery has a right to feel valued, respected and safe. For this to happen in practice, we have a responsibility to behave in ways that enable all of us to feel free to explore and learn without fear of being hindered or hurt.

This policy provides guidelines on how to support this vision; it recognises that learning self-regulation and socially appropriate behaviour is a developmental

process and that through modelling positive behaviour at all times and managing challenging behaviour appropriately and competently, we can provide for the needs of the individual as well as ensuring the safety and well-being of everyone at the Nursery.

## AIMS

We aim to listen to, and acknowledge the views of everyone in the nursery, embracing who we are and where we have come from. In recognition of this, our expectations of behaviour are underpinned by the following values which were agreed by all staff.

**RESPECT AND RECOGNITION:** to value and celebrate our own and others' contributions and uniqueness, and to show consideration for our own feelings and the feelings of others.

- **FREEDOM AND RESPONSIBILITY:** to enable children and adults to explore and express themselves freely in an environment which supports decision making and opportunities to consider the consequences of our words and actions.
- **INCLUSION:** to provide access to learning for all, taking into account everyone's needs, background and ability, working together to share the same vision and work towards the same goal.
- **HONESTY:** to empower everyone to communicate openly and honestly in their interactions with each other.
- **SAFETY and TRUST:** to help everyone to feel able to express their concerns and fears in an appropriate way and to thrive physically and emotionally in their learning.

## GUIDELINES

At this age children are learning how to behave appropriately. Many of the things they do are normal for their stage of development and we help them to learn when something is dangerous or harmful to themselves or others, and to make positive choices in their behaviour.

We do this by:

- Noticing and acknowledging positive behaviours.
- Using clear and consistent boundaries across the nursery.



- Explaining the consequences of some behaviours and offering choices.
- Involving the children in problem-solving, finding another way or distraction.
- Sharing information with parents/carers about their children's behaviour both in the nursery and at home
- Providing strategies to support turn-taking e.g. using a sand-timer.
- Communicating and modelling positive behaviour, using a variety of strategies and props e.g. makaton, gestures, visual timetables and puppets
- Recognising and acknowledging feelings to encourage empathy
- Creating an environment that minimises conflict e.g. ensuring there are sufficient resources
- Providing planned opportunities to discuss behaviour and feelings e.g. at PSE circle time.

## CHALLENGING BEHAVIOUR

Adults at the nursery will intervene when behaviour is persistently disruptive or difficult to manage.

We do this by:

- Being clear about the behaviour that is unacceptable
- Supporting the child to think of solutions to put things right.
- Providing time away from the situation to calm down and reflect before talking things through.
- Use of personalised Social Stories
- Working together with parents/carers and families to share strategies and ensure we are giving a consistent message.
- Using a 'Solution Circle' to generate ideas for support.
- In some cases, involving the SENCO in setting up an individual education plan (IEP) with specific targets related to behaviour.
- Liaising with other agencies e.g. health visitor, behaviour improvement team, to access further support and advice.
- Some behaviours are extremely concerning e.g. racist remarks, inappropriate touching, verbal aggression, persistent harming (of themselves or others), and intentional damaging of property. Incidents such as these will be managed on an individual basis and in a non-judgemental and appropriate way.
- This may include:
  - Removing the child from the situation.
  - Seeking immediate support from other staff members
  - Contacting the parent/carer and request the child is taken home.
  - On rare occasions: using positive handling techniques for the child's own safety and the safety of others (see Health and Safety Policy).

- Convening a meeting the same day, including a member of the Senior Management Team and the parent/carer, to identify ways forward.
- Referring to other agencies e.g. Educational Psychology Service, Child and Adolescent Mental Health Service, for further guidance and support.

## CONFLICT RESOLUTION STEPS

1. **Approach calmly and with an open mind**
2. Walk over and get down to their level.
3. **Acknowledge feelings**
4. Say "I can see you're feeling hurt/cross/upset/angry"
5. **Gather information from both sides**
6. Say "What's the problem?"
7. **Restate the problem**
8. Say "so the problem is..."
9. **Ask for solutions and choose one together**
10. Say "I wonder what we can do to solve the problem/help you feel better?"
11. **Be prepared to give follow-up support**
12. Keep an eye out for what happens next and give further support if needed.
13. With acknowledgement to Rachael Underwood and the High/Scope Educational Research Foundation

## PARENT/CARER INVOLVEMENT

Working in partnership with our parents/carers is integral to the success of this Behaviour Policy. In order for it to work in practice, their contribution is vital.

We will achieve this by:

- Sharing the expectations of behaviour at the centre, through informal and formal discussions with individuals and groups of parent/carers.
- Talking to individual parents/carers about all aspects of their child's behaviour on a daily basis, as well as at regular parent/carer conferences.

- Being fair, non-judgemental and consistent when discussing children's behaviour with parents/carers.
- Providing extra support for parents/carers to help manage children's challenging behaviour e.g. through Family Support Services and outside agencies
- We hope parents/carers will feel able to:
  - Inform us of any relevant changes to their circumstances which may affect their child's behaviour e.g. new baby, moving house, bereavement, divorce, separation or hospitalisation.
  - Re-enforce expectations of positive behaviour by talking to their child at home.
  - Actively support staff at the nursery in implementing positive behaviour strategies.
  - Be a positive role-model for their child
- Reviewed August 2018

## Bullying

The Early years setting believes that its children have the right to play and learn in a supportive, caring and safe environment. If behavioural expectations are consistent and reasonable boundaries are in put place by caring and supportive practitioners, it can minimise the occurrence of bullying. It is important therefore that the Nursery has a clear written policy to promote this belief.

Bullying affects everyone, not just the bullies and the victims. No one person or group, whether staff or child, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at the Nursery.

Although bullying in the strongest context of the word does not generally occur at Jabberwocky it is recognised by practitioners that preschool children are developing their personalities and friendships, as well as exploring boundaries and appropriate behaviour which can result in conflict and clashes of personality.

Practitioners minimise occurrences by being observant and recognising that some children prefer the company of others and some don't. Fully understanding each child and observing them helps with the restorative approach jabberwocky uses. If any level of bullying is suspected observed or reported, the matter will be taken seriously, dealt with promptly and all parties will be supported appropriately and fairly.

This will involve working towards a shared understanding of the causes of the behaviour. Jabberwocky understands that all behaviour is a form of communication and should be recognised as such. Matters will be documented as necessary and reported to room leader/manager or/and parents if deemed necessary.

### **WHAT IS BULLYING?**

Bullying can occur through several types of anti-social behaviour. It can be:-

- **PHYSICAL** - child can be physically punched, kicked, hit, spat at, etc.
- **VERBAL** - Verbal abuse can take the form of name calling.
- **EMOTIONAL** - A child can be bullied simply by being excluded from discussions/activities or play, with those they believe.

### **AS A NURSERY:**

a) Provide an enabling and proactive environment in order to minimise opportunities for bullying

b) Use any opportunity to discuss the appropriate way to behave towards each other: circle time, topics, persona dolls, when going outside, snack time etc.

c) Deal quickly, firmly and fairly with any complaints, involving parents where necessary in a

### **POSITIVE AND CALM MANNER.**

d) The manager to review the Nursery Policy and its degree of success.

e) The staff will continue to have a firm but fair approach to behaviour management. The rules should be few, simple and easy to understand.

f) Do not use teaching materials or equipment which gives negative views of any group because of their ethnic origin, gender, etc.

g) Encourage children to discuss how they get on with other people and to form positive attitudes towards other people, exploring what friendship is.

h) Encourage children to treat everyone with respect.

i) We will treat bullying as a serious offence and take every possible action to eradicate it from our Nursery. Follow the ethos of BE KIND, CARE and SHARE.

j) Have suitable training to continue personal development within Behaviour management both on an individual and group basis.

## **ACTION TO BE TAKEN WHEN BULLYING IS SUSPECTED.**

We will support children by following the **six steps of conflict resolution** as follows:

- Approach calmly, stopping any harmful actions
- Acknowledge all children's feelings
- Gather information from all parties
- Restate the problem
- Ask for ideas and solutions and choose one together
- Be prepared to give follow up support.

We will speak openly with parents/carers in order to formulate a mutual agreement regarding action to move the situation forwards in a way which meets individual needs. If necessary, outside agencies will be contacted in order to support the setting, child and parents/carers.

### **Staff anti bullying Policy**

#### **Objective**

The purpose of this policy is to communicate to all employees, including supervisors, managers that Cranford Nursery will not in any instance tolerate bullying behavior. Employees found in violation of this policy will be disciplined, up to and including termination.

#### **Definition**

Cranford defines bullying as repeated inappropriate behaviour, either direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, at the place of work and/or in the course of employment. Such behaviour violates Cranford's Code of Ethics, which clearly states that all employees will be treated with dignity and respect.

#### **Examples**

Bullying may be intentional or unintentional. However, it must be noted that when an allegation of bullying is made, the intention of the alleged bully is irrelevant, and will not be given consideration when meting out discipline. As in sexual harassment, it is the effect of the behaviour on the individual that is important. Cranford considers the following types of behaviour examples of bullying:

- **Verbal bullying:** Slandering, ridiculing or maligning a person or his or her family; persistent name calling that is hurtful, insulting or humiliating; using a person as butt of jokes; abusive and offensive remarks.
- **Physical bullying:** Pushing, shoving, kicking, poking, tripping, assault or threat of physical assault, damage to a person's work area or property
- **Gesture bullying:** Nonverbal threatening gestures; glances that can convey threatening messages.
- **Exclusion:** Socially or physically excluding or disregarding a person in work-related activities.

In addition, the following examples may constitute or contribute to evidence of bullying in the workplace:

- Persistent singling out of one person.
- Shouting or raising voice at an individual in public or in private.
- Using verbal or obscene gestures.
- Not allowing the person to speak or express himself or herself (i.e., ignoring or interrupting).
- Personal insults and use of offensive nicknames.
- Public humiliation in any form.
- Constant criticism on matters unrelated or minimally related to the person's job performance or description.
- Ignoring or interrupting an individual at meetings.
- Public reprimands.
- Repeatedly accusing someone of errors that cannot be documented.
- Deliberately interfering with mail and other communications.
- Spreading rumours and gossip regarding individuals.
- Encouraging others to disregard a supervisor's instructions.
- Manipulating the ability of someone to do his or her work (e.g., overloading, under loading, withholding information, assigning meaningless tasks, setting deadlines that cannot be met, giving deliberately ambiguous instructions).
- Inflicting menial tasks not in keeping with the normal responsibilities of the job.
- Taking credit for another person's ideas.



- Refusing reasonable requests for leave in the absence of work-related reasons not to grant leave.
- Deliberately excluding an individual or isolating him or her from work-related activities, such as meetings.
- Unwanted physical contact, physical abuse or threats of abuse to an individual or an individual's property (defacing or marking up property).

### **Parent, carer & other agency workers anti bullying policy**

Bullying and Harassment by parents, carers, relatives, visitors or other agency workers.

Staff have the right to be treated with respect and dignity at all times.

Staff who perceive they are subject to incidents of bullying or harassment by carers, relatives, visitors or other agencies should report the incident to management and if it cannot be resolved then management will complete an incident report form and report the matter to their manager at RIU.

# CARE LEARNING AND PLAY POLICY

The first five years of life are crucial to a child's development. High quality early years provision has been proven to help children achieve their potential and support parents and their families. The role of the Early Years Practitioner encompasses a wide range of aspects dedicated to enhance children's experiences in a positive and supportive way.

In order to broaden the implementation of this policy of Cranford Nursery will endeavour to work in partnership with other providers involved in the care of children attending its settings. This will be by communicating verbally and attending regular meetings if needed.

With parental consent the Nursery will encourage the sharing of information as determined by the EYFS requirements.

At Nursery we will ensure that we deliver the 3 prime areas and the 4 specific areas of learning development (see EYFS Statutory Framework, pages 4 & 5, Paragraphs 1.4-1.6).

## **Prime Areas of Learning**

- Personal, Social & Emotional
- Communication & Language
- Physical

These prime areas are what all children need to concentrate on in their first few weeks and months of development. When they start nursery we will continue to support their development from home in our caring and safe environment. We focus on these prime areas whilst introducing the other 4 specific areas throughout the provision. During the period between 2 and 3 years of age we work with you and your Health Professionals to develop a Progress Check for your child. This will include a written summary of how they are progressing against these 3 prime areas.

## **Specific Areas of Learning**

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

These specific areas include many essential skills and knowledge that children need to learn in order to be ready for school. We all play a vital role in helping children achieve these and your involvement as a parent is a key factor in their success.

All seven areas are used to promote your child's individual interests and unique learning needs. Children are observed regularly to ensure their learning is effective; which can be seen by them investigating, concentrating and having their own ideas and thoughts.

Please download our Parents Guide to the Early Years Foundation Stage for more detailed information.

## **Children with English as an Additional Language:**

### **1. Language Learning**

- We recognise the fact that a child may enter our setting who is already developing one or more languages and is now adding English to the list.
  - We always allow these children extra space and time, patience and support.
  - We acknowledge and celebrate the skills they have in their home language for we believe this promotes confidence in their own abilities and raises their self-esteem.
- We recognise and reassure

### **2. Social Skills**

- Children who share the same home language are encouraged and enabled to spend time together in the nursery to communicate.
- Staff ensure that they make their teaching as visual as possible through the provision of pictorial and additional resources to assist EAL children and to enable them to fully access the inclusive learning environment.
- Staff ensure that they use gestures, facial expressions and explanatory actions together with the use of objects to explain each part of an activity.

### **3. Introduction**

- Upon entry to the nursery the family is welcomed by the Nursery Manager, who will show families around the nursery and check to see if there are places available.
- The child's Key Person offers support and assist in completing the setting's induction pack, if required. The Key Person continues to liaise with the family and ensures that they receive information and newsletters in a form that is accessible to them and that they are able to communicate their views and concerns to the staff without difficulty. The Key Person will seek the advice and support of the Early Years Team who is often able to provide translation solutions.

### **4. Language Development**

- We differentiate between those children who speak 'English as an Additional Language' or those who are 'Bilingual' by using the following definitions as provided by the Department of Education.

**EAL** stands for 'English as an Additional Language' and recognises the fact that many children learning English in schools in this country already know one or more other languages and are adding English to that repertoire.

**Bilingual** is used to refer to those children who have access to more than one language at home and at school. It does not necessarily imply full fluency in both or all of their languages.

- Should a child start Nursery as either an EAL or Bilingual speaker we will add their name to our EAL Register and monitor and track their progress during their Baseline and Yearly Development Checks.

## **Care**

**Food** – We will endeavour to provide children with the opportunity to experience a well-balanced, nutritional and varied menu with alternatives for individual specific dietary requirements. Food and liquid consumption will be regularly monitored to ensure children do not go hungry or become dehydrated.

Drinking water will be freely available for children to self-select or request throughout the whole day.

**Well-being** – We will endeavour to support, enhance and promote the well-being of all the children in their care. This will be governed by the directives included in all the policies, parents' instruction and legislative requirements. Personal hygiene is advertised and encouraged to prevent cross contamination, spread of disease and to pronounce children's awareness. The nursery will help children to distinguish right from wrong by encouraging positive behaviour, and giving praise for a child's affirmative contribution and good behaviour.

**Environment** – we will endeavour to provide an environment that is both physically stimulating and exciting whilst retaining stringent procedures to safeguard the security and safety of the children in the setting. We aim to keep our areas of learning similar to the natural environment but also challenging to give children the opportunity to take new risks.

Children will be encouraged to take on their responsibilities to promote and enhance their learning whilst understanding how to keep safe within the guidelines and direction of the practitioners and setting rules.

**Social Development** – we understands, supports and promotes the social development of the children in its care. Through daily routine, encouragement, reward and the provision of positive role models children should develop a well balance, confident and happy disposition.

Children will be encouraged, whenever possible; to set their own ground rules, correct inappropriate behaviour and express feelings with the support and empathy of the staff deployed as they progress through the natural changes of their growing years. Children will be encouraged to build positive relationships with each other, across all age ranges, as well as with the settings practitioners.

**Key Person** - Children must feel safe and secure in the early years environment. Through the appointment of the key person the children are encouraged to form attachments within the setting which reduces anxiety as well as developing a genuine bond with the child and offering a settled, close relationship. With the allocation of a key person it is hoped that the children and their parents become familiar with the setting and feel confident and safe within it. This will enable the keyworker to build positive relationships with the family.

This will enable the keyworker to build positive relationships with the family. The key person will be regularly writing observations and taking pictures of the children to put in their learning and development files, parents will be informed of this and consent will be given when the child starts nursery. The observations will be linked to the EYFS. For discussions about your child's development an arranged meeting can be organised by the key person.

### **Learning**

**Planning** – Whenever possible staff will be given opportunities away from the setting to plan activities specifically suitable to the children under their care. These may follow guidelines provided in the Early Years Foundation Stage depending on the age of the children in their Key Worker Group. Planning will, where possible, allow for long, medium and short term objectives with plenty of opportunity for sustained shared learning with both adults and other peers.

**Observation and Assessment** - It is envisaged that on-going individual observation will be achieved for each child as defined by the child's key worker but it is intended that a more formal written assessment will be made periodically. Opportunity for informal parental observation and assessment is also encouraged so that a more defined overall assessment can be achieved. Specific achievements may also be recorded such as colour recognition, jigsaw completion, computer operation etc. At the end of their attendance a summary document of their stage of development will be made available to the new establishment if required and all observation and assessment documentation will be transferred to the parent.

**Parents as Partners** – we understand and promote the statement "Parents are children's first and most enduring educators." and ensures that the parent's involvement as part of the shared learning process plays a significant part in the welfare of children attending the setting. The continuing contribution of children's

parents is regarded as a special relationship in terms of shared educational aims so that the best developmental outcomes may be achieved for the children.

## **Play**

**Free Play** - Free play provides the children with the opportunity to have an open choice for what they wish to play with. They can move freely from table to table or around the floor without restriction.

A range of toys available for free play may include; duplo, stickle bricks, car mat and cars, train set, books, small world toys, animals etc.

