



LITTLE BLOSSOM
NURSERY SCHOOL

Policies and Procedures

The following policies and procedures have been written in line with the Early Years Foundation Stage and Ofsted requirements.

Our Aim as a team is to show commitment to your child's wellbeing, and to provide them with a happy and safe place in which to play and learn.

Please read them, and do not hesitate to ask any questions if there is anything you need clarifying.

Please take particular note of the "Sick Child Policy", as if your child is sick, they may not be able to attend Little Blossoms.

Early Years Foundation Stage Policy

“Every child deserves the best possible start in life and support to their full potential. A child’s experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services, they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.” (Statutory Framework for the Early Years Foundation Stage)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. The EYFS is based upon four principles:

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; We use praise and encouragement, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within my setting and do not discriminate against children because of ‘differences’. All children are treated fairly regardless of race, religion or abilities. All children and their families are valued within my setting.

We believe that all children matter. We give the children every opportunity to achieve their best. We do this by taking account of the children’s range of life experiences when planning for their learning.

We aim to set realistic and challenging expectations that meet the needs of the children. We plan to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds, wherever required.

We meet the needs of all children through:

- . Planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence;
- . Using a wide range of resources based on children’s learning needs;
- . Providing a wide range of opportunities to motivate and support children and to help them to learn effectively
- . Providing a safe and supportive learning environment in which the contribution of all children is valued;
- . Using resources which reflect diversity and are free from discrimination and stereotyping;
- . Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;

- . Monitoring children's progress and taking action to provide support as necessary.

It is important that all children in the setting are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We believe children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well-being of all children.

(See my Safeguarding Children Policy)

Welfare

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

We understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2007 and as reviewed in 2012 and as reviewed in 2021, 2023 and 2024.

We understand that we are required to:

- . Promote the welfare of children.
- . Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- . Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- . Ensure that the premises, furniture and equipment is safe and suitable for purpose
- . Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- . Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Positive Relationships

We recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and I highly value the contribution that parents make.

We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- . Talking to parents about their child before their child starts in the setting;
- . Offering parents regular opportunities to talk about their child's progress and allowing free access to their children's observations and online system;
- . Encouraging parents to talk about any concerns they may have;
- . Being available to talk with parents each day.

We aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. A Key Person is allocated to all children.

Enabling Environments

We recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

Planning within the EYFS is mainly Short Term (weekly planning), which is based around the individual children's needs and interests.

We make regular assessments of children's learning and use this information to ensure that future planning reflects identified needs.

Assessment in the EYFS takes the form of observation. These observations are recorded in children's tapestry profile. Their folder also contains the information provided by parents on the registration form.

The Learning Environment

The learning environment is organised to allow children to explore and learn securely and safely. The children are able to find and locate equipment and resources independently if they so wish. We only have a very small outdoor area. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors, therefore walks and trips to the park are important. These offer the children the opportunity to explore, use their senses and be physically active. Activities outdoors can help the children to develop in all 7 areas of learning.

Learning and Development

We recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

Helping the children to learn and develop

We aim to provide an environment to help all children learn and develop.

Features that relate to the EYFS are:

- . The partnership between our self and parents, so that the children feel secure with me and develop a sense of well-being and achievement;
- . The understanding we have of how children develop and learn, and how this affects my planning;
- . By providing first-hand experiences, giving clear explanations, making appropriate interventions and extending and developing play and talk or other means of communication;
- . The planned activities that help children work towards the Early Learning Goals throughout EYFS;
- . The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- . The encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- . The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- . The identification of the progress and future learning needs of children through observations, which are shared with parents;

Play

“Children’s play reflects their wide ranging and varied interests and pre-occupations. In their play children learn at their highest level. Play with peers is important for children’s development.”

Through play children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Active Learning

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.”

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creativity and Critical Thinking

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

Children should be given opportunity to be creative through all areas of learning, not just through the arts. I aim to support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources easily.

Areas of Learning

The EYFS is made up of seven areas of learning:

Three Prime areas:

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development

Four Specific Areas:

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

Observation Policy

As a registered Nursery, we are required by law to deliver the Early Years Foundation Stage.

The Statutory Framework for the Early Years Foundation Stage (EYFS) states:

“On going assessment is an integral part of the learning and developmental process”, and “Assessments should be based on practitioners’ observations of what children are doing in their day-to-day activities.”

This requires practitioners to observe children and respond appropriately to help them make progress. This is demonstrated when practitioners;

- . Make systematic observations and assessment of each child’s achievements, interests and learning styles,
- . Use these observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- . Match their observations to the expectations of the early learning goals’

The EYFS is for children from birth to the end of the academic year in which a child has their fifth birthday. Regular observations are made on your child, using different mediums, for example, photographs, and written observations. All observations are only made for Nursery use and will remain confidential.

Risk Assessment Policy

The Early Years Foundation Stage requires childcare providers to conduct risk assessments and review them regularly.

The Nursery environment and garden is checked every morning before the children arrive to ensure that it is a safe environment for the children to play in. We also risk assess any environment that we take the children into.

If we are planning to take the children into environments that are unknown, we will try to do a risk assessment in advance so I am aware of any potential hazards, although this may not always be possible. If it is not possible, we will risk assess on arrival.

We record my assessments on prepared forms and these are stored in a file. These documents are available for any parent to see on request as well as Ofsted.

Health and Safety Policy

- We aim to take positive steps to promote safety within the setting and on outings.
- We aim to ensure proper precautions are taken to prevent accidents.
- We will take reasonable steps to ensure that hazards to children are minimised, both inside and outside the setting.
- We will aim to ensure the setting is secure and that children are not able to leave unsupervised.
- We will aim to ensure that the children are under direct supervision at all times, and that this supervision will be sufficient to ensure that children are safe at all times.
- We will ensure that the children can play safely outside.
- We will aim to ensure that if the children have access to the kitchen, for example for cooking classes that they are not exposed to hazards.
- We will aim to ensure that any Gas or Electrical appliances and fittings conform to safety requirements and are not a hazard to children.
- Smoke alarms and a Carbon Monoxide detector which conform to BS EN safety standards are in place.
- We have an emergency evacuation plan.
- We aim to ensure the safe control of children whilst out walking.
- We will carry each child's details and emergency contact details with us on any outing.
- We have Public Liability Insurance and employer's liability insurance.
- We aim to promote the good health of children and take positive steps to prevent the spread of infection and appropriate measures when they are ill.
- We aim to keep the nursery and equipment clean.
- We aim to implement good hygiene practices in order to prevent the spread of infection.
- Children will be encouraged to learn about personal hygiene through the daily routine.
- We will ensure that food is hygienically stored, prepared, cooked and served.
- We will not administer any medicine or other treatment to the children unless the parent has discussed its use and given prior written permission
- If medicine is to be given, I will ensure that it is stored in its original container, clearly labelled and inaccessible to children
- We will keep written records of any medicine administered which will be signed by the parent.
- We will keep a first aid box, which contains items determined by the first aid course. This will be inaccessible to the children
- We will obtain parental written permission at the start of the placement, to seek emergency medical advice or treatment.
- We will keep written records of any accidents, which will be electronically signed by the parent.
- Smoking or vaping is not permitted in the Nursery.

Sick Child Policy

(This forms part of my Health and Safety Policy)

Whilst we understand that it is difficult for you to take time off from work to look after a sick child, Little Blossom Nursery school have a duty to protect other children in our care, our staff, and our wider community from infection.

1. Little Blossom Nursery School will not administer **ANY** medication that has not been prescribed by a doctor. This includes Calpol etc unless prior consent is received from the child's primary caregiver. (Please see next page regarding medicines)
2. Children must not be sent to Nursery if they are **vomiting** or have **diarrhoea**. They must be kept away for **48 hours after the vomiting or diarrhoea has ceased**.
3. Children known to be unwell and those who have had a **raised temperature** in the last 24hrs must not attend. Children who become ill during the day must be collected by a parent or other agreed person.
4. Children with **conjunctivitis** should not come until medical treatment has been provided and used for 24 hours.
5. Children with open sores such as **impetigo** that cannot be covered with a dressing may not come.
6. Children with **chicken pox** must be kept at home **until all scabs are dry**.
7. Children with a **heavy cold** or **flu** should be kept at home.
8. Parents must inform Staff if their child has been diagnosed with an infectious disease such as **measles, mumps, German measles, stomach infections, whooping cough, scarlet fever**, as these are **Notifiable diseases** and will need to be reported to the appropriate authorities.
9. **Head Lice** must be reported to me so that I can inform other parents. Please treat your child if you discover head lice.
10. **Threadworms** must also be reported to me so that the information can be passed to others. Again, please treat your child if you discover them.
11. In addition to the above, Little Blossom reserves the right to ask carers to keep their children at home in order to stop the spread of a childhood illness and to allow staff to initiate infection control procedures.

For more guidance please see: <https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/children-and-young-people-settings-tools-and-resources>

Please be aware some exclusions may differ to our policies for the safety of our children.

Medicines

Most children will at some time have a condition requiring prescribed medication. For many the condition, will be short-term – perhaps the duration of a short absence from Nursery. However, although a child may soon be well enough to be back at nursery prescribed medication may still be required during the nursery day for a short period. Little Blossom Nursery School will only administer medication that has been prescribed by a doctor. Parents must complete a medicine form giving details of the child's condition and time to be administered. All prescribed medication must be clearly labelled with the child's details and will be kept in the fridge and/or a locked cupboard. Records will be kept of all medication received and administered by the Nursery. We endeavour to administer medication at the prescribed time however if this differs the new time will be stated to the parent/carer and signed at the end of the session. Parent/ carers will be asked to keep their child at home for the first 24 hours when medication is prescribed if they have not had that prescribed medication before.

Lost Child Policy

The care of your child is paramount and the nursery staff will always try to ensure that they remain with them and are safe.

However sometimes children can become 'lost' in busy places and therefore as a responsible childcare provider we have written a procedure that will be followed in the unlikely event of this happening.

- . Nursery Staff will immediately raise the alarm to all around me that the child is missing and enlist the help of everyone to look for them, while ensuring other children are safe.
- . If it is a secure area such as a shopping centre, I will quickly alert the security so they can seal off exits and monitor the situation on any CCTV
- . We will provide everyone involved in the search with a description of the child.
- . We will reassure the other children as they may be distressed
- . We will then alert the police and provide a full description
- . We will then alert the parents of the situation

We take precautions to avoid situations like this happening by implementing the following measures:

- . Ensuring appropriate staff to child ratios for the environment.
- . Avoid going to places that are overcrowded
- . On outings to places other than the local area, I will ensure the children wear wristbands with the nursery mobile number on them.
- . We teach the children about the dangers of wandering off and of talking to strangers

EMERGENCY PLAN AND FIRE EVACUATION PROCEDURE

(This forms part of my Health and Safety Policy)

- . In an emergency staff will aim to keep calm and deal with the situation in the best way.
- . Staff will assess the situation and decide if there is a need to call the emergency services.
- . If the emergency involves an injury to a child, we will check the child and assess whether there is a need to begin CPR or treatment.
- . We will at all times ensure that all children are safe, and, if necessary, removed from the immediate area.
- . We will contact the parents of all the children and inform them of the situation. If the parents are not available, I will leave a message and a contact number, and try to contact another "emergency contact", who are on the child's registration form.
- . If a child needs to go to hospital, A staff member will accompany the child until a parent or carer can arrive.