**Child initiated** – As children advance through the Early Years Foundation Stage opportunities for child initiation is encouraged. Planning is carried out using the children's interests as our starting points and next steps are then completed accordingly. Older children may become involved in the actual planning of activities, may request changes to the set up or may independently clear away and choose other resources. Children will be encouraged to take turns, self-select, clear away, maintain aspects of health and safety or take lead depending on their individual development stage.

**Key Worker Group Activities** - The daily routine will include circle time, singing, writing skills along with a topic focused activity which may be arts and crafts or role play or a range of equipment for this area may include; jigsaws, board games, sorting, matching, small discussion groups and messy play are just a few. These opportunities are further enhanced with the provision of tools; pots, pans, funnels, scissors, spades etc. This Policy follows the guidelines of good practice as detailed in the Early Years Foundation Stage and is supported by all other policies.

Cranford Staff will have the opportunity to attend regular courses to help support the provision of a continually improving quality learning experience for the children in our setting. Staff will be observing the children regularly to ensure that they know the child's stage of development and can tailor for each individual child's needs, they will then reflect on and include the different ways that children learn in their practise when planning activities. Each individual child's development file is their learning journal will be available for their parents/carers to read and they will be kept up to date daily on how their child is progressing at nursery, please see our working in partnership with parents/ carers policy for more information.

The staff will plan for children that attend different sessions by meeting the individual needs of all children at the heart of the EYFS and it is important to deliver

personalised learning, development and care to help children get the best possible start in life.

**Effective assessment** involves analysing and reviewing what is known about each child’s development and learning so that next steps to learning can be planned to meet their individual needs, this is called assessment for learning under the EYFS.

**Formative Assessment** - is assessment based on observations, photos, video, things children make or draw, information from parents etc. Summative Assessment – is a summary of all the formative assessments done over a longer period and makes a statement about a child’s achievements.

**The EYFS Profile** is the summative assessment used to review children’s progress along the early learning goals, Cranford Nursery fully understands, supports and endeavours to comply with the ethos devised through “Development Matters”/ (Every Child Matters) It aims to have regard to the Code of Practise on the identification and assessment of Special Educational Needs (SEN), English as an Additional Language (EAL) and Talented and Gifted children in order to provide a welcome and appropriate learning environment for all children.  
It is our aim to help all children reach their potential.

**Signed**..... **Date**.....



## Children's Records

(EYFS Preschool learning alliance)

### **Policy Statement**

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

This policy and procedure is taken in conjunction with the Confidentiality and Client Access to Records Policy and the Information Sharing Policy.

### **Procedures**

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

#### ***Developmental records***

These include observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports.

These are usually kept in the playroom and can be freely accessed and contributed to, by staff, the child and the parents.

#### **Personal records**

These include registration and admissions forms, signed consent forms, correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.

These confidential records are stored in a lockable file or cabinet and are kept secure by the person in charge in an office or other suitably safe place.

Parents have access, in accordance with our "parents access to records policy", to the files and records of their own children, but do not have access to information about any other child.

Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the keyperson.

#### Standard 14.10

"Records must be retained for 10 years after the child has left the service"

We retain children's records for ten years after the child has left the service, except records that relate to a child protection matter. A child protection matter will be handed to the DHSC'S Initial response team once the child leaves our service.

Legal Framework: DHSC Child day care minimum standards

Other records kept are:

Child register –

Staff register -

Accident records

Exclusion records –

Medication records

People living on premises record –

Confidential Incident book

Any behavioural concerns –

Visitors book

Staff record

Issues to do with employment of staff, remain confidential to the people directly involved with making personnel decisions.

Legal Framework

Data Protection Act (1998/2002)

Human Rights Act (1998)

#### Standard 14.2

Individual records of each child must contain:

Full name & address

Date of birth

Photograph

Emergency contacts

GP Contact

Authorisation to go on outings, travel in vehicles and other appropriate permissions and parental consents.

Details of who will collect the child, including photos where appropriate.

Medical conditions

Allergies

Dietary requirements and preferences

Social, emotional behavioural needs

First language/ any additional languages spoken

Any cultural needs

Permission to seek emergency medical advice and treatment.

14.3 Records must be kept of all matters affecting children attending the nursery including:

Accidents

Incidents

Exclusions as a result of an infectious disease

Medication being administered

Any safeguarding concern and any multi agency meetings

Concerns or complaints raised including action taken

Any person living on the premises

Any behavioural concerns

The nursery has public liability insurance that conforms to our full legal requirements set by DHSC'S day care minimum standards and appropriate employer insurance.

# COMPLAINTS

## **PLEASE CONTACT FIONA OR VICKI FIRST WITH A COMPLAINT**

WE WILL DO EVERYTHING POSSIBLE TO PUT THE MATTER RIGHT AND TO GIVE IT  
OUR FULL ATTENTION

If the complaint cannot be resolved then we will contact our nursery inspector.

The parent may be requested to speak to our inspector.

The nursery reserves the right to cancel a nursery place and to request a parent to remove their child with immediate effect.

Parents may use the black comments box outside the front door to leave any suggestions.

Registrations & Inspections Unit  
Catriona Bradley  
Ground floor  
St Georges Court  
Hill Street  
Douglas IM1 1EF  
Tel: 01624 642427 / 642422  
randi@gov.im

## CONFIDENTIALITY

it is vital to our business that confidentiality is paramount.

Our work will sometimes bring us into contact with confidential information  
To ensure that those using and working in the nursery can do so with confidence, we will respect confidentiality in the following ways:

1. Parents will have ready access to the files and records of their own children, but will not have access to information about any other child
2. Staff will not discuss individual children, other than for purposes of curriculum planning, group management, with people other than the parents/carers of that child
3. Issues to do with the employment of staff, whether paid or unpaid, will remain confidential to the person directly involved with making personnel decisions
4. Any anxieties/evidence relating to a child's personal safety will be kept in a confidential file
5. Students on recognised courses observing in the nursery will be advised of our confidentiality policy and required to respect it

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

# DATA PROTECTION & PRIVACY

## Introduction

Cranford Nursery School needs to gather and use certain information about individuals.

These can include customers, suppliers, business contacts, employees and other people the nursery has a relationship with or may need to contact.

This policy describes how this personal data must be collected, handled and stored to meet the nursery's data protection standards.

## Why this policy exists

This data protection policy ensures Cranford Nursery School:

- Complies with data protection law and follows good practice.
- Protects the rights of staff and customers.
- Is open about how it stores and processes individual's data.
- Protects itself from the risks of a data breach.

## Data Protection law

The General Data Protection Regulation 2018 describes how organisations – including Cranford Nursery School must collect, handle and store information.

These rules apply regardless of whether data is stored electronically, on paper or on other materials.

To comply with the law, personal information must be collected and used fairly, stored safely and not disclosed unlawfully.

Eight important principals underpin the Data Protection Act. These say that personal data must:

1. Be processed fairly and lawfully.
2. Be obtained only for specific lawful purposes.
3. Be adequate, relevant and not excessive.
4. Be accurate and kept up to date.
5. Not be held for longer than necessary.
6. Processed in accordance with the rights of data subjects.
7. Be protected in appropriate ways.

8. Not be transferred outside the European Economic Area (EEA) unless that country or territory ensures an adequate level of protection.

## People, Risks and Responsibilities

### Policy Scope

This policy applies to:

- The Head Office of Cranford Nursery School.
- All staff and volunteers of Cranford Nursery School.
- All contractors, suppliers and other people working on behalf of Cranford Nursery School.

It applies to all the data that the company holds relating to identifiable individuals, even if that information technically falls outside the General Data Protection Regulation Act 2018. This can include:

- Names on individuals.
- Postal addresses.
- Email addresses.
- Telephone numbers.
- Plus any other information relating to individuals.

### Data Protection Risks

This policy helps to protect Cranford Nursery School from very real security risks, including:

- **Breaches of Confidentiality.** For instance, information being given out inappropriately.
- **Failing to offer choice.** For instance, all individuals should be free to choose how the company uses data relating to them.
- **Reputational Damage.** For instance, the company could suffer if hackers successfully gained access to sensitive data.

### Responsibilities

Everyone who works for or with Cranford Nursery School has some responsibility for ensuring data is collected, stored and handled appropriately.

Key areas of Responsibility.

Fiona Harcourt is ultimately responsible for ensuring Cranford Nursery School meets its legal obligations.

### General Staff Guidelines

- The only people able to access data covered by this policy should be those who need it for their work.
- Data should not be shared informally.
- Cranford Nursery School will provide training to all employees to help them understand their responsibilities when handling data.
- Employees should keep all data secure by taking sensible precautions.
- In particular, strong passwords must be used and they should never be shared.
- Personal data should not be disclosed to unauthorised people, either within the company or externally.
- Data should be regularly reviewed and updated. If no longer required it should be deleted.
- Employees should request help if unsure about any aspect of data protection.

### Data Storage

These rules describe how and where data should be safely stored.

- Questions about storing data safely can be directed to the manager.
- When data is stored on paper, it should be kept in a secure place where unauthorised people cannot see it.
- These guidelines also apply to data that is usually stored electronically but has been printed.
- When not required paper or files should be kept in a locked drawer or filing cabinet.
- Employees should make sure paper and printouts are not left where unauthorised people could see them.
- Data printouts should be shredded when no longer required.



- When data is stored electronically it must be protected from unauthorised access, accidental deletion and malicious hacking attempts.
- Data should be protected by strong passwords that are changed regularly and not shared amongst employees.
- If data is stored on removable media it should be kept locked away securely.
- Data should only be stored on designated drives and servers and should only be uploaded to an approved cloud service.
- Servers containing personal data should be sited in a secure location away from office space.
- Data should be backed up frequently.
- Data should never be saved directly on laptops or other mobile devices like tablets or smart phones.
- All servers and computers containing data should be protected by approved security software and a firewall.

### Data Usage

Personal data is of no use to Cranford Nursery School unless the business can make use of it. However, it is when personal data is accessed and used that it can be at the greatest risk of loss, corruption or theft:

- When working with personal data employees should ensure the screens of their computers are locked when left unattended.
- Personal data should not be shared informally, in particular it should not be emailed.
- Data must be encrypted before being transferred electronically.
- Personal data should never be transferred outside the European Community.
- Employees should not save copies of personal data on their own computers.

### Data Accuracy

The law requires Cranford Nursery School to take responsible steps to ensure data is kept accurate and up to date.

The more important it is that the personal data is accurate, the greater the effort Cranford Nursery School should put in ensuring its accuracy.

It is the responsibility of all employees who work with data to take reasonable steps to ensure it is kept as accurate and up to date as possible.

- Data will be held in as few places as necessary. Staff should not create any unnecessary additional data sets.
- Staff should take every opportunity to ensure data is updated.
- Cranford Nursery School will make it easy for data subjects to update the information Cranford Nursery School holds about them.
- Data should be updated as inaccuracies are discovered. i.e. old phone numbers should be removed.

### Subject Access Requests

All individuals who are the subject of personal data held by Cranford Nursery School are entitled to:

- Ask what information the company holds about them and why.
- Ask how to gain access to it.
- Be informed how to keep it up to date.
- Be informed how the company is meeting its data protection obligations.

If an individual contacts Cranford Nursery School requesting this information this is called a subject access request.

Subject access requests from individuals should be made by email, addressed to the data controller, [cranfordnursery@yahoo.com](mailto:cranfordnursery@yahoo.com) The data controller can supply a standard request form although individuals do not have to use this.

The data controller will aim to provide the relevant data within 14 days.

The data controller will always verify the identity of anyone making a subject access request before handing over any information.

### Disclosing data for other reasons

In certain circumstances the Data Protection Act allows personal data to be disclosed to law enforcement agencies without the consent of the data subject.

Under these circumstances Cranford Nursery School will disclose requested data. However, the data controller will ensure the request is legitimate, seeking assistance from the board and from the company's legal advisers where necessary.

#### Providing information

Cranford Nursery School aims to ensure that all individuals are aware that their data is being processed and that they understand:

- How the data is being used.
- How to exercise their rights.

To these ends, the company has a privacy statement setting out how data relating to individuals is used by Cranford Nursery School.

A version of the statement is available on the company website.

#### Privacy Policy

Effective date: August 16, 2018

Cranford Nursery School ("us", "we", or "our") operates the <http://www.cranfordnurseryschool.co.uk/> website (the "Service").

This page informs you of our policies regarding the collection, use, and disclosure of personal data when you use our Service and the choices you have associated with that data. This Privacy Policy for Cranford Nursery School is powered by [FreePrivacyPolicy.com](http://FreePrivacyPolicy.com).

We use your data to provide and improve the Service. By using the Service, you agree to the collection and use of information in accordance with this policy. Unless otherwise defined in this Privacy Policy, terms used in this Privacy Policy have the same meanings as in our Terms and Conditions, accessible from <http://www.cranfordnurseryschool.co.uk/>

#### Information Collection And Use

We collect several different types of information for various purposes to provide and improve our Service to you.

#### Types of Data Collected

##### Personal Data

While using our Service, we may ask you to provide us with certain personally identifiable information that can be used to contact or identify you ("Personal Data"). Personally identifiable information may include, but is not limited to:

- Email address
- First name and last name
- Phone number
- Address

#### Usage Data

We may also collect information how the Service is accessed and used ("Usage Data"). This Usage Data may include information such as your computer's Internet Protocol address (e.g. IP address), browser type, browser version, the pages of our Service that you visit, the time and date of your visit, the time spent on those pages, unique device identifiers and other diagnostic

#### Use of Data

Cranford Nursery School uses the collected data for various purposes:

- To provide and maintain the Service
- To notify you about changes to our Service
- To allow you to participate in interactive features of our Service when you choose to do so
- To provide customer care and support
- To provide analysis or valuable information so that we can improve the Service
- To monitor the usage of the Service
- To detect, prevent and address technical issues

#### Transfer Of Data

Your information, including Personal Data, may be transferred to — and maintained on — computers located outside of your state, province, country or other governmental jurisdiction where the data protection laws may differ than those from your jurisdiction.

If you are located outside Isle of Man and choose to provide information to us, please note that we transfer the data, including Personal Data, to Isle of Man and process it there.

Your consent to this Privacy Policy followed by your submission of such information represents your agreement to that transfer.

Cranford Nursery School will take all steps reasonably necessary to ensure that your data is treated securely and in accordance with this Privacy Policy and no transfer of your Personal Data will take place to an organization or a country unless there are adequate controls in place including the security of your data and other personal information.

#### Disclosure Of Data

#### Legal Requirements

Cranford Nursery School may disclose your Personal Data in the good faith belief that such action is necessary to:

- To comply with a legal obligation
- To protect and defend the rights or property of Cranford Nursery School
- To prevent or investigate possible wrongdoing in connection with the Service
- To protect the personal safety of users of the Service or the public
- To protect against legal liability

#### Security Of Data

The security of your data is important to us, but remember that no method of transmission over the Internet, or method of electronic storage is 100% secure. While we strive to use commercially acceptable means to protect your Personal Data, we cannot guarantee its absolute security.

#### Service Providers

We may employ third party companies and individuals to facilitate our Service ("Service Providers"), to provide the Service on our behalf, to perform Service-related services or to assist us in analysing how our Service is used.

These third parties have access to your Personal Data only to perform these tasks on our behalf and are obligated not to disclose or use it for any other purpose.

#### Links To Other Sites

Our Service may contain links to other sites that are not operated by us. If you click on a third party link, you will be directed to that third party's site. We strongly advise you to review the Privacy Policy of every site you visit.

We have no control over and assume no responsibility for the content, privacy policies or practices of any third party sites or services.

### Children's Privacy

Our Service does not address anyone under the age of 18 ("Children").

We do not knowingly collect personally identifiable information from anyone under the age of 18. If you are a parent or guardian and you are aware that your Children has provided us with Personal Data, please contact us. If we become aware that we have collected Personal Data from children without verification of parental consent, we take steps to remove that information from our servers.

### Changes To This Privacy Policy

We may update our Privacy Policy from time to time. We will notify you of any changes by posting the new Privacy Policy on this page.

We will let you know via email and/or a prominent notice on our Service, prior to the change becoming effective and update the "effective date" at the top of this Privacy Policy.

You are advised to review this Privacy Policy periodically for any changes. Changes to this Privacy Policy are effective when they are posted on this page.

### Contact Us

If you have any questions about this Privacy Policy, please contact us:

By email: [cranfordnursery@yahoo.com](mailto:cranfordnursery@yahoo.com)

By phone number: 01624676086



## Employment of people with a criminal record

The Rehabilitation of Offenders Act 1974 was introduced in the UK to make sure that people with previous convictions but who have not re-offended for a certain period of time are not discriminated against when applying for employment. The equivalent law in the Isle of Man is the Rehabilitation of Offenders Act 2001. The Act allows ex-offenders to not disclose previous convictions once they have become 'spent'. There are, however, certain jobs which are exempted from this Act. In these circumstances, the Manager & Deputy (Fiona Harcourt & Emma Hannay) are legally permitted to ask applicants to disclose all previous convictions, whether spent or not.

Responsibilities The Manager & Deputy will make all efforts to prevent discrimination and other unfair treatments against any of its staff or volunteers or potential staff or volunteer or users of its service regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical disability or offending background that does not pose a risk to children and/or vulnerable adults.

The Management team will ensure that any criminal record information supplied by the applicant is kept confidential and in accordance with Data Protection legislation and, if applicable, CRB Codes of Practice. Recruitment A criminal record will not necessarily prevent the applicant from working with Cranford Nursery. A decision on whether or not to employ will be made dependant on the nature of the position applied for and the circumstances and background of any recorded offences.

CRANFORD NURSERY EMPLOYMENT OF EX OFFENDERS CONTINUED Code of Practice Cranford Nursery will make available a written Equal Opportunities Policy and Recruitment of Ex-offenders Policy to all applicants at the start of the recruitment process. Applicants who have criminal record will be treated according to their merits and in conjunction with any special criteria for the post applied for. The Management team will ensure that those working within the recruiting organisation who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of any offences. The organisation will also ensure that staff have received sufficient training in legislation relating to the employment of ex-offenders. The organisation will only request a disclosure after a thorough risk assessment has indicated that it is both relevant and proportionate to do so giving consideration to the position applied for. For a position where a disclosure is requested, all application forms, job advertisements and recruitment documentation will contain a statement that a disclosure will be requested in the event of the applicant being given a conditional offer of employment. Where a criminal record disclosure is to form part of the recruitment process, the organisation will encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process and before a disclosure request is submitted.