If the emergency is a fire, staff will follow the "evacuation procedure" as stated below:

In the event of a fire

Baby Room

If a fire is discovered or Fire alarm is sounded we will gather children and leave from Main Fire Exit situated in the baby room. We will then head around the front of the building, across the road and into the adjacent car park. – there we will wait for assistance and until it's been deemed safe to go back into the building.

If a fire is discovered and fire exit is obstructed, exit the baby room through the additional door and exit the hub by the

front door, then out the front of the hub across the road and into the adjacent car park. – there we will wait for assistance and until it's been deemed safe to go back into the building. Take emergency contacts and phone to call them. Take emergency contacts and phone to call them.

Nursery Room

If a fire is discovered and fire exit (main door) is not obstructed, exit the hall by the front door, then out the front of the hub. We will then cross the road – there we will wait for assistance and until it's been deemed safe to go back into the building. Take emergency contacts and phone to call them. Take emergency contacts and phone to call them.

- . If a fire is discovered where the fire exit (main door) of the hall is obstructed we will gather children and leave from the garden doors. We will then head around the back of the building, through the back gate, head round the back of the building

to the front of the hub and across the road into the adjacent car park. – there we will wait for assistance and until it's been deemed safe to go back into the building.

- .
The nursery Manager or the deputy will be responsible for registers and account for all children – including checking the rooms and toilets are clear.

The Nursery Manager or her Deputy will be responsible for register and accounting for all children

Mobile telephone will be taken and this will be used to call emergency services and emergency contacts if need be.

N.B: Parents contact numbers are programmed into the Nursery mobile telephone.

Lockdown Policy

Suggested wording for message to parents:

Due to an incident we have been advised by the emergency services to secure the premises and stay put until we are given the 'all clear'. Please do not attempt to collect your child until it is safe to do so. We will let you know as soon as we are able when that is likely to be.

In the meantime, we need to keep our telephone lines clear and would appreciate your cooperation in not calling unless it is absolutely vital that you speak to us.

Lockdown procedures:

If an emergency happens the setting manager must act quickly to assess the likelihood of immediate danger. In most cases the assumption should be that it is safer to stay put and place the setting into 'lockdown' until the emergency services arrive.

As soon as the emergency services arrive it is essential staff comply with instructions at all times.

Upon alert to lockdown:

- . Stay calm.
- . Ensure staff and children stay in their designated areas. (Make construction large enough to accommodate everyone) Stay in the room you are working in, secure all doors and windows and await further instructions.
- . Close curtains and blinds where possible.
- . Stay away from windows and doors.
- . Stay low and keep calm, (it might be an idea to rehearse this with children in an age appropriate way, in the same way that you would rehearse fire evacuation. Lock-down must be rehearsed and recorded termly)
- . Tune into a local TV or radio station for more information.
- . Do NOT make non-essential calls on mobile phones or landlines.
- . If the fire alarm is activated, remain where you are and await further instructions from emergency services unless the fire is in your area. In which case, move to the next room/area, following your usual fire procedures.

Be alert:

- . Do **NOT** open the door once it has been secured until you are officially advised '*all clear*' or are certain it is emergency services at the door. (This is another element of your 'lockdown' procedure that can be practised in an age-appropriate way with the children to avoid them becoming anxious when staff do not respond to the doorbell in the usual way)
- . Do **NOT** travel down long corridors.
- . Do **NOT** assemble in large open areas.
- . Do **NOT** call 999 again unless you have immediate concern for your safety, the safety of others, or feel you have critical information.

Following the lockdown:

- . Co-operate with the emergency services to help in an orderly evacuation.
- . Ensure you have the Register and children's details with you.
- . Any staff or children who have witnessed an attack or incident will need to tell the police what they saw.

- . The police may require other individuals to remain available for questioning.

Managing parents:

In the event of an incident it is inevitable parents will want to come to the setting and collect their children immediately.

They must be discouraged from doing so, until the emergency services give the all clear.

Even then, depending on the severity and type of incident, children may need to be checked by medical teams or questioned by the police.

It must be made absolutely clear to parents that you will be acting on the advice of the emergency services at all times.

With regard to getting information to parents during 'lockdown', you should use the existing systems you have in place for sending group messages, such as social media, text, emails. Discourage parents from ringing you directly for further updates during 'lockdown'; it will be vital your phone lines remain clear.

Threat levels

Threat levels are designed to give a broad indication of the likelihood of a terrorist attack.

LOW means an attack is unlikely.

MODERATE means an attack is possible but not likely.

SUBSTANTIAL means an attack is a strong possibility.

SEVERE means an attack is highly likely.

CRITICAL means an attack is expected imminently.

Members of the public should always remain alert to the danger of terrorism and **report any suspicious activity to the police on 999 or the anti-terrorist hotline: 0800 789 321.**
For **non-emergency calls to the police, call 101.**

Behaviour Policy

- We will not use corporal punishment, smacking, shaking.
- We will not humiliate any child.
- We aim to set a good example to the children
- We will encourage children to share.
- We will praise and approve good behaviour.
- We will attempt to distract and re-direct a child who is misbehaving.
- We will, if the misbehaviour continues, remove the child from the situation, talk calmly and diffuse the situation.
- We will elsewhere engage other children to avoid injury or upset.
- We will explain to the children why we feel their behaviour is unacceptable, in age appropriate language
- We will model positive behaviour, language and approach.
- We will only consider physical intervention if a child is in danger.
- We expect the children to abide by the Nursery Rules (as appropriate for their age and stage of development).
- We will discuss our golden rules daily.
- We will discuss and agree methods of behaviour management with the parents, create an individual care plan which can include contacting carers to collect, reduced hours and outside referrals.
- If a child continues to act in an unacceptable manner, and is danger to other children and adults, then Little Blossom Nursery School reserve the right to terminate the contract **immediately**. This would only be if all possible steps to improve the behaviour had failed, or if the child caused severe injury to another person, (child or adult) or animal or severe damage to mine or another's property.

Nursery Expectations

(These form part of the Behaviour Policy)

1. **All children will treat each other and other people with respect, whatever their race, religion, class, age, gender, disability or sexual orientation.**
2. There will be no shouting, fighting (play or real), wrestling, biting, pushing, swearing, spitting, smacking or name calling.
3. Kicking of balls and the throwing of any objects is not allowed in the nursery.
4. Children will sit down when eating and drinking and will wait for others to finish before leaving the table.
5. Toys will be put away before meal times, and at the end of the day.
6. The kitchen is out of bounds.
7. Children will be polite and use "please" and "thankyou" as appropriate for the situation and their age and stage of development.
8. There will be no climbing, standing or jumping on any of my furniture. Children are expected to treat the toys, equipment and furniture with care, and to respect other people's property and equipment too. If any child wilfully damages any toys, equipment, or furniture, we reserve the right to ask the parent/carer to pay for repair or replacement of the item.
9. Children will not play in the bathroom or go into the bathroom when it is being used by another person.
10. Children will not leave the main Nursery room without supervision
11. Children will abide by nursery golden rules.

We ensure our expectations are age appropriate and in line with each child's stage of development.

- . If a behaviour continues staff will verbally tell a child to stop with explanation.
- . The child will receive a second reminder that the behaviour is not appropriate.
- . Staff will attempt to distract and re direct behaviour.
- . If the behaviour continues the child will be directed to take a moment of calm time.
- . Continued behaviour will result in an age appropriate consequence.

Staff will endeavour to always concentrate on rewarding positive behaviour. Methods of positive reinforcement include:

- . Nursery Rainbow chart
- . Individual Sticker Charts
- . Resident Barney Blossom who is taken home by our 'Star of the Week'
- . Nursery Jar reward system
- . Show and Tell.
- . Achievements are celebrated at circle time.

Adult Interaction

- . Adults will always be on the child's level if talking and when engaging in play.
- . They will talk in a calm, welcoming voice.
- . Positive phrasing will be used at all times
- . Limited choices.

Biting Policy

(This forms part of our Behaviour Policy)

This policy represents the agreed principles for biting in the Nursery. All Nursery staff, representing *Little Blossom Nursery School* have agreed this policy.

Biting can be part of a normal developmental stage for young children who are teething and are still developing their language skills and for some children with Special Educational needs and Disability. It is usually temporary, however, because of the danger this behaviour represents to other children, repeated biting cannot be tolerated and requires positive and sensitive intervention on the part of both the staff and parents.

The staff will always maintain close and constant supervision of the children but due to the speed and randomness with which biting incidents often occur, it is not always possible to prevent these from happening. Our biting policy addresses the actions the staff will take if a biting incident occurs.

Method:

When a biting incident happens it is very scary, frustrating and stressful for children, parents and staff. It is also not something to blame on children, parents or staff, and there is no quick and easy solutions to it. Children bite for a variety of reasons: simple sensory exploration, panic, crowding, seeking to be noticed, intense desire for a toy. Repeated biting becomes a pattern of learned behaviour that is often hard to stop because it does achieve results: the desired toy, excitement, attention or a way to communicate.

Our policy for handling a biting incident is as follows:

- . We do not label children who have bitten, but address the behaviour that they have used
- . The bitten child will be comforted immediately, and the bitten area will be given first aid. Appropriate first aid action will be taken where deemed necessary.
- . The bitten area should continue to be observed by parents and staff for signs of infection.
- . The biter will be spoken to in a manner which the child can understand and will be redirected to other play.
- . A report of the incident will be made in our accident file and the parents of both children will be notified of the incident.
- . Confidentiality of all children involved will be maintained by both the nursery and parents.
- . We look at the context of each biting incident to see if a pattern can be identified, in an effort to prevent further biting behaviour using action plans and in full co-operation with the parents and carer.
- . We work with each biting child on resolving conflict or frustration in an appropriate manner.
(See positive Behaviour policy)
- . We try to adapt the environment and work with parents to reduce any child stress.
- . If a child continues a pattern of biting, a member of staff will shadow them for as long as is felt appropriate to understand what the biting is communicating.
- . Exclusion would only be contemplated in extreme circumstances and with support of Hertfordshire Early Years Team.

Equal Opportunities Policy and Procedure

Policy Statement:

Little Blossom Nursery School, recognise that no member of society should be discriminated against because of his or her race, gender, class, culture, age, religion, disability, sexual orientation, family status or HIV/Aids status. We will make sure that we actively promote equality of opportunity and anti-discriminatory practice for all children. We will make sure we treat all children with equal concern and respect.

Procedure (how we put the statement into practice):

We recognise and welcome all legislation and existing codes of practice produced by the appropriate commissions, for example the Equal Opportunities Commission.

We value and respect the different racial origins, religions' cultures and languages in a multi-ethnic society so that each child is valued as an individual without racial or gender stereotyping. We will also not discriminate against children on the grounds of disability, sexual orientation, age, class, family status and HIV/aids status.

We will do my utmost to provide positive images of different cultures, racial groups, gender, religion and disability through toys, books etc.

We will recognise each child as an individual, giving them opportunities to develop to their full potential.

We will treat children as individuals and with equal concern. We will always help children to feel good about themselves and others, by celebrating differences which make us all unique individuals.