At interview or in a separate discussion, the organisation will ensure that an open and measured discussion takes place on the subject of any offences or other matters revealed by the applicant. Failure to reveal information which is directly relevant to the application may lead to the withdrawal of a conditional offer of employment. If an applicant reveals a serious criminal record, the recruiter within the organisation will consult with the appropriate senior member of staff or management. A decision to reject an applicant because of, or partly because of, a criminal record should relate to an aspect of the person specification which is seen to be unmet. If possible in these circumstances, the organisation will advise the applicant why their application has been unsuccessful. The organisation will make every applicant for a position that is subject to a disclosure request aware of the existence of the CRB Code of Practice and make a copy available on request.

# EQUAL OPPORTUNITIES POLICY 2018

Valuing diversity and promoting equality.

## Policy Statement

We will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse family structures. We understand that these factors affect the well-being of children and can impact on their learning and attainment. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- Provide a secure and accessible environment in which all of our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity;
- Provide positive non-stereotyping information about gender roles, diverse family structures, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- Challenge and eliminate discriminatory actions;
- Make inclusion a thread that runs through all of the activities of the setting; and
- Foster good relations between all communities.

## Procedures

### Admissions

Our setting is open to all members of the community.

- We advertise our service widely
- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We base our Admissions policy on a fair system.
- We ensure all parents are aware of our valuing diversity and promoting equality policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act 2010. These are:
  - Disability

- Race
- Gender reassignment
- Religion or belief
- Sex
- Sexual orientation
- Age
- Pregnancy and maternity and
- Marriage and civil partnership.

We do not discriminate against a child with a disability or refuse a child entry to our setting for reasons relating to disability.

We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.

We develop an action plan to ensure that people with impairments can participate successfully in the services offered by the setting and in the curriculum offered.

We take action against any discriminatory behaviour by staff or parents whether by:

- Direct discrimination – someone is treated unfairly because of a characteristic eg preventing a child of some racial group.
- Indirect discrimination - someone is treated unfairly by a general policy eg children must only speak English
- Association - someone is treated unfairly by association to someone else
- Perception – someone is treated unfairly by eg making assumptions about a person.
- Openly discriminating and offensive material, name calling, threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

### Employment

Posts are advertised and all applicants are judged against explicit and fair criteria.

Applicants are welcome from all backgrounds and posts are open to all.

We may use exemption clauses in legislation to enable the service to best meet the needs of the community.

The applicant best suited to the position will be offered the post subject to DBS checks.

Job descriptions include a commitment to promoting equality and respecting diversity.

### Training

We seek training opportunities for staff to enable them to develop anti-discriminatory and inclusive practice.

We ensure staff are confident in administering medicine

We review our policy for valuing diversity and promoting equality.

### Curriculum

The curriculum offered encourages children to develop positive attitudes about themselves as well as people who are different from themselves. It encourages children to empathise and develop critical thinking.

Our environment is as accessible as possible for visitors and service users. If access to the setting is found to treat disabled children or adults less favourably then we make reasonable adjustments to accommodate the needs of disabled children and adults.

We do this by:

- Making children feel valued and good about themselves and others
- Ensure children have equal access to learning
- Making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments.
- Making appropriate provision Recognising different learning styles of girls and boys
- Reflecting a wide range of communities in resources
- Celebrating a wide range of festivals
- Creating an environment of mutual respect and tolerance
- Adapting curriculum to meet special needs
- Help children understand that discriminatory behaviour is hurtful and unacceptable
- Helping children be inclusive when they have special needs and disability's.
- Ensure that children learning English as an additional language have full access to the curriculum and are supported in their learning.
- Ensure that children are supported in the maintenance and development of their home language.

### Valuing diversity in families

We welcome diversity of family lifestyles and work

We encourage all carers to take part in the life of the setting and to contribute fully.

We will develop means to offer full inclusion to families of an additional language.

We offer a flexible payment system for families of differing means

We encourage disadvantaged and under-represented groups to the setting.

### Food

We ensure dietary requirements of children are met these can be medical, religious or cultural needs.

We help children to learn about a range of food, cultural approaches to mealtimes and eating and to respect the differences among them.

### Meetings

We positively encourage all parents and carers to be involved with the setting.

Information is communicated in a variety of ways – written, verbal and social media.

Monitoring and reviewing

So our policies and procedures remain effective, we monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and to value diversity.

We provide a complaints procedure and a complaints summary record for parents to see.

Legal framework

The Equality Act (2010)

Children Act (1989) & (2004)

Special Educational Needs and Disability Act (2001)

## Exclusion Policy in an event of an illness

If a child has a suspected illness this can be for example a high temperature or a low temperature, looks unwell, has vomited, has an episode of diarrhea, or any other condition which the nursery believes to be contagious and will put children and teachers at risk of becoming ill, then the parents will be called and asked to collect their child immediately. The child will be kept away from the other children where possible with a member of staff looking after the sick child.

If the parents cannot be contacted then the emergency contacts will be asked to collect the child and take them home. The parents will be asked to keep their child at home for the duration of the illness and once the illness has run its course. We ask parents to observe the 48 hour rule before returning their child to nursery, for example the parent must wait 48 hours after the last episode of infectious illness before returning to nursery.

## FIRE SAFETY POLICY

JULY 2018 - 2019

Fire safety and emergency evacuation  
Policy statement

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The person in charge and staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as our Fire Officer / Fire consultant which is John Bellis

### Procedures

- The basis of fire safety is risk assessment, carried out by a “competent person”
- The manager has received training in fire safety sufficient to be competent to carry out the risk assessment, this will be written where there are more than five staff and will follow the Government guidance Fire Safety Risk Assessment – Educational Premises (HMG 2006)
- John Bellis our Fire Consultant has carried out our Risk Assessment
- Fire doors are clearly marked, never obstructed and easily opened from the inside
- Smoke detectors/alarms and fire fighting appliances conform to BS EN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
  - Clearly displayed in the premises;
  - Explained to new members of staff, volunteers and parents; and
  - Practised regularly, at least once every six weeks.
  - Records are kept of fire drills and of the servicing of fire safety equipment.

## EMERGENCY EVACUATION PROCEDURE

Our practice drills include a written statement of:

- ***How children are familiar with the sound of the fire alarm***

- Record on the drill if a child was upset

- ***How children, staff, parents know where fire exits are:***

Each room has a fire evacuation sign which alerts children, staff, parents to our fire exits.

What should staff members take with them:

Registers,

emergency contacts box

phone

### ***How are children led from the building to the assembly point:***

A staff member in the front room will take the register and the emergency contacts box.

Each staff member will lead their class room out of the rooms and out of the emergency evacuation route which is the front door.

Our fire exits are the front door the meeting point is the garden gate, if children are in the toilet or art room then the fire exit will firstly be the front door but they can exit from the back door and the meeting point here will be at the garden gate.

- The children will be led by an adult carrying the nursery register. The last staff member will do a sweep of the rooms, closing each fire door to check everyone is out, the staff will shout upstairs to make sure anyone upstairs is out of the building too.
- We have a PEEPS plan where any children with special needs have their own designated adult to lead them out of the building holding their hand or whatever the plan may say.
- ***How will the children be accounted for:***
- The children will be accounted for using the register by a staff member.
- ***How long does it take to get the children out safely.***
- Our fire drill will say how long it takes to get the children out safely, this is normally approximately one minute.
- ***Who calls the emergency services in an event of a real fire:***
- The designated fire officers Fiona Harcourt or Vicki Hargreaves will call the fire service in the event of a real fire.
- ***How are parents contacted:***
- Parents will be phoned to come and collect their children.

### **The fire drill record book contains:**

- The date and time of the drill



- How long it took
- Whether there was any problems that delayed evacuation any further action taken to improve the drill procedure.

Legal Framework

Regulatory Reform (Fire Safety) Order 2005

This policy was reviewed by: F Harcourt 15/8/18

To be reviewed: August 2019

# First Aid

## Policy Statement

In our setting staff are able to take action to apply first aid treatment in the event of an accident involving a child or adult. All staff hold a current first aid certificate, at least one on the premises or on an outing. The first aid qualification includes training for infants and children and complies with nursery regulations.

## Procedures

The first aid kit is checked regularly and complies with regulations.

The first aid box is in the front nursery room.

Each child has medical records on their registration form, parents have signed to agree to emergency medical treatment.

## Legal Framework

Health and safety First Aid regulations.

## Food and Drink

Our provision regards snack and meal times as an important part of our day. Eating represents a social time for children and adults and helps children to learn about healthy eating. We promote healthy eating. At snack time we aim to provide nutritious food, which meets the children's dietary needs.

### Procedures

We follow these procedures to promote healthy eating in our setting.

- Before a child starts to attend the nursery we ask parents about their dietary needs and preferences, including any allergies.
- We record information about each child's dietary needs in the registration form and parents sign the form to signify that it is correct.
- We regularly consult with parents to ensure that our records of their child's dietary needs are up to date.
- We display current information about children's dietary needs so all staff are informed.
- We display our snack menu.
- We inform parents who provide food for lunch about our storage facilities available and advise parents on how to prepare and store lunches for the next day.
- We have fresh drinking water for the children, we teach the children how to help themselves to water and also that they can ask at any time for a drink.
- We offer extra snacks in the morning and evening for children.
- We advise parents about suitable food containers for food.
- In order to protect children from allergies, we discourage from sharing and swapping their food.
- We ensure perishable contents of packed lunches are refrigerated or contain an ice pack to keep food cool
- We inform parents on our policy for healthy eating and request that sweets and chocolate are restricted.
- We inform parents of whether we have facilities to microwave cooked food brought from home.
- We encourage parents to provide sandwiches with a healthy filling, fruit, and milk based deserts such as yogurt, we discourage sweets, cakes, biscuits and sugary drinks.

- We discourage lunches where the content consists largely of unhealthy food such as crisps and biscuits and cake and therefore we reserve the right to return some of this food as a last resort with a note to the parents.
- We ensure staff sit with the children to eat their lunch so that meal time is a social occasion.

#### Legal Framework

Regulation (EC) 853/2004 Hygiene of Foodstuffs

This policy was adopted by F Harcourt, August 15<sup>th</sup> 2018

Review; 20192

## Health & Safety

The health and safety of young children is of paramount importance. In order to ensure the safety of both children and adults (including staff, parents and volunteers), we assess and minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.

This policy is based on the Pre-school Learning Alliance risk assessment processes, which follow five steps as follows:

- Identification of risk: Where is it and what is?
- Who is at risk: Childcare, staff, children, parents, cooks, cleaners etc.?
- Assessment as to the level of the risk as high, medium, low. This is both the risk and the likelihood of it happening: as well as the possible impact if it did.
- Control measures to reduce/eliminate risk: What you will need to do, or ensure others will do, in order to reduce the risk?
- Monitoring and review: how do you know if what you have said is working, or is it enough? If it is not working, it will need to be amended, or maybe there is a better solution.

### **Procedures**

We will ensure that:

1. All children are supervised by adults at all times and will always be within sight of an adult.
2. A book is available at each session for the reporting of any accident/incident.
3. Regular safety monitoring will include checking of the accident and incident record.
4. All adults are aware of the system in operation for the children's arrivals and departures and an adult will be at the door during these periods.
5. Children will leave the group only with authorised adults.
6. Safety checks on premises, both outdoor and indoors, is made before every session.
7. Outdoor space is securely fenced and staff are allocated to spaced out areas in the garden.
8. Equipment is checked regularly and dangerous items repaired/discarded.
9. The layout and space ratios allow children and adults to move safely and freely between activities.

10. Fire doors are never obstructed.
11. Fires/heaters/electric points/wires and leads are adequately guarded and tests are carried out to ensure safety.
12. All dangerous materials, including medicines and cleaning materials are stored out of reach of children.
13. Children do not have unsupervised access to kitchens, cookers or any cupboards storing hazardous materials including matches.
14. Adults do not walk about with hot drinks or place hot drinks within reach of children.
15. Fire drills are held at least twice a year.
16. A register of both adults and children is completed as people arrive so that a complete record of all those present is available in any emergency.
17. There is no smoking on the premises indoors or outdoors.
18. A correctly stocked first aid box is available at all times.
19. Fire extinguishers are checked annually and staff should not be using them.
20. Whenever children are on the premises at least two adults are present.
21. Large equipment is erected with care and checked regularly.
22. Activities such as cooking and energetic play receive close and constant supervision.
23. On outings, the adult to child ratio is ideally one to eight but at least one to four.
24. If a small group goes out, there will be sufficient adults to maintain appropriate ratios for staff and children remaining on the premises.
25. Equipment offered to children is developmentally appropriate, recognising that materials suitable for an older child may pose a threat to younger/less mature children.
26. Internal safety gates/barriers are used as necessary.
27. The premises are checked before locking up at the end of the day.

**Fiona Harcourt** is our designated Person for Health & Safety/Food Hygiene

## INFORMATION SHARING

### Policy Statement

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

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

#### **That is when:**

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

The decision should never be made as an individual, but with the back-up of the management team. The three critical criteria are:

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

#### **Procedures**

Our procedure is based on the seven golden rules for information sharing as set out in *Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)*

*1 The Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.*

- **Our policy and procedures on information sharing provide guidance to appropriate sharing of information with external agencies.**

*2 Our aim is to be open and honest with the parent or family from the outset about why, what, how and with whom information will, or could, be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.*

In our setting we ensure parents:

- Receive information about our *information sharing policy* when starting their child in the setting and that they

**Sign our Registration Form** to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of **Safeguarding a child:**

- **have information about our safeguarding Children and Child Protection Policy; and**
- **have information about the other circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.**

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

- **Managers will contact the department of children's social care for advice where we have doubts or are unsure.**

*4 We share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. We may still share information without consent if, in our judgement, that lack of consent can be overridden in the public interest. Our judgement on the facts will be based on the case.*

- Guidelines for consent are part of this procedure.



*5 We will always consider safety and well-being: we will base our information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.*

In our setting we:

- Record concerns and discuss these with the settings designated person which is the Manager Fiona Harcourt
- We record decisions made and the reasons why information will be shared and to whom; and follow the procedures for reporting concerns and record keeping.

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

- Our safeguarding children and child protection policy and children's records policy set out how and where information should be recorded and what information should be shared with another agency when making a referral.

*7 We will keep a record of our decision and the reasons for it – whether it is to share information or not. If we decide to share, then we record what we have shared, with whom and for what purpose.*

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

## **Consent**

Parents have a right to be informed that their consent to share information will be sought in most cases, as well as the kinds of circumstances when their consent may not be sought, or their refusal to give consent may be overridden. We do this as follows

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We may cover this verbally when the child starts or include this in our prospectus.
- Parents sign our Registration Form at registration to say they understand this.
- Parents are asked to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider eg school
- Copies are given to parents of the forms they sign
- We consider the following questions when we need to share:
  - Is there legitimate purpose to sharing the information?
  - Does the information enable the person to be identified?
  - Is the information confidential?
  - If the information is confidential, do we have consent to share?
  - Is there a statutory duty or court order requiring us to share the information?
  - If consent is refused, or there are good reasons not to seek consent, is there sufficient public interest for us to share information?
  - If the decision is to share, are we sharing the right information in the right way?
  - Have we properly recorded our decision?

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

#### Legal Framework

Data Protection Act (1998)

Human Rights Act (1998)

This policy was adopted by F. Harcourt

Date: 16<sup>th</sup> August 2018

To be reviewed: August 2019

## Lone working

We keep doors open in nursery this prevents any member of staff from working alone and prevents grooming. We rotate staff within the nursery and rotate key workers to avoid any special relationships. We rotate staff when putting children down for a nap, the door is always left open. No phones are allowed in the room where children are sleeping and the door is to be kept open. All staff members are expected to pop their head around the door to check sleepers especially when a member of staff is supervising that room. This is considered good safeguarding measures against risk and should be a daily routine that all staff do.

Staff members are discouraged from developing "special relations" with children and their families. Staff are asked not to babysit for nursery parents and staff must not invite nursery children to their home for sleepovers this is considered as inappropriate/special relationships.

The bathroom door must always be kept open for nappy changing and phones are not allowed in this area. Staff members are expected to pop their head around the door to check when staff are nappy changing this is considered as good safeguarding measures against risk and should be part of nurseries daily routine.

## Medicines: Administering Policy and Procedure

"Providers must have and implement a policy, and procedures, for administering medicines. It must include systems for obtaining information about a child's needs for medicines, and for keeping this information up-to-date."

Statutory Framework for the EYFS 2017 (3.44)

**PURPOSE:** *This policy was written to encourage communication between the parent, the child's health care provider and the child care provider to assure maximum safety in the giving of medication to the child who requires medication to be provided during the time the child is in child care.*

**INTENT:** *Assuring the health and safety of all children in our Nursery is a team effort by the child care provider, family, and health care provider. This is particularly true when medication is necessary to the child's participation in child care. Therefore, an understanding of each of our responsibilities, policies and procedures concerning medication administration is critical to meeting that goal.*

### **GUIDING PRINCIPLES and PROCEDURES:**

1. Whenever possible, it is best that medication be given at home. Dosing of medication can frequently be done so that the child receives medication prior to going to child care, and again when returning home and/or at bedtime. The parent/guardian is encouraged to discuss this possibility with the child's health care provider.
2. The first dose of any medication should always be given at home and with sufficient time before the child returns to child care to observe the child's response to the medication given. When a child is ill due to a communicable disease that requires medication as treatment, the health care provider may require that the child be on a particular medication for 24 hours before returning to child care. This is for the protection of the child who is ill as well as the other children in child care.
3. Medication will only be given when ordered by the child's health care provider and with written consent of the child's parent/legal guardian. A "Permission to Give Medication form will be completed by parent/carer. All information on

the Permission Form must be completed before the medication can be given. Copies of this form can be duplicated or requested from the child care provider.

4. "As needed" medications may be given only when the child's health care provider or parent/carer completes a Permission Form that lists specific reasons and times when such medication can be given.
5. Medications given in the nursery will be administered by a staff member normally the child's keyworker or designated by the Nursery Manager and will have been informed of the child's health needs related to the medication and will have had training in the safe administration of medication.
6. Any prescription or over-the-counter medication brought to the nursery must be specific to the child who is to receive the medication, in its original container, have a child-resistant safety cap, and be labelled with the appropriate information as follows:

Prescription medication must have the original pharmacist label that includes the pharmacist's phone number, the child's full name, name of the health care provider prescribing the medication, name and expiration date of the medication, the date it was prescribed or updated, and dosage, route, frequency, and any special instructions for

its administration and/or storage. It is suggested that the parent/guardian ask the pharmacist to provide the medication in two containers, one for home and one for use in child care.

- Over-the-counter (OTC) medication must have the child's full name on the container, and the manufacturer's original label with dosage, route, frequency, and any special instructions for administration and storage, and expiration date must be clearly visible.
- Any OTC without instructions for administration specific to the age of the child receiving the medication must have a completed Permission Form from the health care provider prior to being given in the nursery.

Examples of over-the-counter medications that may be given include:

Antihistamines

Decongestants

Non-aspirin fever reducers/pain relievers

Cough suppressants

Topical ointments, such as nappy cream or sunscreen

7. All medications will be stored: Inaccessible to children

Separate from staff or household medications

Under proper temperature control

A small lock box will be used in the refrigerator to hold medications requiring refrigeration.

8. For the child who receives a particular medication on a long-term daily basis, the staff will advise the parent/guardian one week prior to the medication needing to be refilled so that needed doses of medication are not missed.

**10.** Unused or expired medication will be returned to the parent/guardian when it is no longer needed or be able to be used by the child.

**11.** Records of all medication given to a child are completed in ink and are signed by the staff designated to give the medication. These records are maintained in the nursery medication book.

**12.** Information exchange between the parent/guardian and child care provider about medication that a child is receiving should be shared when the child is brought to and pick-up from the nursery. Parents/guardians should share with the staff any problems, observations, or suggestions that they may have in giving medication to their child at home, and likewise with the staff from the nursery to the parent/guardian.

Confidentiality related to medications and their administration will be safeguarded by the Nursery Manager and staff. Parents/guardians may request to see/review their child's medication records maintained at the Nursery at any time.

**14.** Parent/guardian will sign all necessary medication related forms that require their signature in the medicine book, and particularly in the case of a medical emergency

parents sign and agree this on their child's registration forms. Parent/carer will update the information as necessary to safeguard the health and safety of their child.

This medicine policy will be reviewed annually by: Fiona Harcourt

Reviewed: August 2018



## Mobile Phone and Camera Policy

Mobile phones must not be used in nursery this especially includes the children's toileting and changing area this is to prevent grooming and inappropriate photos of children.

The use of camera's must not been used in these areas.

The designated people to use a camera will be Fiona Harcourt (Manager), The use of photographs will be for nursery use only and the nursery camera is the only one to be used.

No photographs may be taken on personal cameras or on mobile phones.

If a member of staff needs to use a phone then the nursery phone and number may be used.

The only time your mobile phone may be used is for the After School pick up and the garden and this will be to phone the nursery landline to speak to another member of staff.

# Staff Qualifications, Training, Support and skills

## Policy statement

### Induction of staff, volunteers and managers

We provide for all staff volunteers and managers in order to fully brief them about the setting, the families we serve, our policies and procedures, curriculum and daily practice.

### Procedures

We have a written induction plan for all new staff, which includes the following:

- Introductions to staff, volunteers, managers
- Familiarise with the building, health and safety and fire and evacuation procedures.
- Ensuring our policies and procedures have been read and are carried out.
- Introduction to parents, especially parents of allocated key children where appropriate.
- Familiarise them with confidential information where applicable in relation to key children.
- Details of tasks and daily routines
- Successful completion of the induction forms part of the probationary period.

This policy was adopted by F. Harcourt 15/8/18

Review: Aug 2019

## Other People on the Premises

Access to the service by non-staff members:

Visitors must sign the visitor book with the times they enter and leave. The family who live above which is the owners family are usually the only other people who will access the service, all members of Fiona's family are police checked.

All visitors who are working on the premises will be supervised at all times, children will be supervised at all times whilst workers are in the building.

Staff will be aware of the door ensuring other people do not open the door to unknown people.

# Outings Policy and Outdoor Curriculum Policy

Outings:

Child staff ratios

1 Adult to 8 children from age 2 years to 7 years

Two staff members at all time so there is support in case of an accident or if children need the toilet.

A First Aid kit will be taken on the trip

Children's emergency contacts

Children's register

Child medicines for example inhaler

Drinks and snacks

A risk assessment will be completed before the outing

If in a vehicle then the children will wear seat belts and if younger be in booster seats, the driver will be a designated driver or if a taxi then seatbelts will be worn.

Children will not be left unsupervised in a vehicle

We have a 6 seater pram, plus a double pram for outings

We have "walking ropes" and ropes that are attached to the children for safety.

Children and staff wear high viz jackets with the name and number of the nursery on the back.

Staff take a mobile phone with them in case of emergency's. Staff are not authorised to use their phones unless it is to take photographs of the outing and emergencies.

Outdoor Policy (in the nursery garden).

The garden is somewhere all children at Cranford can extend their learning beyond the classroom.

The garden is a fantastic resource – and is used in all weathers, it can be used spontaneously and for an extended length of time.

All children and staff should have appropriate clothing for outdoor play.

Children must wear sun hats and sun cream in warm weather and staff will always re-apply sun cream to children who stay for a full day. All parents sign the registration form to agreeing to staff applying sun cream.

The garden is part of the planning and curriculum. All staff evaluate the outdoor curriculum on a regular basis.

The staff set the areas of the garden up, but also:

Check the garden for litter, broken glass, fences and other dangerous obstacles.

The staff setting up the garden will ensure that all lifting and carrying of play equipment is done safely, as heavier equipment will require two members of staff.

When the children go outside, they are head-counted on the steps and are reminded to walk.

A head count is done before going back inside again. Any accidents that occur outside must be recorded in the accident book and parent informed at the end of the day.

All materials and equipment must be checked regularly and any broken equipment discarded or mended.

All staff and children will tidy away together

**ALL STAFF AND STUDENTS MUST LIFT CAREFULLY AND NEVER LIFT HEAVY ITEMS ON THEIR OWN.**

We have a large garden with space to run freely, but we also set up different learning areas within the garden, so that children can access distinct areas where something special to that area take place.

**CONSTRUCTION**

Hollow blocks, cardboard boxes, tyres, cones (hard hats and construction tools for role play opportunities) but also small scale construction such as Lego, Cars and Garage and other small world play

**WATER PLAY**

Water tray, buckets, tubes, funnels, basters and sponges (to pour, transfer and experiment) and access to the water tap  
Painting with water (paint rollers and brushes), Washing cars, trikes, chairs and dolls

**SAND PLAY**

Sand box with spades, spoons, buckets, containers, sand wheel

**CLIMBING FRAME/BALANCING BEAM**

To climb onto, hide inside, crawl through, pretend play/walk across, balance on one leg, jump off/swinging, experiencing risk

**ART AREA**

Art trolley with various art materials, easel and drying rack

**QUIET AREA**

Rug with cushions, books and cuddly toys – the tepee to hide inside (summer only)

**GROWING AREA**

Watering cans, plastic pots, soil, seeds and bulbs

**MUSIC AREA**

Instruments in a box, but also hanging pots and pans to play with wooden and metal spoons etc.

**MINIBEAST GARDEN AND SENSORIAL GARDEN**

To see the natural world, with logs, rocks, stones, tree stumps, twigs and weeds. Provide magnifying glasses and reference books.

**TABLES FOR PUZZLES/WRITING/INDIVIDUAL WORK**

WEATHER BOXES with resources and books with a rainy day or windy day theme for example.

**PARACHUTE GAMES/BEAN BAGS/BALLS/HOOPS  
TRIKES, SMALL PUSH ALONG CARS, HOBBY HORSES, BROOMS FOR SWEEPING**

## Parental Access to Child's Records

Parent/carers have full access to their child's records and can be viewed at any time.

If parents are separated it will be the main carer with full custody who will give the nursery written permission to allow the other parent access to records.

Children's records are completely confidential and only the parent will see them.

Records will not be given to any other authority without written permission unless it is a Safeguarding matter.



## Parental Responsibility

Parental Responsibility is defined in The Children Act 1989 as:

“All the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to a child and his property”

Parental Responsibility is only automatic to both parents if they are married and divorce does not nullify it.

There are other rules and regulations to consider – the details are as follows:

**Parental responsibility is automatic to both parents when married**

**Divorce does not nullify parental responsibility**

**Parental responsibility for a child can only be withdrawn by a court order**

### **Unmarried fathers**

If a father is not married to the mother of their child, parental responsibility is not automatic. A father has parental responsibility if:

Both parents registered the birth together (from December 2003)

A Parental Responsibility Agreement has been arranged with the mother's consent, certified by the Court

A Parental Responsibility Order has been obtained from the Court

A residence order has been obtained

The father marries the child's mother

An unmarried father of a child whose birth was registered before 1st December 2003 can re-register the birth with the mother in order to obtain parental responsibility.

If a person obtains a residence order in respect of a child then they will automatically obtain PR for that child. Therefore, a stepfather or other family relative who has a residence order will also have PR.

We also recognise that home situations can differ from family to family, e.g. there may be circumstances whereby contact is lost between child and a parent/carer.

## **Registration Documentation in Nursery**

Documentation for every child in the setting should clearly state WHO has parental responsibility for the child and who is the resident parent for the child. That parent should inform us of any change to consent in collecting the child.

If both parents are together at the time of registering the child for the setting, the setting will assume that both parents will be listed on the child's records as being authorized to collect the child from the setting.

The nursery will endeavour to ensure that both parents receive

information from the setting about the setting and about their child's progress.

### **If a non-resident parent turns up to collect a child unannounced, the following procedure will be followed:**

The child's records will be checked to see if the parent is on the list of persons authorised to collect the child.

If the parent is not on the list authorised to collect the child, the parent will be asked for identification if unknown to the setting.

Once the identity of the parent has been established (or if already known) the child will be kept in the setting until the resident parent has been contacted and permission established for the unannounced parent to leave with the child.

If the resident parent does not give permission for the child to leave with the unannounced parent, the resident parent will be asked to collect the child themselves or arrange for an authorized person to collect the child.

If the unannounced parent is not willing to leave the setting without the child, the staff will contact the Police for further assistance.

The resident parent may be asked to resolve the situation before returning the child to the setting.

**Cranford** does not accept that members of staff should be subjected to verbal abuse or physical violence of any nature. We will encourage Police intervention and offer support to staff that have suffered mental and/or physical trauma. Any assault on a

member of staff will be treated extremely seriously and may result in criminal charges being brought.

# Parents as Partners Policy

Parents are the child's first educator. We respect and value our parents and we aim to have an open, honest and supportive relationship with the families of our nursery.

## **Communication**

Your child's key person will keep you informed of your child's progress through informal chats and where necessary formal meetings. We have an open door policy, and generally encourage parents to have a brief chat with the child's key person every morning.

Parents can reach the school by phone or email at any time, and this is encouraged if parents are working and do not always drop off and pick up their child.

We invite Parents in for an informal chat either in the evening or in the day time to chat about their child's progress or any other concerns.

## **Information**

A newsletter is sent home with the children once per month and also electronically. The notice board in the entrance holds a wealth of information and there is a part of the notice board dedicated to parent's adverts.

Children's learning journal, key person's record keeping, observations and other information is available to parents at all times. We endeavour to make information available in other home languages or on audiotape, if needed.

Parents are always consulted and permission sought if Cranford feel that a child needs additional support at any one time (see Special Educational Needs Policy).

## **Involvement**

We seek parent's support and involvement – we value any contributions made and parents are invited to demonstrate their various skills and talents in any way possible. We promote Volunteer Days, and parents can sign up to help out and support children's learning whilst at the same time get an insight into their child's day at nursery.

We encourage visitors from our local community, and seek to go out into the community whenever possible. During trips we may ask parents to volunteer.

We welcome and invite and celebrate families' diverse backgrounds and enjoy the celebrations of cultural and religious festivals. We encourage parents to share their

religious festivals with us so we can participate as part of our curriculum, people and communities.

### **Transitions**

We aim for a smooth transition between home and nursery, and work closely with parents and carers to achieve this. At the time the child is ready to leave us, we encourage parents to share information, such as the record keeping and child's scrapbook, with the child's next school.

## Parents Feedback

We value our parent's opinion

Please tell us what we do well?

Please tell us what we can do to improve our service.

We may use your information to use on our website, in our prospectus or on our Facebook. please sign if you agree

Signed:

## PERSONAL AND INTIMATE CARE

Cranford nursery school is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. Cranford recognises the need to treat all children with respect when intimate care is given. No child should be attended to in a way that causes distress or pain. The child's welfare and dignity is of paramount importance. Every child's right to privacy will be respected.

**Rationale** The purpose of these procedures is to set out guidelines that safeguard children and staff by providing a consistent approach. Staff providing Personal Care must be aware of the need to adhere to good Child Protection practice in order to minimise the risks for both children and staff.

### Aims

The aims of the policy and procedures are:

- To safeguard the dignity, rights and well-being of children.
- To ensure that children are treated consistently when they experience personal care.
- To provide guidance and reassurance to staff.
- To ensure that parents are involved in planning the intimate care of their child and are confident that their concerns and the individual needs of their child are taken into account
- To reassure parents that staff are knowledgeable about intimate care.

### Definition of Personal Care

Personal care involves helping children with aspects of personal care which they are not able to undertake for themselves, either because of their age and maturity or because of developmental delay or disability.

### Responsibilities

**Management responsibilities:**

Management will supervise toilets on unexpected occasions to ensure best practice procedures are being followed.

- To ensure permission has been sought from parents for staff to support their child's personal care routines.
- To ensure all staff and volunteers have clearance by the Criminal Record Bureau before engaging in any personal care routines. DBS Police checks.
- To provide facilities appropriate to the children's age and individual needs.
- To provide appropriate guidance, training, supervision and reassurance to staff to ensure safe practice.

- To ensure that staff will receive ongoing training in good working practices which comply with health and safety regulations, hygiene procedures, first aid and child protection procedures.
- To keep a record of training undertaken by staff and to ensure that refresher training is provided where required.
- To ensure that all staff are familiar with the pre-schools Personal Care Policy
- To provide an Induction programmes for all new staff and to ensure that they are made fully aware of the Personal Care procedures for the children they are supporting.
- To ensure parents are aware of their responsibilities in supporting the pre-schools Safeguarding Children Policies, with particular regard to the 'Toilet Access Policy'.
- To ensure all mobile phones are locked away and no unauthorised recording equipment is in use, as per our employment policy.

#### Staff Responsibilities:

- Staff must be familiar with the Intimate Care procedures.
- Staff must adhere to the personal care policy and procedures
- Staff must report any concerns to management.
- Key persons will liaise with parents/carers to establish specific care routines for each child.
- Staff must take part in training for any aspect of Intimate Care Support.

#### Personal Care Procedures

- Wherever possible, children's personal care should be attended to by their key person.
- Staff must inform a colleague when leaving the room to support personal care routines.
- Children must be changed in the designated changing area, however children's wishes must be respected.
- The door to the toilet area must remain open at all times.
  - The door to the designated changing area must remain open at all times during personal care routines.
- Protective gloves and aprons must be worn when supporting personal care routines.
- Allow children to care for themselves as far as possible and encourage them to carry out aspects of intimate care to promote independence.
- Staff to communicate with children at all times during personal care procedures, ensuring the child is consulted about routines and kept informed at all times.
- Staff must respect the wishes of children, with regard to dignity, privacy, choice and safety.
- Staff must show awareness of and be responsive to the child's reactions, their verbal and non-verbal communication and signifiers.
- Staff to use the opportunities during intimate personal care to teach children and young people about the value of their own bodies, to develop their personal safety skills and to enhance their self-esteem.



- Wherever possible, ensure lower regions are covered before removing garments from upper body.
- Soiled garments must be securely wrapped in a plastic bag and tied to prevent risk of suffocation.
- The changing mat must be cleaned with an antibacterial wipe after each use.
- Soiled nappies, wipes, gloves and aprons should be placed in a sealed plastic bag and disposed of in the main dustbin outside.
- As staff engage in hand-washing procedures after all personal care routines, children must be encouraged to do the same, creating an ideal opportunity to discuss the importance of hygiene.
- Staff to record all Personal Care interactions in the Personal Care Record file.

Principles The policy and procedures embrace the principles of Every Child Matters.

- Every child has the right to feel safe and secure
- Every child has the right to be treated as an individual
- Every child has the right to remain healthy
- Every child has the right to privacy, dignity and a professional approach from all staff when meeting his or her needs
- Every child has the right to information and support that will enable him or her to make informed and appropriate choices
- Every child has the right to be accepted for who they are, without regard to age, gender, ability, race, culture or beliefs

#### PROCEDURES FOR NAPPY CHANGING IN THE NURSERY

PLEASE TAKE YOUR TIME,

DO NOT RUSH REMEMBER THIS IS A VERY PERSONAL AND SPECIAL TIME

TALK TO THE BABY OR CHILD THROUGHOUT

Put on an apron and gloves

Reassure the child and gently place them on to the Nappy Changing Unit Remove their shoes, socks and trousers as needed

Talk to and amuse the child throughout this 'special time' together.

Take off wet or soiled nappy and dispose of it immediately in the nappy bin

Clean the child using wet wipes [or water and cotton wool if parents prefer]

ALWAYS wipe little girls from 'front to back' – never 'back to front' to avoid the spread of bacteria. Apply nappy cream if needed. Follow parental preferences for cream, Sudocrem or Vaseline.

Take off your disposable gloves and put them into the nappy bin

Put on a new – correctly sized – nappy, and fasten with great care. Ensure it is not too loose that it falls down, or too tight around child's tummy to restrict.