We will not stereotype children. We will give all children encouragement to play with whatever they wish. Wherever possible we will allow children to make their own choices regarding activities, play things etc.

We will challenge, investigate and report racist and discriminatory remarks, attitudes and behaviour from children in my care and adults.

We trust parents/carers and children will accept this Equal Opportunities Policy and act in accordance with it.

Special Needs Policy

If a child is identified as having emerging needs we will: -

- . Keep notes of any observations made
- . Share this information with the parent at the earliest opportunity. This discussion will be at a time when we can discuss the matter in private.
- . Offer the parents as much support as possible, and help them to find the right agencies needed to support them.
- . Take the parents feelings into consideration, and understand their reaction, which may be negative.
- . Speak to my EYC and ask for advice.
- . Ensure that all observations and discussions are kept confidential by not discussing anything with any other person without the permission of the parent concerned
- . A plan will be formulated to best suit the needs of the child.
- . Adaptations will be made to accommodate any special needs or requirements.

Little Blossom Nursery School will:

- . Value and acknowledge the child as an individual and help them to feel good about themselves.
- . Discuss with the parents the child's routine, likes and dislikes.
- . Adapt activities to enable the child with special needs to take part whenever possible.
- . Find out what special equipment the child will need and how we can accommodate.
- . Consider the logistics of taking the children out if the child is physically disabled and needs a wheelchair, or if the child has a learning disability that makes them hyperactive or unpredictable in their behaviour and risk assess accordingly.
- . Consider any risk factors involved in the care of the child. These will vary with the particular type of special needs.
- . Encourage them to develop their independence and help them to feel more confident.
- . Discuss with the parents about the other agencies involved in the child's care, and ask about any special equipment the child uses or needs and how this can be obtained.
- . Ask the parents for any advice and information they can supply on their child's needs.

We will ensure that there is somewhere private for the special needs child to go if the need arises.

Disability Discrimination Act Policy

Statement of intent:

Little Blossom Nursery School believe that all children have equal right to the benefits and opportunities of our society.

Within our communities there are individuals who, because of their disabilities, experience disadvantage and discrimination. Little Blossom Nursery School are committed to ensuring fair and equal access for all individuals to my service and providing an environment in which all children are supported to reach their full potential.

Aims:

- . To understand that compliance with the Disability Discrimination Act is a legal requirement and have regard for this Act.
- . We ensure our provision is accessible to all, providing I can meet the children's needs.
- . We are able to help and support parents/carers and children with disabilities.
- . We work in partnership with parents/carers in meeting individual children's needs.
- . We monitor and review my practice and provision and keep my DDA policy up to date.

Methods:

- . To develop a Care Plan with parents/carers to meet any additional needs required by their child/ren which will be reviewed regularly.
- . To ensure that I am responsible for the provision for children with disabilities.
- . To ensure equality of access and opportunity.
- . To ensure that my physical environment is as far as possible suitable for children and parents/carers with disabilities.
- . To provide a broad and balanced range of activities to meet the individual needs and abilities of all the children.
- . To use a system of keeping records of the additional needs of children with disabilities.
- . To ensure the privacy of children with disabilities when intimate care is being provided.
- . To take any complaints about my provision seriously and ensure that I can put right the issue drawn to my attention.
- . To review my procedures and plan regularly to meet the needs of all children.
- . To endeavour to keep up to date with current practice and legislation.
- . To continue to adhere to and review my policy.

Safeguarding Children Policy and Procedure

Policy statement:

Little Blossom Nursery School's first responsibility and priority is towards the children in my care. If we have any cause for concern, I will report it, following the local Safeguarding partners procedures. The relevant local procedures that are held by me are available on request. Staff are trained and understand that child abuse can be physical, sexual, emotional, domestic, neglect or a mixture of these. I must notify Ofsted of any allegations of abuse, which are alleged to have taken place while the child is in my care.

Procedure:

Little Blossom Nursery School keep up to date with child protection issues and relevant legislation by taking regular training courses and by reading relevant publications. This helps us, as a team, be aware of the signs of abuse or neglect and what to do if we have a concern.

Staff have read, and understand, the following important documents:

- . **Department for Education Early Years Foundation Stage, Safeguarding and Welfare Requirements (20)**
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf
- . **Prevent Duty Guidance (2015)**
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf
- . **Working Together to Safeguard Children (2018)**
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf
- . **Keeping Children Safe in Education (2023)**
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf
- . **What to Do If You're Worried a Child Is Being Abused - A Guide for Practitioners (2015)**
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf
- . **Inspecting Safeguarding in Early Years, Education and Skills Settings (2022)**
<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills/inspecting-safeguarding-in-early-years-education-and-skills>
- . **Information Sharing Advice for Safeguarding Practitioners (2018)**
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1062969/Information_sharing_advice_practitioners_safeguarding_services.pdf

Little Blossom staff have copies of, and are familiar with, the local Safeguarding partners procedures. The management check regularly that the latest version of the relevant procedures (or any documents that may replace them in the future) is available. <https://hertsscb.proceduresonline.com/>

We have a copy of the relevant booklets and guidance; Staff have read them and understand them. If we are concerned about a child's welfare, we may contact the local authority, the NSPCC, or other relevant support services for advice, providing this does not affect confidentiality.

Child protection concerns that could identify a particular child are kept confidential and only shared with people who need to know this information.

Parents must notify me of any concerns they have about their child and any accidents, incidents or injuries affecting the child, which will be recorded.

Little Blossom Nursery staff work together with parents to make sure the care of their child is consistent. Please see **Working with Parents Policy**.

We will not leave the children in the care of anyone without DBS clearance unless in an extreme emergency.