This is a good time to gently Clean the child's face and hands

KEEP TALKING TO AND AMUSING THE CHILD AS YOU REDRESS THEM

Place the child safely back down on the floor in the playroom.

Wipe down the Changing Unit thoroughly with disinfectant spray and a green paper towel and dispose of the towel.

Dispose of apron and wash/use bacterial gel to cleanse hands

Complete the Nappy Changing Record paperwork correctly Enter anything unusual in the Child's Health File for discussion with your Department Manager and for them to talk to the child's parents about

NEVER LEAVE A CHILD UNATTENDED ON THE NAPPY UNIT

I HAVE READ AND UNDERSTOOD THE NURSERIES STAFF AND CHILDREN'S PERSONAL HYGIENE POLICY

## Pet and No Smoking

### **No Smoking Policy**

We have a No Smoking policy at nursery and neither staff, students or visitors are allowed to smoke either indoors or in the garden. If staff are smokers, they can use their breaks to smoke, but must not return to the premises smelling of smoke.

### **Animals on Site Policy**

Animals are from time to time allowed onto the premises. The animals are always kept with the safety of the children in mind – animals who could pose a threat to children are not allowed onto the premises. We do however encourage animals for educational purposes to visit the nursery, and a risk assessment is done prior to animals visiting. If animals are being kept at the premises, we follow strict hygiene routines, and any handling of animals, is only done with thorough handwashing. Cleaning of cages etc is done by teachers only – with the same level of hygiene routine (gloves, handwashing and appropriate disposal of waste).

The owners family and Fiona live above the nursery and we have 3 small dogs and one cat. We have one dog called Bonnie which is used for petting in the nursery with the children she is always supervised with the children, the children wash their hands after petting the dog.

Please inform us in writing if your child is allergic or has any fears.

# Privacy Policy

Effective date: August 16, 2018

Cranford Nursery School ("us", "we", or "our") operates the <http://www.cranfordnurseryschool.co.uk/> website (the "Service").

This page informs you of our policies regarding the collection, use, and disclosure of personal data when you use our Service and the choices you have associated with that data. This Privacy Policy for Cranford Nursery School is powered by [FreePrivacyPolicy.com](http://FreePrivacyPolicy.com).

We use your data to provide and improve the Service. By using the Service, you agree to the collection and use of information in accordance with this policy. Unless otherwise defined in this Privacy Policy, terms used in this Privacy Policy have the same meanings as in our Terms and Conditions, accessible from <http://www.cranfordnurseryschool.co.uk/>

## Information Collection And Use

We collect several different types of information for various purposes to provide and improve our Service to you.

## Types of Data Collected

### Personal Data

While using our Service, we may ask you to provide us with certain personally identifiable information that can be used to contact or identify you ("Personal Data"). Personally identifiable information may include, but is not limited to:

- Email address
- First name and last name
- Phone number
- Address, Post code, City
- Cookies and Usage Data

### Usage Data

We may also collect information how the Service is accessed and used ("Usage Data"). This Usage Data may include information such as your computer's Internet Protocol address (e.g. IP address), browser type, browser version, the pages of our Service that you visit, the time and date of your visit, the time spent on those pages, unique device identifiers and other diagnostic

#### Use of Data

Cranford Nursery School uses the collected data for various purposes:

- To provide and maintain the Service
- To notify you about changes to our Service
- To allow you to participate in interactive features of our Service when you choose to do so
- To provide customer care and support
- To provide analysis or valuable information so that we can improve the Service
- To monitor the usage of the Service
- To detect, prevent and address technical issues

#### Transfer Of Data

Your information, including Personal Data, may be transferred to — and maintained on — computers located outside of your area, country or other governmental jurisdiction where the data protection laws may differ than those from your jurisdiction.

If you are located outside Isle of Man and choose to provide information to us, please note that we transfer the data, including Personal Data, to Isle of Man and process it there.

Your consent to this Privacy Policy followed by your submission of such information represents your agreement to that transfer.

Cranford Nursery School will take all steps reasonably necessary to ensure that your data is treated securely and in accordance with this Privacy Policy and no transfer of your Personal Data will take place to an organization unless there are adequate controls in place including the security of your data and other personal information.

#### Disclosure Of Data

## Legal Requirements

Cranford Nursery School may disclose your Personal Data in the good faith belief that such action is necessary to:

- To comply with a legal obligation
- To protect and defend the rights or property of Cranford Nursery School
- To prevent or investigate possible wrongdoing in connection with the Service
- To protect the personal safety of users of the Service or the public
- To protect against legal liability

## Security Of Data

The security of your data is important to us, but remember that no method of transmission over the Internet, or method of electronic storage is 100% secure. While we strive to use commercially acceptable means to protect your Personal Data, we cannot guarantee its absolute security.

## Service Providers

We may employ third party companies and individuals to facilitate our Service ("Service Providers"), to provide the Service on our behalf, to perform Service-related services or to assist us in analyzing how our Service is used.

These third parties have access to your Personal Data only to perform these tasks on our behalf and are obligated not to disclose or use it for any other purpose.

## Links To Other Sites

Our Service may contain links to other sites that are not operated by us. If you click on a third party link, you will be directed to that third party's site. We strongly advise you to review the Privacy Policy of every site you visit.

We have no control over and assume no responsibility for the content, privacy policies or practices of any third party sites or services.

## Children's Privacy

Our Service does not address anyone under the age of 18 ("Children").

We do not knowingly collect personally identifiable information from anyone under the age of 18. If you are a parent or guardian and you are aware that your Children has provided us with Personal Data, please contact us. If we become aware that we have collected Personal Data from children without verification of parental consent, we take steps to remove that information from our servers.

## Changes To This Privacy Policy

We may update our Privacy Policy from time to time. We will notify you of any changes by posting the new Privacy Policy on this page.

We will let you know via email and/or a prominent notice on our Service, prior to the change becoming effective and update the "effective date" at the top of this Privacy Policy.

You are advised to review this Privacy Policy periodically for any changes. Changes to this Privacy Policy are effective when they are posted on this page.

## Contact Us

If you have any questions about this Privacy Policy, please contact us:

- By email: [cranfordnursery@yahoo.com](mailto:cranfordnursery@yahoo.com)
- By phone number: 01624676086



## Retention of records including safe disposal of records.

Retention periods for records Children's records Retention period:

Children's records - including registers, medication record books and accident record books pertaining to the children = 10 years

or if a child has been under child protection then those records will be passed onto the inspection unit.

The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) - Personnel records, Personnel files and training records (including disciplinary records and working time records) = 6 years after employment ceases. (Recommendation Chartered Institute of Personnel and Development)

DBS checks will not be kept but the information will be recorded in the persons file. The following basic information should be retained after the certificate is handed back to the candidate, the date of issue; the name of the subject; the type of disclosure; the position for which the disclosure was requested; the unique reference number; and the details of the recruitment decision = 6 years

Income tax and National Insurance returns/records At least 3 years after the end of the tax year to which they relate.

The Income Tax (Employments) Regulations 1993, Redundancy details, calculations of payments, refunds, notification to the Secretary of State  
= 6 years after employment ends Recommendation Chartered Institute of Personnel and Development

### **HEALTH AND SAFETY RECORDS**

Health and safety Staff accident records (for organisations with 10 or more employees) = 3 years after the date the record was made (there are separate rules for the recording of accidents involving hazardous substances)

Records of any reportable death, injury, disease or dangerous occurrence  
= 3 years after the date the record was made

The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) Accident/medical records as specified by the Control of Substances Hazardous to Health Regulations (COSHH)= 40 years from the date of the last entry .

The Control of Substances Hazardous to Health Regulations 2002 (COSHH)  
Assessments under Health and Safety Regulations and records = 6 years.

Financial records Retention period = 3 years from the end of the financial year for private companies.

### **ADMINISTRATION RECORDS**

Complaints record book Requirement - At least 3 years from the date of the last record (Early Years Foundation Stage Welfare Requirements (given legal force by Childcare Act 2006))

Insurance liability documents Requirement - 40 years from date of issue (The Employers' Liability (Compulsory Insurance) Regulations 1998)

### Disposal of records

All records will be shredded or disposed of safely after the date and any computer files will be deleted.

Reviewed by:

Date:

## Role of Parents

We appreciate the role of parents as a partnership.

We politely request that parents inform nursery when their child is sick and if there have been any changes at home that will effect behaviour.

We would like parents to help us improve our service by making recommendations.

Parents are invited into nursery to speak with your child's key worker.

Please ask if you would like a daily diary for your child.

# Safeguarding Children and Child Protection

***This document is kept in Cranford's Safeguarding file along with the IOM safeguarding children's board policy document and social services referral forms.***

***All staff must complete the Full Safeguarding course if this course is not available then the basic Safeguarding course must be done.***

- **The service provider's commitment to the safeguarding of children.**

This policy applies to all staff, including senior managers, family who live above nursery, paid staff, volunteers and seasonal workers, agency staff, students or anyone working on behalf of Cranford Nursery.

The purpose of this policy is:

- To protect children and young people who receive Cranford Nursery services. This includes the children of adults who use our services;
- To provide staff and volunteers with the overarching principles that guide our approach to safeguarding.

Cranford Nursery believes that a child or young person should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people and to keep them safe. We are committed to practice in a way that protects them.

## **Legal framework**

This policy has been drawn up on the basis of law and guidance that seeks to protect children, namely:

DHSC children and families registration and inspection unit minimum standards.

- Children Act 1989
- United Convention of the Rights of the Child 1991

- Data Protection Act 1998
- Sexual Offences Act 2003
- Children Act 2004
- Protection of Freedoms Act 2012
- Relevant government guidance on safeguarding children & IOM Safeguarding Children Board.

**We recognise that:**

- The welfare of the child is paramount, as enshrined in the Children Act 1989 all children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have a right to equal protection from all types of harm or abuse
- Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.

**We will seek to keep children and young people safe by:**

- valuing them, listening to and respecting them
- adopting child protection practices through procedures and a code of conduct for staff and volunteers
- developing and implementing an effective e-safety policy and related procedures

- providing effective management for staff and volunteers through supervision, support and training
- recruiting staff and volunteers safely, ensuring all necessary checks are made
- sharing information about child protection and good practice with children, parents, staff and volunteers
- sharing concerns with agencies who need to know, and involving parents and children appropriately.

**We are committed to reviewing our policy and good practice annually.**

This statement was last reviewed on: 11<sup>th</sup> August 2018

Signed: \_\_\_\_\_

Fiona Harcourt proprietor, manager and safeguarding officer

Vicki Hargreaves deputy manager and safeguarding officer

## **INFORMATION SHARING SUMMARY POLICY.**

### **Policy Statement**

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

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

#### **That is when:**

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

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

The decision should never be made as an individual, but with the back-up of the management team. The three critical criteria are:

- Where there is evidence that the child is suffering, or is at risk of suffering, significant harm.
- Where there is reasonable cause to believe that a child may be suffering, or is at risk of suffering, significant harm.
- To prevent significant harm arising to children and young people or adults, including the prevention, detection and prosecution of serious crime.
- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We may cover this verbally when the child starts or include this in our prospectus.
- Parents sign our Registration Form at registration to say they understand this.
- Parents are asked to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider eg school

Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden. Please see our safeguarding children and child protection policy, our children's records policy, our information sharing policy for this information.

- Parents are asked to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider eg school

***Cranford's safeguarding policy continued.***

- **The service provider's commitment to encouraging "whistle blowing" without the fear of alienation.**

Cranford is committed to whistle blowing, any information will be taken seriously and regarded as confidential. Please report any concerns to Fiona or RIU.

- **All staff have a responsibility to report any suspected child abuse or neglect.**

Parents are usually informed however this is not always appropriate. Staff should report concerns to management first.

#### Protocol for reporting concerns and on going Safeguarding investigations

If a member of staff is concerned about a child then firstly report to:

1. Fiona or Management.
2. The parent will be informed if appropriate and then the duty social worker
3. The RIU will then be informed
4. Complete a referral form for social services and a notification of events form for RIU.
5. Notification of events Follow up forms
6. All concerns are confidential.

- Contact and telephone numbers for the local Police and Children services:
- POLICE TEL: 631212
- DEPARTMENT OF HEALTH AND SOCIAL CARE CHILDREN AND FAMILIES TEL: 686179
- RIU, NURSERY INSPECTORS = 642427
- POLICE PUBLIC PROTECTION UNIT = 631493
- OUT OF HOURS 631212

- **Procedures to be followed in the event of an allegation being made against a member of staff or volunteer.**

Report to Fiona immediately and without hesitation and if you are still not satisfied then report to Children and Families and the RIU.

- **Procedures to be followed in the event of an allegation being made against a registered person.**



Report to Fiona or a member of management, if this is not appropriate then report to Children and families and RIU.

- **Whistle Blowing**
- **"Whistle blowers" policy - Practitioners policy of concern**

All staff are to alert Fiona FIRST if unavailable then Vicki or another member of staff of any concerns especially if it regards a member of staff and bad practice. The "whistle blower" will remain confidential whilst an investigation takes place. If Fiona or Vicki cannot sort out the problem then our nursery inspector will be informed of the concern. Our inspector is Jenny Percival her contact is 642427

- **Confidentiality protocols in regard to the reporting of concerns and to ongoing safeguarding investigations.**

We have a confidential incident book which is in a locked filing cabinet, in here we record any concerns, we then must complete a "Notification of Events form, then a "Notification of events follow up form" and pass the information on to RIU. When the child leaves we hand over the confidential records to the RIU.

- **The use of social media and portable electronic equipment, including mobile phones.**

Parents sign the registration forms to agree to photos on our social media such as Face Book, from September 2018 we will be reviewing our face book site and we may be shutting down Face Book and deleting all photos and starting a new account, this will be reviewed again with the intention of deleting all photographs every September.

If photos are being taken for the other commercial sites such as the newspaper then parental permission is requested again.

The staff may use the nursery IPAD/Nursery Phone to take photos of their activities then load them onto the parents page on Face Book at an appropriate time. Staff members are not allowed their phones or cameras in nursery unless authorized by Fiona for nursery use, they are never allowed to take phones or cameras into the toilet area or the sleeping area when children are sleeping. Photographs are not allowed to be taken of children in the toilets or nappy changing areas.

If staff have photographs on their phones for example if they have been out on a trip and Fiona has authorized them to use their phone and the photographs are intended for our parents facebook group then once downloaded staff members must delete all photographs off their phone and their phone is then put away in the kitchen area. Phones are not to be kept in the Art room cupboard as this is close to the bathroom and can be a safeguarding risk.

- **Taking photos of children and their usage**

Photos of children are confidential and can only be used for nursery use for example: children's pegs, files, learning journeys, nursery facebook, website etc. All photos will be deleted from the nursery IPAD/Phone.

- **Lone working**

We keep doors open in nursery this prevents any member of staff from working alone and prevents grooming. We rotate staff within the nursery and rotate key workers to avoid any special relationships. We rotate staff when putting children down for a nap, the door is always left open. No phones are allowed in the room where children are sleeping and the door is to be kept open. All staff members are expected to pop their head around the door to check sleepers especially when a member of staff is supervising that room. This is considered good safeguarding measures against risk and should be a daily routine that all staff do.

Staff members are discouraged from developing "special relations" with children and their families. Staff are asked not to babysit for nursery parents and staff must not

invite nursery children to their home for sleepovers this is considered as inappropriate/special relationships.

The bathroom door must always be kept open for nappy changing and phones are not allowed in this area. Staff members are expected to pop their head around the door to check when staff are nappy changing this is considered as good safeguarding measures against risk and should be part of nurseries daily routine.

- **Access to the service by non staff members**

Visitors must sign the visitor book with the times they enter and leave. The family who live above which is the owners family are usually the only other people who will access the service, all members of Fiona's family are police checked.

Visitors are always supervised and never left alone with the children.

## **Confidentiality**

### CONFIDENTIALITY POLICY

- It is vital to our business that confidentiality is paramount, this includes:
- **Face book:** Staff must not have or keep parents on face book once they have terminated their employment. Staff must not discuss nursery, colleagues or children on any social networking sites.
- Staff must remain professional and confidential at all times, staff are not allowed to befriend parents if they are not already a friend. Cranford is a business it is not to be used for making friends or for extra employment ie babysitting. It is not appropriate for staff members to invite children to their home.
- All identities and business of staff, children, parents and proprietor are to be confidential; you must not talk about staff, Fiona's family, children or parents outside of nursery.
- You must not discuss nursery business. This includes discussing nursery business with ex members of staff. This is deemed as a breach of confidence and will be regarded as a legal matter.
- Defamation of character, slander and threats towards the nursery, proprietor and staff will be considered as a legal matter.

- Legal action will be brought against a person who damages the reputation and business of nursery making slanderous allegations and threats against the nursery and staff including the proprietor Mrs. F Harcourt and her family.

- **Records Management**

Computer records are covered under data protection, Confidential records are in a locked file and other records which are confidential are personal to that person and should not be shared unless it is for safeguarding issues. Parents must have access to their child's records if desired.

- **Retention of records Policy**

The standard **retention** period for records is 10 years.

- **Behaviour Management**

**Standard 11**

**"Adults caring for children in the provision must be able to manage a wide range of children's behavior"**

Policy and Officer's

Fiona Harcourt is First Officer

Vicki Hargreaves is Second Officer

Officers are named staff who has responsibility for behaviour management issues and has the skills to support staff, parents and children and be able to access expert advice if ordinary methods are not effective with a child.

e.g. with the parents permission contacting the child's Health Visitor or contacting CwAN (Help and Support for children and families with additional needs)

1. Talk to parents regarding the child's behaviour and get background information as quite often they are dealing with the same behaviour at home or it may just be in nursery but they will have good reasons why they think their child is behaving in this way.
2. We will shadow a child by keeping the child close so we can prevent the behaviour but also so we can have a clear understanding of the problem we will then evidence this by keeping a daily diary. Keeping a daily diary of the child's behaviour will get photocopied and a copy will go home every day with the child. Good behaviour will be celebrated lots of stickers and positive

attention will be given to the child. The aim is to make the child want to be good for adults so the rewards must be instant.

3. Gain permission off the parent to call the HV or CwAN or ask the parent to call either service, we will give her background information on what we feel may be the problem it could be transitional due to a new baby or divorce or it could be something quite delicate like an attachment disorder with mum or communication and language problems especially if a child is learning English as a second language.
4. The HV will do a home visit then report back to nursery, parents and nursery will work together to solve the behaviour. Positive reinforcement with lots of reward stickers will be given to the child and this will be celebrated in the home with the parents too where the child will gets praise and positive reinforcement at home for being good in nursery.
5. The nursery doesn't say "naughty" but we use the term "Bold" and staff do not shout at the children, but use firm voices.
6. Other agencies may be involved such as the preschool assessment centre, cross roads and the "children and Psychology services" or social services.

- **Exclusion of children who are infectious (guidance set by public health)**

Parents are requested to not return their child to nursery until they have left 48 hours before the last episode of infectious sickness. If a child is sick, please do not bring them to nursery. If we feel a child needs to go home due to illness then parents are expected to pick their sick child up immediately.

- **The safe arrival and departure of children**

Children arrive into the house and passed over safely to a member of staff. The departure of a child is to authorized persons only and where necessary a photo of a person collecting is to be given to nursery. Staff open the door to visitors, parents are asked never to open the door to let someone in.

- **What to do in an event of a child going missing.**

Call the parents, the Police and issue a photograph from the child's file. Notify RIU, Complete a notification of events form for the inspectors and a follow up form.

- **What to do in an event of a parent failing to collect a child.**

## UNCOLLECTED CHILD POLICY

An uncollected child will always be kept within the nursery with two members of staff, the child's parents and emergency contacts will be continually called, and we will try to contact them by social media too. The nursery closes at 6.00 pm if contact has not been made 30 minutes after this time then the police will be called so they can help in trying to find the parents, the on duty social worker at social services will also be notified at this point so the duty social worker will arrange for the child to be taken into care whilst the parents and emergency contacts are being located.

- Notification of Events forms will be completed and forwarded to RIU.
- Follow up forms will then be completed and forwarded to RIU.
- POLICE: 631212
- DUTY SOCIAL WORKER AT CHILDREN AND FAMILIES : 686179
- Inspection unit: 642427
  
- **Complaints Procedure:**

## COMPLAINTS POLICY

PLEASE CONTACT FIONA OR VICKI FIRST WITH A COMPLAINT.

WE WILL DO EVERYTHING POSSIBLE TO PUT THE MATTER RIGHT AND TO GIVE IT OUR FULL ATTENTION.

If the complaint cannot be resolved then we will contact our nursery inspector. The parent may be requested to speak to our inspector.

The nursery reserves the right to cancel a nursery place and to request a parent to remove their child with immediate effect.

Parents may use the black comments box outside the front door to leave any suggestions.

Registrations & Inspections Unit  
Catriona Bradley  
Ground floor  
St Georges Court  
Hill Street

Douglas IM1 1EF

Tel: 01624 642427 / 642422

randi@gov.im

- **Additional Needs Policy**

Standard 10

“The registered person must be aware that some children may have additional needs and is proactive in ensuring that appropriate action, care and equal opportunities are provided”

- **Additional Needs – Policies and Procedures**

- Our pre-school and out of school clubs aim to have regard to the DFEE Code of Practice on additional educational needs and also to the guidelines supplied to private and voluntary providers of pre-school and out of school clubs education. We aim to provide a welcome to all children, and appropriate learning opportunities, for all children.
- Children with additional needs, like all other children, are admitted to the nursery after consultation between parents and leader or keyworker.
- Our aim is to provide for the developmental needs of each child in the group.
- All children in the group irrespective of their additional needs, are encouraged wherever possible an appropriate to participate in all the group’s activities.
- Our system of observation and record-keeping, which operates in conjunction with parents, enables us to monitor children’s needs and progress on an individual basis.
- The needs and progress of children who have additional educational needs are monitored by our group’s special educational needs co-ordinator.
- Our key worker system ensures that each adult is especially responsible for, and close to, just five or six children, so each child receives plenty of adult time and attention.

- We work closely with the parents of all the children in the group to ensure that: The group draws upon the knowledge and expertise of parents in planning provision for the child  
The child's progress and achievements are shared and discussed with parents on a regular basis.
- Parents know the identity of the group's special needs co-ordinator
- Parents are aware of the arrangements for the admission and integration of children  
with additional educational needs
- If it is felt that a child's needs cannot be met in the nursery and out of school clubs without additional personnel and/or equipment, funding will be sought to ensure that provision is appropriate to the child's needs. If however that funding or extra resources cannot be found then we will with discussion with the parents find an alternative solution or nursery that can meet the needs of the child and family.
- We work in liaison with relevant professionals and agencies outside the group to meet  
children's specific needs.
- Our staff attend whenever possible training on additional needs arranged by the  
Department of education and children pre-school and other professional  
bodies.
- **Specific Procedures**
- **The name of the SENCO/Manager**  
Fiona Harcourt
- **Arrangements for the assessment of individual children**
- Each child has a key worker who keeps records of the child's development. Any  
cause for  
concern is discussed with the SENCO/Manager. The child's parents and health  
visitor will be consulted (permission from parents will be sought first) and the  
child may be referred to other agencies such as the pre school assessment  
centre.
- **Record-keeping systems for children with additional educational needs**



- The keyworker keeps records of the child with additional needs and liaises with the SENCO.
- Records are adapted according to the child's ability.
- **The way children with additional educational needs will be offered a broad and balanced curriculum**
- The SENCO liaises with the Early Years Consultant and draws up a programme of next steps for progression in an individual play plan.
- **The way resources within the group's budget will be allocated to additional needs work**
- The SENCO will assess the need for extra equipment and resources and then approach the Management for funds?.
- **Links between the pre-school and out of school clubs and external support services, including the local authority, voluntary organizations and other settings**
- Parental consent will be obtained before the SENCO liaises with the Early Years Consultant, Health Authority, Local Educational Authority or any appropriate support group. However, under government guidance (2006) information may be shared against parent's wishes if not doing so would put the child at risk of harm. Where children receive education and care in more than one setting, staff will ensure continuity and coherence by sharing relevant information with each other in conjunction with parents.
- **Arrangements for reviewing policies and procedures relating to additional needs**

These are revised annually or mid year if deemed necessary.

- **Confidentiality**

- Staff will respect the need for confidentiality in discussing children’s additional needs within the setting. The SENCO will communicate with the parent about whether they wish to share information about their child’s additional needs with others attending the nursery and out of school clubs
- **Equal Opportunities Policy and Procedure Standard 9**

“The registered person and staff must actively promote equality of opportunity and anti-discriminatory practice”

*“The EYFS seeks to provide equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.”*

Page 5 of the Statutory Framework for the EYFS 2014

*“Providers must follow their legal responsibilities under the Equality Act 2010”*  
(3.58)

*“Providers must have arrangements in place to support children with SEN or disabilities.”* (3.67)

We are committed to provide equality of opportunity and anti-discriminatory practice, ensuring every child is included and supported.

Our ethos is to ensure positive attitudes to diversity and difference, so that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability.

We have a legal duty under the Equality Act 2010 to be inclusive and offer an inclusive provision to children and their families. The Act incorporates the Disability Discrimination Act (1995) stating that children with disabilities must not be treated less favourably than children without a disability. ‘Reasonable adjustments’ will be made to enable children with a disability to participate. The facilities, equipment and access to the premises are suitable for children with disabilities where ever possible. Children learn from an early age to value diversity in others and grow up making a positive contribution to society.

We will meet the individual needs of all children by:

- Valuing each child for whom they are and recognising differences; so they feel understood whatever their ability, ethnic background or gender.
- Valuing each child's culture by making connections between experiences at home, my setting and the wider community.
- Talking to parents and/or carers about their child's progress and development, planning appropriate support where identified.
- Delivering personalised learning, development and care to help children get the best possible start in life.

Children who have special educational needs or a disability will be included, valued and supported by identifying the need for additional support as early as possible: The parents, child's health visitor, pre school assessment centre, child's social worker, family worker, school nurse and any other agencies such as RIU will be informed if necessary.

**I monitor the effectiveness of my inclusive practice by:**

- Listening to and valuing all children in my setting, ensuring they have a voice.
- Observing children in my setting and assessing whether the learning environment encourages inclusive practice.
- Ensuring my knowledge about different cultural groups is kept up-to-date.
- Actively avoiding gender stereotyping and challenging any expression of prejudice or discrimination by children or adults.

**I promote and value diversity and difference by:**

- Being positive about differences between people and support children's acceptance of difference.
- Celebrating and valuing cultural, religious and community events and experiences.
- Providing books and resources which represent children's diverse backgrounds and which avoid negative stereotypes.
- Providing positive images of all children, including disabilities.
- Supporting children's understanding of difference and empathy encouraging positive attitudes and challenge negative attitudes with the use of props such as puppets and dolls to tell stories about diverse experiences, ensuring that negative stereotyping is avoided.
- Encouraging children to talk about their own home and community life, and to find about other children's experiences.

- Strengthening the positive impressions children have of their own cultures and faiths, and those in their community, by sharing and celebrating a range of practices and special events.
- Visiting different parts of the local community (holiday club)
- Providing role-play areas with a variety of resources reflecting. Sharing stories that reflect the diversity of children's experiences.
- Ensuring that children learning English as an additional language have opportunities to express themselves in their home language some of the time.
- Taking reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. I must also ensure that children have sufficient opportunities to learn and reach a good standard in English language.
- Under the requirements of the Childcare Register childcare will be accessible and inclusive by taking all reasonable steps to ensure that the needs of each child, relating to their childcare, are met; and not refuse to provide childcare or treat any child less favourably than another child due to their race, religion, home language, family background, gender or disability and/or learning difficulty.
- I must consider whether a child may have a special educational need or disability which requires specialist support. I will link with, and help families to access, relevant services from other agencies as appropriate

**I regularly review and evaluate the effectiveness of my inclusive practice.**

**Review Date September 2018 or when regulations change**

**Signed: F. Harcourt**

**Induction and training Policy and Procedure:**

According to the Statutory Framework for the Early Years Foundation Stage, "all staff should receive induction training to help them understand their roles and responsibilities. Induction training must include information about emergency evacuation procedures, safeguarding, child protection, the provider's equality policy 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 improve". (EYFS 2014, 3.20 p.20)

Examples of what to include in an induction process:-

Information about the organisation

- Policies (for example Safeguarding, Child Protection, Behaviour Management, Training Policy)
- Procedures (for example, recording accidents and observations, Allegations against a member of staff)
- Links with parents and other professionals
- Career development opportunities and training
- Your organisation's expectations of its new staff
- Punctuality
- Dress Code
- Attendance at meetings
- Level of performance
- Routines
- Hours of work and timetables for the day
- Specific duties
- Staff Professional Development
- Performance review/supervision
- Training and development plans
- Career plans

All induction paper work should be prepared well in advance and include all the relevant documentation that new staff need on their first day, this should include a Practitioners Professional Profile checklist, Safeguarding and Whistle blowing Policy. Decide who will act as a mentor for the new recruit. A mentor should be an experienced member of staff who can mentor a new employee/volunteer while at the same time provide an effective extra safeguard against a possibly unsuitable person during the probationary period.

An effective induction process will reinforce the motivation a new employee brings to the job. It is a good idea to discuss and agree the process with the new member of staff,.

Ensure new team members are given reassurance and regular feedback on their performance through on-going regular supervision. Be aware that they will need support until their confidence grows and keep a record of what you have covered.

It is essential that the new employee quickly becomes familiar and understands all the important policies and procedures in the setting particularly Safeguarding, H&S,

emergency evacuation procedures, confidentiality policy and alcohol and medication policy. There is a list included in the checklist. It is recommended that the new member of staff then signs to say they have read and understood all the policies of the setting within the first few weeks of the induction period. There should also be clear guidance in appropriate boundaries when working with children. This could include appropriate language, physical contact and relationships and be clearly laid out in the staff code of conduct.

When thinking about putting together an Induction Process, consider the following points:

- Do not overload new employees with too much information at any given time and give plenty of opportunity to discuss sections fully to ensure the employee understands what is expected from them
- Make sure new employees are aware of special H&S requirements and know what to do in the event of any emergency, including security arrangements.
- Use different methods to help employees learn their new role including shadowing, discussion, training, e-learning, practical activities etc.

By the end of the first month the new employee should have had supervision with the manager to review how things are going, to look at the workload and to see whether there are any outstanding areas on the induction checklist. This is also a good time to set up an initial appraisal appointment to set targets and discuss any training needs as identified in the staff's individual training and development plan. Details about the professional development plan can be found

At the end of the induction process:

The induction checklist should be signed off by both employee and employer. It is useful to get feedback from the employee to see how the process went and to make any necessary adjustments for future employees.

Ongoing development

Employees should continue to have regular appraisals and supervision as part of their ongoing development. This will help to identify any future training needs, dispel any worries or uncertainties in their new role and keep staff on track in their continuing professional development

## **Health and Safety Policy and Procedure**

### **Statement of intent**

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

### **Aim**

We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.

### **Methods**

The members of staff responsible for health and safety are the manager and deputy manager, please see **Fiona Harcourt** they are competent to carry out these responsibilities. They have undertaken health and safety training and regularly update their knowledge and understanding. (We display the necessary health and safety poster in the Nursery.

### **Risk assessment**

Our risk assessment process includes:

- checking for hazards and risks indoors and outside, and in our activities and procedures. Our assessment covers adults and children;
- deciding which areas need attention;
- developing an action plan that specifies the action required, the timescales for action, the person responsible for the action and any funding required.

We maintain lists of health and safety issues, which are checked:

- daily before the session begins;
- Annually - when a full risk assessment is carried out.

### **Insurance cover**

We have Public liability insurance & Employers' liability insurance. The certificate for public liability insurance is displayed in the nursery.

### **Awareness raising**

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part and read all nursery policies.
- Health and safety is discussed regularly at staff meetings.
- We have a no smoking policy.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

### **Children's safety**

- We ensure all staff employed have been checked for criminal records by an enhanced disclosure from the Disclosure and Barring Service.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults must be present.
- We comply with Statutory requirements regarding ratios of adults to children set by the Dept. of Health and Social Care and the Isle of Man Safeguarding Children Board.

### **Security**

- Systems are in place for the safe arrival and departure of children. The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults - staff, volunteers and visitors - are recorded.
- The personal possessions of staff and volunteers are securely stored during sessions.

### **Kitchen**

- Children do not have unsupervised access to the kitchen.
- All surfaces are clean and non-porous.
- There are separate facilities for hand-washing and for washing up.
- Cleaning materials and other dangerous materials are stored out of children's reach.



- When children take part in cooking activities, they:
  - are supervised at all times;
  - are kept away from hot surfaces and hot water;
  - do not have unsupervised access to electrical equipment.

### **Electrical/gas equipment**

- All electrical/gas equipment conforms to safety requirements and is checked regularly.
- Fires, heaters, electric sockets, wires and leads are properly guarded and the children are taught not to touch them.
- There are sufficient sockets to prevent overloading.
- The temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas including storage areas.

### **Storage**

- All equipment, materials and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

### **Outdoor area**

- Our outdoor area is secure with high walls and gates it is an enclosed area.
- Our outdoor area has play pad matting that has a critical fall height of 1.5 metres, the grass is Astro turf. The garden is checked for safety and cleared of any rubbish before it is used.
- Where water can form a pool on equipment, it is emptied before children start playing outside.
- Our outdoor sand pit is covered when not in use and is cleaned regularly.
- All outdoor activities are supervised at all times.

### **Hygiene**

- We regularly seek information from the Environmental Health Department and the Health Authority to ensure that we keep up to date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the setting which includes play room(s), kitchen, rest area, toilets and nappy changing areas.
- The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.
- We implement good hygiene practices by:

- cleaning tables between activities;
- checking toilets regularly;
- wearing protective clothing - such as aprons and disposable gloves – as appropriate;
- providing sets of clean clothes;
- providing tissues and wipes;

## **Activities**

Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting.

- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials - including paint and glue - are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.

## **Food and drink**

Children provide their own lunch therefore information is regularly given to parents informing them of hygienic preparations of food and they are reminded to put an ice pack in the lunch box.

- Staff who prepare and handle food receive appropriate training and understand - and comply with - food safety and hygiene regulations.
- All food and drink is stored appropriately. Nursery checks lunch bags for ice packs and puts them in ones that don't have one.
- Snack and meal times are appropriately supervised and children do not walk about with food and drinks.
- Fresh drinking water is available to the children at all times.

- We operate systems to ensure that children do not have access to food/drinks to which they are allergic.

### **Outings and visits**

- We have agreed procedures for the safe conduct of outings.
- Parents always sign consent forms before major outings and children's emergency contacts are taken on the trip.
- A risk assessment is carried out before an outing takes place.
- Our adult to child ratio is high. Staff must never leave children alone, if anyone needs the toilet then a member of staff accompanies them whilst the other member of staff supervises the other children.
- Children are assigned to individual staff to ensure each child is individually supervised and to ensure no child gets lost and that there is no unauthorised access to children.
- Outings are recorded in an outings record book stating:
  - the date and item of outing
  - the venue and mode of transport
  - names of staff, names of children
  - time of return
- Staff take a mobile phone on outings, and supplies of tissues, wipes, pants etc as well as a mini first aid pack and water. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.
- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.

### **Missing child**

If a child goes missing from the setting

- The person in charge will carry out a thorough search of the building and garden.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.

Person in charge talks to staff to establish what happened.

- If the child is not found the parent is contacted and the missing child is reported to the police.

If a child goes missing from an outing where parents are not attending and responsible for their own child, the setting ensures that there is a procedure that is followed.

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff searches the immediate vicinity but does not search beyond that.
- Staff take the remaining children back to the setting.
- The person in charge of the setting contacts the child's parent who makes their way to the setting or outing venue as agreed with the person in charge.
- The staff contact the police using the mobile phone and report the child as missing.
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.

### **The investigation**

- The management carries out a full investigation taking written statements from all the staff present at the time, or who were on the outing.
- The key person/ staff writes an incident report detailing:
  - the date and time of the report;
  - what staff/ children were in the group/outing;
  - when the child was last seen in the group/outing;
  - what has taken place in the group/outing since then;
  - the time it is estimated that the child went missing.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including the interviewing of staff.