If any staff notice, they will report to the DSL. If staff feel it has not been dealt with appropriately then they can follow the below procedure:

- . Significant changes in behaviour
- . Unexpected bruising or marks
- . any comments made which give me cause for concern
- . deterioration in general wellbeing which causes concern

The DSL will implement the local Safeguarding partners procedures, without delay to minimise any risk to the child. The DSL will call child services within 24 hours and follow it up with a letter within 48 hours. I will keep a factual record of the concern and will ask the parents for an explanation, providing it would not put the child at risk.

The National Standards for Nursery's require me to let Ofsted know of any concerns that I have reported without delay and within 14 days.

If a child tells me that they or another child is being abused, I will:

- . Show that the child has been heard what they are saying, and that their allegations are taken seriously
- . Encourage the child to talk, but staff will not prompt them or ask them leading questions. We will not interrupt when a child is recalling significant events and will not make a child repeat their account
- . Explain what actions *Little Blossom Nursery School* must take, in a way that is appropriate to the age and understanding of the child
- . Write down what we have been told using exact words where possible
- . Make a note of the date, time, place and people who were present at the discussion
- . Report concerns immediately to children services who has the experience and responsibility to make an assessment of the situation.

If an allegation is made against me or a member of my staff, I will report it to Ofsted writing 14 days and the relevant Local Authority Designated Officer (LADO) within 24 hours following the Safeguarding partners procedures.

In all instances we will record:

- . The child's full name and address

- . The date and time of the record
- . Factual details of the concern, for example bruising, what the child said, who was present
- . Details of any previous concerns
- . Details of any explanations from the parents
- . Any action taken such as speaking to parents.

Use of Mobile Telephones and Cameras

The use of mobile phones or cameras by parents or visitors is prohibited in the presence of children at the setting. This is to prevent unauthorised photographs, videos and recordings being taken. Staff at the setting are not authorised to take photographs, videos or audible recordings on any equipment except that belonging to *Little Blossom Nursery School* and with authorisation from the Manager in line with the Data Protection policy and parental permissions in place for each child

It is not my responsibility to attempt to investigate the situation myself.

Working in Partnership with Parents Policy

- We aim to work in partnership with parents to meet the needs of the children in my care, both individually and as a group.
- We will recognise and accept that the parents are the most important people in the child's life, and that they know their child best.
- We will seek the parents' views about their child's preferences and aptitudes and any other information which is required in order to provide good, quality care for the child. We will act on these to the best of our ability.
- We will show respect for each family's beliefs, traditions and wishes for the care of their child.
- We will maintain confidentiality and have in place a "**Confidentiality Policy**".
- We will share information with the parents about their child on a daily basis.
- We will have a written contract with the parents which will include the business arrangements, and the expectations of both parties as to the care of the child.
- Any concerns will be dealt with promptly.
- Any complaints will be recorded. Parents are issued with a copy of my "**Complaints Procedure**".
- We will keep records of parents, and emergency, contact details and G.P. details.
- We will keep appropriate signed consent forms.
- We will only allow a child to leave with a person other than their parent, if the parent has notified me of this first.
- If a child is identified as a child in need, we will give appropriate information to referring agencies, with the parent's permission.

Parental Responsibility

The Early Years Foundation Stage Framework Statutory Requirement 'Safeguarding and promoting children's welfare' states that childcare providers must obtain 'information about who has legal contact with the child and who has parental responsibility'.

Below is guidance on what parental responsibility means

Little Blossom Nursery School therefore require all parents/carers to complete a parental responsibility form prior to their child being admitted into our care. If there are any subsequent changes to these details please let the manager know immediately

Parental responsibility (PR)

Why does someone need PR?

Only a person with PR can give valid consent for medical permissions etc.

A person with PR can pass the responsibility on by authorising others e.g. childminders to make specific decisions for the child. This must be given in writing.

Who has PR?

The Children Act 1989 sets out who has PR:

- . Mothers automatically have PR for their children;
- . Fathers have PR if they were married to the mother when the child was conceived or born or if they got married to her later;
- . Living with the mother, even for many years, does not give a father parental responsibility. To change this, a court order will need to be granted or the child must be legally adopted;
- . From 1st Dec 2003 an unmarried father can get equal PR by jointly registering the birth with the child's mother.

What about stepparents?

A step-parent, even if married to a parent of children, does not automatically acquire PR for a child. This needs to be legally obtained through the courts;

What about adoptive/foster parents?

I would need take legal advice.

What about care orders?

When a child is made the subject of a care order, the local authority has PR for the child.

Legal contact

What is legal contact?

After, for example, a divorce or separation, many different people may wish to continue having contact with any involved children. These could include – the parent the child is not living with, grandparents, same sex co-parents, step-parents and other relatives.

Legal contact can include –

- . *Visiting contact*, where the non-resident adult visits the child in a place of safety such as a relative's house or Social Services Contact Centre;

- . *Staying contact*, where the non-resident adult is allowed to care for the child e.g. overnight or at weekends;
- . *indirect contact* – this may be phone calls, letters, emails etc.

A contact order is an order requiring the resident parent to allow the child to visit or stay with the non-resident parent or have any other form of contact provided in the order, for example by telephone.

Confidentiality Policy

Little Blossom Nursery School take a professional approach to confidentiality.

We will not share confidential or sensitive information with anyone outside of the nursery, unless legally required to about children or their families without permission of the family.

We will only break this rule in the interest of protecting a child, when I would seek advice from the appropriate professionals.

Photographs of the children are only used for observations, online journal and for internal nursery displays. The children's names will not be used in the portfolio. No photographs will be taken without signed parental consent.

Use of Mobile Telephones and Cameras

The use of mobile phones or cameras by parents, visitors and staff is prohibited in the presence of children at the setting. This is to prevent unauthorised photographs, videos and recordings being taken. Staff at the setting are not authorised to take photographs, videos or audible recordings on any equipment except that belonging to Little Blossoms Nursery School and with authorisation from the Nursery Managers in line with the **Data Protection Policy** and Parental Permissions in place for each child

GDPR POLICY

As a registered setting we are legally obliged to collect certain information about you and your child to comply with the requirements of the EYFS and to maintain accounts and records. Other information that we collect is not a legal requirement but will help me to do our job as nursery practitioners. We will need to process information such as: personal details, family details, life style and social circumstances, financial details, GP contact details, inoculation details, allergy details and digital photographs. I also process sensitive classes of information that may include racial or ethnic origin, religious or other beliefs, and physical or mental health details. We have a legal requirement to collect and process some of this personal information about you and your child. We need you to sign to say that you are happy for me to collect and process the non-statutory information staff need to best look after your child.

All information on children and families is kept securely and treated in confidence. *Little Blossom Nursery School* is registered with the Information Commissioner's Office (ICO) and am aware of our responsibilities under General Data Protection Regulations (GDPR). In general, the confidential information held on file will only be shared if you give permission or there appears to be a child protection issue. We will only share information about your child with you or your child's other carer's, other professionals working with your child, or with the police, social services, local or central government including Ofsted. All details will be kept confidential and records are kept secure. You have a right to access any of the information that are held on you or your child at any time.

If your child attends nursery or another setting while in our care, or arrives from nursery, school or another setting, then we will need to be able to share appropriate information between each other. This two-way flow of information will help your child to make the transition between carer's. It will also keep you informed about anything you need to know that you weren't there to hear yourself. You will need to sign to say you are happy for us to share information about your child in this way, and to pass along any information we learn to you.

When your child leaves the setting, we will only store information on you or your child for as long as is necessary. Anything we don't need to keep will be deleted from my computer or shred. If you have any complaints with the way you feel staff have handled any of your personal data, please speak to The Nursery Manager in the first instance so that we can resolve the complaint. You have the right to complain to the Information Commissioners Officer (ICO) if you feel we have not resolved the complaint to your satisfaction.

Complaints Policy

Making concerns known:

A parent/ carer who is uneasy about any aspect of the group's provisions should first talk over any worries and anxieties with your Child's Key person

If you feel the complaint needs to be taken higher you should talk to the Nursery Manager.

If this does not have a satisfactory outcome within 28 days, or if the problem recurs, the parent/ carer should put the concerns or complaint in writing and request a meeting with the nursery owner. Both parents/carers and owners may have a friend, relative or partner present if required and an agreed written record of the discussion should be made.

Most complaints should be resolved informally at this initial stage.

If the matter is unresolved to the parent's/carers' satisfaction, the parents/carers should again contact the owners. If parent's/carers and owners cannot reach an agreement, it might be helpful to invite an external mediator, one who is acceptable to both parties to listen to both sides and offer advice. A mediator has no legal powers but can help to clarify the situation. Staff or volunteers within the nursery school will be available to act as mediator if both parties wish.

The mediator will help define the problem, review the action so far and suggest further ways in which it might be resolved.

The mediator will keep all discussion confidential. She/he will meet with the group if requested and will keep an agreed written record of any meetings that are held and of any advice, she/he has given.

Complaints will be filed for three years.

OFSTED involvement:

A parent has the right to contact the Ofsted helpline if they so desire. Providers must provide Ofsted, on request, with a written record of all complaints made during any specified period, and the action, which was taken, as a result of each complaint.

There are several local officers who represent the Hertfordshire area you can contact them on:

03001234666 / enquiries@ofsted.gov.uk

The address is: Ofsted

Piccadilly Gate

Store Street

Manchester

M1 2WD

We believe that most complaints are made constructively and can be resolved at an early stage. We also believe that it is in the best interests of the nursery and parents that complaints should be taken seriously and dealt with fairly and in a way, that respects confidentiality.

This policy is adopted by the all managers and staff at Little Blossom Nursery School.

Mangers Signature: K.Midd _____

Complaints Procedure

If you have a complaint about any aspect of the care of your child, then please speak to a nursery manager, and hopefully we can resolve it amicably.

If a parental complaint relates to one of the National Standards, it is my mandatory requirement for me to investigate the complaint, take necessary action and tell the parent the outcome of my findings.

I will make a record of the complaint on an Ofsted approved form.

The complaints record will include information on:

- . The nature of the complaint.
- . How I dealt with the complaint
- . Any actions taken or proposed as a result of my findings.
- . Whether the parent has been provided with an account of the findings and any action taken within 28 days of the complaint being made.

I aim to deal with any complaint swiftly and reasonably.

If you wish to make a formal complaint then you may contact OFSTED, who are responsible for our registration. This will be referred back to me to investigate, unless there are exceptional circumstances such as a child protection issue, which Ofsted will refer to the appropriate agency.

OFSTED will NOT deal with any contractual complaints, only complaints relating to the way I care for your child.

OFSTED can be contacted on: 0300 123 1231

Their address is:

Early Years

OFSTED

National Business Unit

Royal Exchange Buildings

St Ann' Square

Manchester

M2 7LA

Touch/Contact Policy

This policy is to inform you, the parents/carers of the children in our care, of the policy regarding physical contact with your child.

Whilst the children are in our care, there will be NO physical punishment of any child at any time. Children are disciplined as per the Behaviour Policy of which you have a copy.

We believe that children need nurturing and this includes the need for some physical contact for their care and healthy emotional, and physical, development.