Social Services RIU will be informed and a Notification of Events form will be completed and a Follow up form will later be completed. An investigation by RIU will follow and the duty social worker may be involved if it seems likely that there is a child protection issue to address.

- The incident is reported under RIDDOR arrangements and is recorded in the incident book.
- The Insurance Department at the Pre-School Learning Alliance is informed.

### **Animals**

- Animals visiting the setting are free from disease and safe to be with children, and do not pose a health risk.
- Our setting's pets are free from disease, supervised with the children, and do not pose a health risk.
- Children wash their hands after contact with animals.
- We have 3 dogs and one cat, the animals are supervised when around children.

### **Fire safety**

All Staff are trained as Fire Marshalls and have had fire training by a competent Fire Officer John Bellis. Staff who have not received this training will be in-house trained until the next available training can be arranged.

A Fire Risk Assessment has been completed by a Fire Officer

Fire doors are clearly marked, never obstructed and easily opened from inside.

- Smoke detectors/alarms and fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer and by Fire Safety standards and the department of Health and Social Care (R&I) minimum standards
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
  - clearly displayed in the premises;
  - explained to new members of staff, volunteers and parents;
  - practiced regularly at least once every six weeks.
- Records are kept of fire drills and the servicing of fire safety equipment.

### **First aid and medication**

All staff hold current first aid training. The first aid qualification includes first aid training for infants and young children.

Our first aid kit:

- complies with the Health and Safety (First Aid) Regulations 1981;
- is regularly checked and re-stocked as necessary;
- is easily accessible to adults;
- is kept out of the reach of children.

At the time of admission to the setting, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.

### **Slips and Trips**

- All staff must wear appropriate footwear and sign a footwear disclaimer which is kept in their file.
- All spillages to be cleared up immediately.
- When dealing with bodily fluids protective clothing (plastic Aprons) to be worn and appropriate antibacterial cleaning undertaken.

**Accident folder:**

- is kept safely and are accessible in the cupboard
- all staff and volunteers know where they are kept and how to complete them
- are reviewed at least half termly to identify any potential or actual hazards.

RIU is notified of any injury requiring an ambulance, treatment by a general practitioner or hospital doctor, or the death of a child or adult.

When there is any injury requiring general practitioner or hospital treatment to a child, parent, volunteer or visitor or where there is a death of a child or adult on the premises, we make a report to the Health and Safety Executive using the format for the Reporting of Injuries, Diseases and Dangerous Occurrences. RIDDOR.

### **Dealing with incidents**

We meet our legal requirements for the safety of our employees by complying with RIDDOR (the Reporting of Injury, Disease and Dangerous Occurrences Regulations).

We report to the Health and Safety Executive and RIU:

- any accident to a member of staff requiring treatment by a general practitioner or hospital
- any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident but could have done, such as a gas leak.
- Any dangerous occurrence is recorded in our Incident Book.

### **Staff code of conduct. Childcare Code of Conduct**

#### **Guiding principles**

- The welfare of the child is paramount.
- All staff are responsible to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children and young people.
- Staff who work with children are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff should work and be seen to work, in an open and transparent way.
- The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.
- Staff should continually monitor and review their practice and ensure they follow the guidance contained in this document.

#### **Code of conduct examples**

Staff should not shout at children but instead explain in a calm voice why certain behaviour is unacceptable.

- All staff must recognise and respect the value and intrinsic worth of each child and family, regardless of economic or social background.
- All children and families deserve respect and understanding.
- Early years practitioners are responsible for nurturing and educating young children as well as providing information and support to parents.

- Early years practitioners should seek to improve their understanding of the development of young children through ongoing education and collaboration with colleagues.
- Early years workers have a responsibility to understand and adhere to current legislation and guidance that supports their role.
- All staff have a responsibility to contribute to the settings responsibility to protect children and encourage a 'safer working culture'.
- Staff will be expected to follow agreed procedures, without fear of recrimination, to bring to the attention of the Nursery Manager / Provider, any deficiency in the standards.
- If staff have concerns regarding the Nursery Manager/Provider or other senior staff members the Whistle blowing Policy may be followed.
- When information is necessarily confidential it should only be made available on a "need to know" basis.

Staff should dress appropriately for their job and give a positive image

- **UPDATED 11<sup>TH</sup> AUGUST 2018 TO INCLUDE CwAN AND FIRE TRAINING**

- **Behaviour Management**

**Standard 11**

**"Adults caring for children in the provision must be able to manage a wide range of children's behavior"**

Policy and Officer's

Fiona Harcourt is First Officer

Vicki Hargreaves is Second Officer

Officers are named staff who has responsibility for behaviour management issues and has the skills to support staff, parents and children and be able to access expert advice if ordinary methods are not effective with a child.

e.g. with the parents permission contacting the child's Health Visitor or contacting CwAN (Help and Support for children and families with additional needs)

## **Fire safety**



All Staff are trained as Fire Marshalls and have had fire training by a competent Fire Officer.

A Fire Risk Assessment has been completed by a Fire Officer

Fire doors are clearly marked, never obstructed and easily opened from inside.

- Smoke detectors/alarms and fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer and by Fire Safety standards and the department of Health and Social Care (R&I) minimum standards
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
  - clearly displayed in the premises;
  - explained to new members of staff, volunteers and parents;
  - practiced regularly at least once every six weeks.
- Records are kept of fire drills and the servicing of fire safety equipment.

#### Policy statement

We provide an environment in which all children, including those with special educational needs (SEN), are supported to reach their full potential.

- We have regard for the Special Educational Needs Code of Practice (2001)
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs.
- We identify the specific needs of children with SEN and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review policy, practice and provision and if necessary make adjustments.

## Procedures

We designate a member of staff to be the SEN Co-Ordinator (SENCO) and give her name to parents. Our SENCO is Fiona Harcourt

We ensure the provision of SEN is the responsibility of all staff members.

We ensure our inclusive admissions practice ensures equality of access and opportunity.

We use the graduated response system for identifying, assessing and responding to children's SEN

We work closely with the parents of children with SEN to create and maintain a positive partnership.

We ensure parents are informed at all stages of assessment, planning, provision and review of their child's education.

We provide parents with sources of advice and support

We liaise with other professionals, school and agencies involved with SEN and the child.

We provide a broad and balanced curriculum and use a system of planning and observing the child to monitor, evaluate and review individual educational plans (IEP)

The Graduated Response stages

- We will support children during the Early Years Action process (stage 2 on continuum of Needs)
- We will work with agencies through each stage of the Common Assessment Framework (CAF), Early Years Action Plus (stage 3 of continuum of Need), Statutory Assessment and the Statementing process (stage 4 of continuum of Need).
  
- We ensure the effectiveness of our SEN provision by collecting information from a range of sources eg IEP reviews, staff meetings, parental and external agency views, inspections and complaints. This information will be collated, evaluated and reviewed annually.

Reviewed by F Harcourt

15 Aug 2018

- **Additional Needs Policy**  
Standard 10

“The registered person must be aware that some children may have additional needs and is proactive in ensuring that appropriate action, care and equal opportunities are provided”

- **Additional Needs – Policies and Procedures**

- Our pre-school and out of school clubs aim to have regard to the DFEE Code of Practice on additional educational needs and also to the guidelines supplied to private and voluntary providers of pre-school and out of school clubs education. We aim to provide a welcome to all children, and appropriate learning opportunities, for all children.
- Children with additional needs, like all other children, are admitted to the nursery after consultation between parents and leader or keyworker.
- Our aim is to provide for the developmental needs of each child in the group.
- All children in the group irrespective of their additional needs, are encouraged wherever possible an appropriate to participate in all the group’s activities.
- Our system of observation and record-keeping, which operates in conjunction with parents, enables us to monitor children’s needs and progress on an individual basis.
- The needs and progress of children who have additional educational needs are monitored by our group’s special educational needs co-ordinator.
- Our key worker system ensures that each adult is especially responsible for, and close to, just five or six children, so each child receives plenty of adult time and attention.
- We work closely with the parents of all the children in the group to ensure that: The group draws upon the knowledge and expertise of parents in planning provision for the child  
The child’s progress and achievements are shared and discussed with parents on a regular basis.
- Parents know the identity of the group’s special needs co-ordinator

- Parents are aware of the arrangements for the admission and integration of children with additional educational needs
- If it is felt that a child's needs cannot be met in the nursery and out of school clubs without additional personnel and/or equipment, funding will be sought to ensure that provision is appropriate to the child's needs. If however that funding or extra resources cannot be found then we will with discussion with the parents find an alternative solution or nursery that can meet the needs of the child and family.
- We work in liaison with relevant professionals and agencies outside the group to meet children's specific needs.
- Our staff attend whenever possible training on additional needs arranged by the Department of education and children pre-school and other professional bodies.
- **Specific Procedures**
- **The name of the SENCO/Manager**  
Fiona Harcourt
- **Arrangements for the assessment of individual children**
- Each child has a key worker who keeps records of the child's development. Any cause for concern is discussed with the SENCO/Manager. The child's parents and health visitor will be consulted (permission from parents will be sought first) and the child may be referred to other agencies such as the pre school assessment centre.
- **Record-keeping systems for children with additional educational needs**
- The keyworker keeps records of the child with additional needs and liaises with the SENCO.
- Records are adapted according to the child's ability.
- **The way children with additional educational needs will be offered a broad and**

### **balanced curriculum**

- The SENCO liaises with the Early Years Consultant and draws up a programme of next steps for progression in an individual play plan.
- **The way resources within the group's budget will be allocated to additional needs work**
- The SENCO will assess the need for extra equipment and resources and then approach the Management for funds?.
- **Links between the pre-school and out of school clubs and external support services, including the local authority, voluntary organizations and other settings**
- Parental consent will be obtained before the SENCO liaises with the Early Years Consultant, Health Authority, Local Educational Authority or any appropriate support group. However, under government guidance (2006) information may be shared against parent's wishes if not doing so would put the child at risk of harm. Where children receive education and care in more than one setting, staff will ensure continuity and coherence by sharing relevant information with each other in conjunction with parents.
- **Arrangements for reviewing policies and procedures relating to additional needs**

Reviewed by F Harcourt Aug 2018

These are revised annually or mid year if deemed necessary

# Special Needs

We provide an environment in which all children, including those with special educational needs (SEN), are supported to reach their full potential.

- We have regard for the Special Educational Needs Code of Practice (2001)
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs.
- We identify the specific needs of children with SEN and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review policy, practice and provision and if necessary make adjustments.

## Procedures

We designate a member of staff to be the SEN Co-Ordinator (SENCO) and give her name to parents. Our SENCO is Fiona Harcourt

We ensure the provision of SEN is the responsibility of all staff members.

We ensure our inclusive admissions practice ensures equality of access and opportunity.

We use the graduated response system for identifying, assessing and responding to children's SEN

We work closely with the parents of children with SEN to create and maintain a positive partnership.

We ensure parents are informed at all stages of assessment, planning, provision and review of their child's education.

We provide parents with sources of advice and support

We liaise with other professionals, school and agencies involved with SEN and the child.

We provide a broad and balanced curriculum and use a system of planning and observing the child to monitor, evaluate and review individual educational plans (IEP)

The Graduated Response stages

- We will support children during the Early Years Action process (stage 2 on continuum of Needs)
- We will work with agencies through each stage of the Common Assessment Framework (CAF), Early Years Action Plus (stage 3 of continuum of Need), Statutory Assessment and the Statementing process (stage 4 of continuum of Need).

- We ensure the effectiveness of our SEN provision by collecting information from a range of sources eg IEP reviews, staff meetings, parental and external agency views, inspections and complaints. This information will be collated, evaluated and reviewed annually.

Reviewed by F Harcourt  
15 Aug 2018

- **Additional Needs Policy**

Standard 10

“The registered person must be aware that some children may have additional needs and is proactive in ensuring that appropriate action, care and equal opportunities are provided”

- **Additional Needs – Policies and Procedures**

- Our pre-school and out of school clubs aim to have regard to the DFEE Code of Practice on additional educational needs and also to the guidelines supplied to private and voluntary providers of pre-school and out of school clubs education. We aim to provide a welcome to all children, and appropriate learning opportunities, for all children.
- Children with additional needs, like all other children, are admitted to the nursery after consultation between parents and leader or keyworker.
- Our aim is to provide for the developmental needs of each child in the group.
- All children in the group irrespective of their additional needs, are encouraged wherever possible an appropriate to participate in all the group’s activities.
- Our system of observation and record-keeping, which operates in conjunction with parents, enables us to monitor children’s needs and progress on an individual basis.
- The needs and progress of children who have additional educational needs are monitored by our group’s special educational needs co-ordinator.

- Our key worker system ensures that each adult is especially responsible for, and close to, just five or six children, so each child receives plenty of adult time and attention.
- We work closely with the parents of all the children in the group to ensure that: The group draws upon the knowledge and expertise of parents in planning provision for the child  
The child's progress and achievements are shared and discussed with parents on a regular basis.
- Parents know the identity of the group's special needs co-ordinator
- Parents are aware of the arrangements for the admission and integration of children with additional educational needs
- If it is felt that a child's needs cannot be met in the nursery and out of school clubs without additional personnel and/or equipment, funding will be sought to ensure that provision is appropriate to the child's needs. If however that funding or extra resources cannot be found then we will with discussion with the parents find an alternative solution or nursery that can meet the needs of the child and family.
- We work in liaison with relevant professionals and agencies outside the group to meet children's specific needs.
- Our staff attend whenever possible training on additional needs arranged by the Department of education and children pre-school and other professional bodies.
- **Specific Procedures**
- **The name of the SENCO/Manager**  
Fiona Harcourt
- **Arrangements for the assessment of individual children**
- Each child has a key worker who keeps records of the child's development. Any cause for



concern is discussed with the SENCO/Manager. The child's parents and health visitor will be consulted (permission from parents will be sought first) and the child may be referred to other agencies such as the pre school assessment centre.

- **Record-keeping systems for children with additional educational needs**
- The keyworker keeps records of the child with additional needs and liaises with the SENCO.
- Records are adapted according to the child's ability.
- **The way children with additional educational needs will be offered a broad and balanced curriculum**
- The SENCO liaises with the Early Years Consultant and draws up a programme of next steps for progression in an individual play plan.
- **The way resources within the group's budget will be allocated to additional needs work**
- The SENCO will assess the need for extra equipment and resources and then approach the Management for funds?.
- **Links between the pre-school and out of school clubs and external support services, including the local authority, voluntary organizations and other settings**
- Parental consent will be obtained before the SENCO liaises with the Early Years Consultant, Health Authority, Local Educational Authority or any appropriate support group. However, under government guidance (2006) information may be shared against parent's wishes if not doing so would put the child at risk of harm. Where children receive education and care in more than one setting, staff will ensure continuity and coherence by sharing relevant information with each other in conjunction with parents.
- **Arrangements for reviewing policies and procedures relating to additional needs**

Reviewed by F Harcourt Aug 2018  
These are revised annually or mid year if deemed necessary

## Statement of Purpose

Statement summary providing:

Ethos

Values

Aims

Purpose

Intentions to achieve

Cranford is a small family run nursery, our ethos is to provide a home from home atmosphere where children feel we are an extension of their family and in nursery we are all part of one big family.

Our values are to respect each other; this includes the children, the staff and the parents.

Our aims are to work towards best practice at all times.

Our purpose is to provide a safe and secure environment for children to learn and blossom where they feel confident to become independent learners.

Our intentions are to always work towards achieving the highest of standards set by the Regulation of Care Act 2013 and to maintain professional standards of care at all times.

### Schedule 3 part 2

#### **6(a) The Organisation and staffing structures:**

##### **Details of management and staffing structures.**

The owner of the nursery, registered provider, registered manager, overall manager and first person in charge is **Fiona Harcourt**.

The first Deputy Manager and next person in charge (when Fiona is absent) is **Vicki Hargreaves** who is level 6 qualified in early years.

Our nursery nurse's are **Amy Uren** and **Ella Kinley** both level 3 qualified in child care.

Our nursery assistants are **Sharnie Reid, Rachel Storey and Katie McKnight**

##### **Details of the structure of accountability and reporting arrangements.**

**Fiona Harcourt** is the first person to report and accept any accountability and responsibility. Fiona is the first contact for any complaints or reasons to report any issues.

In **Fiona's** absence the first person to report and accept any accountability and responsibility is **Vicki Hargreaves**.

**The registered providers name and business address and contact details.**

The registered providers name and address is:

Fiona Harcourt

116 Woodbourne road

Douglas

Isle of Man

IM2 3BA

Tel: 01624 676086

Email: [cranfordnursery@yahoo.com](mailto:cranfordnursery@yahoo.com)

**6(b) whether the service requires a manager to be registered:**

Cranford Nursery is required under section 14 of the Regulation of Care Act to provide a registered manager who is the person who manages the care service directly or indirectly and is responsible for the day to day operation at the care service.

The registered Provider is Fiona Harcourt

The registered Manager is Fiona Harcourt.

**6 (c) the relevant qualifications & experience of the registered provider and registered manager:**

Fiona Harcourt's qualifications are:

NNEB (National Nursery Examination Board) qualified 1985

Level 4 CMI Management

Level 5 Diploma Children's work force leadership and management.

First Aid, Full Safeguarding, Epipen, Elklan speech and language, Food Safety, Fire Marshall.

Experience:

2003 to present: Cranford Nursery Manager

Over 30 years Child Care experience in total.

**6(d) the number, relevant qualifications & experience of the staff working at the care service.**

4 daily staff

**Vicki Hargreaves** – Early Childhood Studies Degree – qualified May 2012 and has 6 years child care experience. First Aid, Safeguarding, Epipen, Epilepsy, Fire Marshall.

**Amy Uren** – Level 3 Diploma QCF in child care and education First Aid, Full Safeguarding, Fire Marshall. 2 years experience child care

**Ella Kinley** – Level 3 child care, Full Safeguarding, First Aid, Fire Training

**Rachel Storey**, First Aid, Full Safeguarding, Fire Marshall. (1 yr experience)

**Katie McKnight** Safeguarding, (3 yrs experience with Holiday Club)

**6(c) the age range of service recipients that the care service intends to meet:**

Age 2 years to 12 years.

**6(f) the range of needs that the care service intends to meet:**

The nursery is registered for 26 children.

The age range is from age 2 years. The service does not provide care for children less than two years of age.

The nursery can provide care for children up to 12 years.

The nursery provides an after school service, before school care and school holiday care. The children walk from our local schools.

The nursery age children do not go out on outings.

The nursery provides a holiday care service, we like to keep the age range from 4-8 years but this is discretionary. The nursery does use a vehicle for the holiday club when needed and parents are asked to provide car seats for their child.

**Ratios:**

16 children = 2 staff (2 staff on the floor with the children)

16 to 20 children = 3 staff (3 on floor with children)

21 children = 4 staff. ( 1 staff is supernumery for management duties and 3 on the floor with children)

24 children = same as above

25 and 26 children = 5 staff – (1 staff supernumery for management duties and 4 staff on the floor with the children)

50% or half of the staff on duty must be qualified and a person in charge must be present at all times. The first person in charge is **Fiona**, then **Vicki Hargreaves**

The ratio for the nursery classes is 1 adult to 8 children.

Our nursery assistants will float between rooms, toilets and nappy changing areas as does Fiona. If we have a child with special needs or difficulty settling then extra staff will be brought in.

**6(g) whether nursing is to be provided:**

No nursing care.

**6(h) any criteria used for admission to the care service:**

The nursery has an admission form which must be completed along with an authorisation to collect form. A prospectus is provided and a parent contract with policy and procedures provided.

**6 (I):** The nursery has 3 playrooms, one room is a wet room for messy play and arts and crafts. The children rotate rooms so each group has a variety of toys and a change of environment. **We use our garden as an extra class room.**

**6 (J) N/A**

**6(K) The arrangements made for consultation with service recipients and/or their representative about the quality of the care service:**

The nursery provides feedback sheets and questionnaires to parents: we also provide a complaints and comments box. We provide letters when there is to be a change of staffing and updates on any information. Parents are encouraged to discuss with staff any queries they may have. We have a complaints policy which all parents receive. Parents are notified of their child's key worker before they start and introduced to them. They are invited to speak and see their child's learning journey and their work book. Parents are given feedback on their child's day. They are offered feedback by personal one to one contact, a daily diary if they request one, e-mail, telephone and face book.

**6 (L) the fire precautions and the associated emergency procedures at the care service:**

Our designated **Fire Marshalls** are **Fiona and Vicki Hargreaves**. All staff are Fire trained and made aware of emergency fire procedures in their induction training. The nursery has a Fire Policy & Procedure and a completed risk assessment done by a competent person which is **John Bellis (Fire Officer)** We have a Fire file which all staff and students and volunteers must read and sign to say they have read and understood the fire procedure.

Each room has a fire procedure by the door.

The staff practices a weekly smoke alarm procedure where we test the alarms, we also practice a monthly fire drill with the children and will record if a child shows distress when this takes place. The emergency lighting is tested for 3 hours monthly. All of our tests are done in the holidays when the nursery is closed. The alarm system is annually tested by a registered electrician, the fire extinguishers are also annually tested and all electrical equipment and plug sockets are pat tested, pat testing is also annual.

**6 (m) the arrangements made for dealing with complaints about the service, including those made by staff members about quality of care and service recipients welfare issues:**

The nursery has the complaints procedure on display; it is in the prospectus and in the parent's contract. We have a complaints box outside so any complaints will be confidential. An example of our complaints procedure:

**Complaints Procedure:**

Please contact **Fiona or Vicky Hargreaves** first with a complaint; we will do everything possible to put the matter right and to give it our full attention. If the complaint cannot be resolved then we will contact our nursery inspector. The nursery reserves the right to cancel a nursery place and to request a parent to remove their child.

### **Registration and Inspection Unit**

Head of Registrations and inspections Unit

Catriona Bradley

Ground floor

St Georges Court

Hill Street

Douglas IM1 1EF

Tel: 01624 642427 / 642422

randi@gov.im

### **6 (n) the procedures for the protection and safeguarding of children and vulnerable adults as appropriate:**

As best practice the Police crime control officer has been to nursery and inspected the premises, the outcome was that the nursery is safe and the garden is enclosed. He was happy that we have no hidden areas. All staff are police checked and checked with social services and out of area checks are also done.

#### **Child protection and safe guarding children.**

#### **A more indepth version of our safe guarding children and child protection for parents who are registered with Cranford.**

We would like to inform you of our Child protection policy which conforms to the Isle of Man's Child Protection Committee Agency Procedures and is a legal requirement which we must conform too and is set by social services.

When a member of staff becomes concerned about a child and reports this concern to management then we have no choice but to proceed with the rules set out by government.

Our first procedure is to contact the parent to discuss the issue. If the problem is persistent or the parent has no positive explanation for the concern then the child's condition and parents explanation will be recorded in a diary which will be completely confidential. (A child's condition can be their physical & emotional state, hygiene, diet and behaviour). Any injuries that the child has on him from home will be recorded in the accident book.

The second procedure is: If the nursery feels they need to pass the problem to the authorities then the child's health visitor is firstly contacted, she will contact the family to offer support, if she feels additional support is required then she will contact social services. If out of hours referrals are made then the duty social worker via the police station will be contacted.

If the concern is bruising (this can be unusual bruising and/or in an unusual place) then the first procedure is to contact the parents, if necessary the parents will be informed that the duty social worker will need to see the bruise to identify if it is a concern. Parents should know that photographs may be taken of the bruising, this is because of the nature of bruising and time is of the essence before the bruise fades.

Examples of unusual bruising can be finger print marks due to rough handling on legs, arms & body or finger print marks at the top inside thighs which may be suspected sexual abuse and hand print marks on the bottom where a child has been hit.

Action taken is never personal but procedures that every nursery are bound by law to follow.

We will always offer the family help and support throughout the procedure working in partnership with family and authorities ensuring the family can address the concerns without feeling isolated.

If you would like more information please contact Fiona.

Parents will be asked to complete an "authorized persons to collect" form this safe guards your child so they are collected by a known person.

The nursery cannot be held responsible for reporting any concerns by following the procedures of child protection and safe guarding, by registering with the nursery parent/guardians are agreeing to our terms and conditions.

### **"Whistle blowers" policy - Practitioners policy of concern**

All staff is encouraged to alert **Fiona or Vicki** of any concerns especially if it regards another member of staff and bad practice. The "whistle blower" will remain confidential whilst an investigation takes place. If **Fiona or Vicki** cannot sort out the problem then our nursery inspector will be informed of the concern.

6 (o) details of the arrangements for the storage & administration of medicines at the care service:

### **Medicines**

We have a very strict medication policy and procedure involving the administration of medicine.

The key worker will be asked to record information in the medicine book which includes dosage, time medicine will be given, the key worker will administer the medicine and date and time and sign, the parent will be asked to sign in the morning to agree to the medicine being given and then again in the evening after medicine has been administered.

All medicine will be labelled and dated with the child's name and kept in a container in a locked cupboard or the fridge.



It is the parent's responsibility to remember to take home your child's medicine this includes inhalers; therefore it can only be collected once the nursery is open again for business.

Please inform us if your child is allergic to any plasters or antiseptic cream. Parents must inform nursery of any allergies so that all staff can be notified a procedure will then be put into place to accommodate that child.

**6 (p) details of the arrangements for meeting the service recipients health needs:**

We have an emergency contacts box with the child's emergency contacts, doctor, health visitor in case of an emergency; the child's cards have medical conditions and allergies on it. We also have an exclusion policy and file which parents are made aware of and informed when it is safe to return to nursery.

**6 (q) the arrangements for setting out a service recipients plan of care and how that plan is reviewed:**

If a child needed special care whether it was medical, physical, educational or behavioural then we would work with parents in partnership to agree a plan of care. This would include working with other agencies and ensure that all staff were aware of the child's needs and relevant staffing put in place.

**6 (r) details of any specific therapeutic techniques used at the care service & arrangements made for their supervision: N/A**

**6 (S) the arrangements made for service recipients to engage in their chosen faith:**

The religious beliefs of a child and family will be worked into the curriculum and if necessary into the daily routine.

**6 (t) details of how the care service intends to respect privacy, dignity and promote independence and choice and if these values are restricted either through judicial process or the service users best interests, the arrangements in place monitor and review such restrictions:**

The nursery has a staff behaviour management policy and all staff are made aware that dignity and respect is vitally important to all children and parents and families.

**Staff behaviour management policy**

All adults will provide a positive role model for children with regard to respect and dignity and courtesy. We will offer the family help and strategies for handling any problems such as head lice, toilet training, conflict or negative behaviour. The rules for managing behaviour will be explained to all parents and staff for example: we encourage best behaviour by using a sticker reward system. Time out is a chair next to the teacher and if difficult behaviour is continual a daily diary is written for the parents and staff to see if there is a pattern emerging for the behaviour. Adults will ensure the same rules are applied consistently so the children have security knowing

where the boundaries are. Adults promote positive language. Adults will not shout. Adults will explain why certain behaviour is not acceptable and adults will avoid negative attention but promote positive attention, cuddles are very important and so is a fun safe secure environment.

**Date approved and arrangements for review:**

The date this statement of purpose became operational was March 17<sup>th</sup> 2014.

This document has been reviewed and updated 11/8/18

This document is to be reviewed every 3 months.

## Toys/selecting Equipment

The learning materials, toys and equipment in the school provide opportunities for children, with adult help, to develop new skills and concepts in the course of their play and exploration. The equipment we provide:

- 1.** Is appropriate for the ages and stages of the children.
  - 2.** Offers challenges to develop physical, social, personal and intellectual skills.
  - 3.** Features positive images of people, both male and female, from a range of ethnic and cultural groups, with and without disabilities.
  - 4.** Includes a range of raw materials which can be used in a variety of ways and encourages an open-ended approach to creativity and problem-solving.
  - 5.** Will enable children, with adult support, to develop individual potential and move towards required learning outcomes.
  - 6.** Conforms to all relevant safety regulations and is sound and well made.
- 2.** Toys get cleaned daily and weekly and disinfected with an anti bacterial spray

# Transition Policy

## **Nursery Visits- Building a Strong Partnership from the Outset**

At Cranford we encourage visits to the nursery for new children. The principal, Fiona Harcourt accompanied by the key person of the child, will meet the new child and parent, we will encourage as many introductory sessions as we and the parent feels the child will need to settle in smoothly. The parent will leave the child for 2 hours to have a short play.

We encourage as much information as we can about the child and what they like and dislike for example what do they prefer to play with, do they like arts and crafts and singing. We do this because:

- It enables the key person to build a relationship with the child and family.
- It provides the child and family with a familiar person to relate to right from the beginning
- It gives parents the opportunity to ask questions•
- It enables parents and carers to find out about the setting's policies and procedures
- 

## **Arrivals**

Daily separation is the most common form of early transition from a parent or carer. Teachers will greet children and parents upon arrival. Drop off time is a great opportunity to have informal chats with the key person of your child if you have any concerns or need to pass any vital information on that day. Children feel secure in the regularity of daily routines; we therefore encourage the parent/carer to take 5- 10 minutes to settle their child in the morning. Upon arrival the child puts their name card on the name board, puts their lunch box on the rack and hangs their coat on the individual pegs provided. We also encourage parents/carers to say goodbye rather than sneak off. The child will be at the waving window to wave goodbye, we strongly encourage parents to wave goodbye to their child.

## **2. Transition from Morning Session to school day**

Some children move from morning group and extend their hours to a school day in preparation for longer hours.

This transition is given due thought as to whether we believe the child is ready and will benefit from longer sessions and attending a larger group. We thrive to meet your needs while keeping the child's needs as paramount. We encourage parents/carers to arrange "play dates" with a child who will be moving to the school day group with your child. Having a "special friend" will make the transition smooth and less anxious for your child.

### **Moving Between Groups- From Little bears to Preschool**

We work as a whole group and we have separate age groups (Little bears 2-3 yrs and preschool 3-4yrs)

Each term some children are added to the preschool group and the teacher welcomes them at circle time and introduces them to the group.

#### **1. Transition to School**

Due emphasis will be given when planning activities to get them ready for the transition. At circle time, the teacher will discuss about what to expect in the new school and use stories and pictures from their school to familiarise the children. Parents are encouraged to bring in their new school's prospectus so that the teacher can talk about it with the child and we also encourage older siblings to visit in their uniform.

At Cranford we also welcome in the children's new teachers to build a relationships between old and new teachers. We believe this is one of the big transitions in the child's life and every effort is made to make it a happy and positive experience.

Our keyworkers and manager visit the schools reception teachers and classroom before the children start and after the child has started school we have a partnership with the school and teachers to visit the children if we feel this will benefit their transition.

### **Transition Document for Parents**

How to make the change easier for your child to cope with?

Starting school is a big leap for children and their parents, which is both exciting and daunting.

A change of environment and routine in any aspect of life can be unsettling for children and it's understandable that parents worry about how their child will cope

with the transition from nursery to primary school, so it is a good idea to prepare the child and yourself for the change.

Helping your child with the transition to his/her school may minimize their stress enabling them to settle in to his/her school easier and quicker, giving them a head start when it comes to school learning and skills development.

The nursery and the school will play a huge role in preparing your child for this transition, but there are also things you can do to help. Some of them include:

- Finding out as much as you can about the school
- Talking about the new school with your child will help the child get used to the idea of going to a new place and meeting new people
- Learning the class' teachers names
- Familiarizing your child with the school building whenever you pass it
- Being positive about starting the school, reminiscing about what you enjoyed when you were at school

Good personal skills are much more important than knowing numbers and letters and you can encourage social skills such as sharing, turn taking, asking for help by giving guidance and plenty of opportunities to interact with children and adults.

Teaching your child to be more independent will help your child to cope in the new school environment. Important skills include:

- Fastening and undoing buttons and zips
- Putting on socks and shoes
- Using the toilet independently
- Turning on taps, washing and drying hands independently
- Tidying up after themselves
- Blowing her/his own nose

Some children may benefit from preparing a little booklet about their new school. This may include:

- a picture of the new school
- the school name
- the name of the head teacher and the class teacher
- visual time line for a school day
- things that the child may look forward to in her/his new school
- how to ask for help
- friends at school
- how will I travel to and from school
- school rules that help us know what to do and make a school a happy place

- how to make new friends e.g. smile, say hello, tell them your name, ask them their name, ask them what they like doing, tell them what you like doing, etc
- who to speak to if they worry about something

### **First Day**

Parents may also feel overwhelmed by the child's first day at school, pride but also some sadness that the child is growing up. Try not to show your child that you are feeling upset. The night before the big day, involve your child in making sure everything is ready. Keep your goodbyes brief when you arrive at the school. Smile and reassure her that you will collect her later, your child may cry but this usually does not last long as there are so many exciting things to do at school, and you can always phone the school later to ask how she he is settling in. It is very important that you are on time or early when you collect your child at the end of the day as it can be distressing for the child if you are not there.

## UNCOLLECTED CHILD POLICY

An uncollected child will be kept within the nursery with two members of staff whilst the child's parents and emergency contacts will be called.

The nursery closes at 6.00 pm Monday to Thursday and 5.30pm on a Friday. Once the nursery is closed we can only keep a child for 30 minutes before the authorities must be contacted.

There will be times when the nursery has to close early due to unforeseen circumstances for example a storm or a snow day, the parents will be asked to pick their child up early, also if a child is sick or unwell the nursery will request that the parent is to pick the child up early. If a parent refuses to pick their child up early or cannot be contacted then the IOM safeguarding procedure must be followed where the nursery will contact the Police child protection unit and the on duty social worker will be contacted. A notification of events will then be recorded and a follow up of events will be recorded for Registrations and Inspections Unit.

POLICE: 631212

DUTY SOCIAL WORKER AT CHILDREN AND FAMILIES: 686179

(Inspection unit: 642427)



## Whistle Blowing Policy

This policy guidance for Cranford nursery staff and should be read in conjunction with Child Protection/Safe Guarding Policy.

All members of staff are responsible for bringing matters of concern to the attention of senior management and/or relevant agencies.

Although this can be difficult this is particularly important where the welfare of children may be at risk.

You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation; these feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. All children need to be safeguarded to protect their welfare.

### **Reasons for whistleblowing**

Each individual has a responsibility for raising concerns about unacceptable practice or behaviour

- To prevent the problem worsening or widening
- To protect or reduce risks to others
- To prevent becoming implicated yourself

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

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

### **What to do in case of a concern that a child may be abused?**

Any concern about a welfare of a child is to be reported to the Principle and Designated Safeguarding Officer (Fiona Harcourt). In the absence of Safeguarding Officer, Deputy Manager (Vicki Hargreaves) needs to be informed.

The management team will then discuss the situation and depending on the circumstances the appropriate decision will be made whether the allegation or concern need to be passed on to the local Isle of Man Children's Services (Contact and Assessment Service on ) or be discussed with the parents/carers first.

**The decision may be to:**

- a) Refer to Children's Services
- b) DEPARTMENT OF HEALTH AND SOCIAL CARE CHILDREN AND FAMILIES TEL: 686179
- c) POLICE TEL: 631212
- d) POLICE PUBLIC PROTECTION UNIT = 63149
- e) RIU, NURSERY INSPECTORS = 642427
- f) OUT OF HOURS 631212

d) Decide to continue observation and monitor the situation e) Not to take any further action

**What happens next?**

You should be given information on the nature and progress of any enquiries • Your line manager has a responsibility to protect you from harassment or victimisation

- No action will be taken against you if the concern proves to be unfounded and was raised in good faith

- Malicious allegations may be considered a disciplinary offence

**Self-reporting**

There may be occasions when an employee has a personal difficulty, maybe a physical or mental problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. Confidentiality cannot be guaranteed where personal difficulties raise concerns about the welfare of safety of children.

### **Further advice and support**

It is recognised that whistleblowing can be difficult and stressful. Advice and support is available from your manager, or you can seek advice from the designated person for child protection in your organisation.