The physical contact can be described in the following ways:

Nurturing – this would include such things hugs, non-intimate kisses, hand holding, carrying, cuddling, gentle tickling, and games such as “Walking round the garden”. This contact would never be made if the child did not wish it. The child has a right to choose.

Safety and Guidance – this would include restraining a child from a dangerous or harmful situation, separating fighting children, leading them and guiding them and administering first aid.

Hygiene – this would include such things as face and hand washing, nappy changing, assisting with “toileting” duties (as appropriate for age and stage of development of child), examining rashes or unusual marks, (which may be noted in accordance with my Child Protection Policy), nose blowing, changing of clothes, or assisting, brushing hair and replacing hair clips/bands.

Dropping Off and Collection Policy

Dropping Of:

Please let a member of staff know in advance if you intend to arrive at a different time from the contracted one. If you arrive unexpectedly early staff may not be ready to care for your child. If you are late, we may not have the correct adult to child ratio to care for your child. Please discuss with me if you need to change your contracted hours

Collection:

Staff will only release your child from care to adults who have permission to collect him/her.

The nursery Manager will therefore need you to provide a list of people authorised to collect. It would be helpful, if they are not known to staff, to include a description or a photograph to keep on file.

In the event of an emergency, we can operate a password system where you can send someone not authorised to collect your child but who is able to give the password. Please discuss with the nursery manager if you would like to use this system.

It is important that you arrive at the contracted time to collect your child. Even very young children learn our routine and know when their parents are due. They can become distressed if you are late. Staff recognise sometimes delays are unavoidable, especially if you are relying on public transport. If you are delayed, for whatever reason please contact the nursery and let staff know when you expect to arrive. The nursery manager will normally be able to accommodate the additional care, however if unable, we will contact other adults from the authorised list and arrange for them to collect your child. Staff will reassure your child that you are on the way and if necessary, organise additional activities and a meal.

If contact is not made or and you are very late, a member of staff will try and make contact with you. I will also attempt to contact the emergency numbers provided. If I am unable to make contact with anyone, we will inform children's services and follow their advice.

There is a charge for unarranged or unexplained late collection.

Non- collection of children

Procedure if a child is not collected:

If a child is not collected within 10 minutes of their contracted collection time, and the nursery has not been informed of the late collection, we will:

- . Try calling the parent's contact numbers. Nursery staff will then try the emergency contact numbers.
- . During this time, Staff will continue to safely look after the child.
- . We will continue to try the parents' contact numbers and emergency numbers, but after a responsible amount of time –1 hour- from the original agreed collection time, unless another collection time has been agreed, A senior member of the nursery staff or manager will contact the local authority children's services team.

Dental Hygiene Policy

- Recent research shows that 38% of five-year-olds in England had experienced tooth decay.
- As an Ofsted Registered Childcare setting, we are very aware of the need to follow good oral hygiene practices and to help children develop good eating habits such as avoiding food and drinks with high sugar content.
- We also ensure that the children in our care are not given food containing high levels of sugar. We do not permit fizzy drinks and will wean children from drinking from bottles with teats as continued sucking of juice can damage teeth. We will work with you to encourage your child to drink from a beaker or trainer cup.
- We will also have special dental hygiene days throughout the year when we will promote good dental hygiene and invite the local children's dentist to visit us to do some special activities.
- Further information and support can be found on the website www.stop-the-rot.co.uk.
- If you wish to discuss this policy or your child's dental hygiene requirements, please do not hesitate to contact us.

Trampoline Policy

It is well known that exercise is vital to aid the physical development of young children and to encourage them to continue a healthy lifestyle into their adult years.

We encourage the children in my care to join in all sorts of different physical activities and provide a range of resources to make it fun and enjoyable. One of those resources is a trampoline.

- . Children, of any age, are not permitted on the trampoline without written permission from their parents **(Please see Trampoline Permission Form)**
- . All children will be supervised at all times on the Trampoline by a responsible adult
- . The trampoline will be checked regularly to ensure it is in a good condition
- . All children using the trampoline must listen and follow any instructions from the supervising adult, failure to do so may result in them no longer being permitted to use this piece of equipment

If you have any concerns regarding your child using this piece of equipment please do discuss them with the nursery manager

Sand Pit Policy

- . Whilst sandpits can provide great play and learning opportunities, they can also pose several health and safety risks.
- . We will only use sand that is suitable for play and purchased from a recognised source.
- . We will regularly ensure the sand is changed.
- . We will ensure the sandpit has adequate drainage to prevent the sand from becoming water logged. Insects can live in damp sand and may bite or sting children
- . We will dispose of spilt sand
- . We will ensure the sandpit is covered to prevent it being used as a litter tray by cats and other visitors to the garden
- . We will ensure that the children are closely supervised whilst playing in the sandpit.
- . We will teach them about keeping the sand low to avoid it getting in their own and others eyes.

If you would like your child to wear a hat whilst playing in the sand then please let a staff member know.

SETTLING IN PROCEDURE

At *Little Blossom Nursery School*, it is our aim for your child to be happy to stay with the team, and feel safe and secure.

To help with this we have the following procedure for settling the child in, which you may or may not choose to follow.

- . If at all possible, a number of visits (We recommend 3 – 4) can be made to the nursery.
- . **First Visit** – the parent is welcome to come and stay with the child, meet the Key Person and fill out the **All About Me** sheet together – it's a great opportunity for you to start creating relationships with the staff and to support them with the settle, and for the child to attend the setting with someone familiar to assure them that they are safe and going to have lots of fun!
- . **Second Visit** – Parent is welcome to come in with their child, but we encourage them to leave after a short while as the child may get used to you coming – will also help staff recognise how the child reacts and how much support they may need.
- . **Third/Fourth Visit** – Parent drops off child – depending on how your child is settling depends on the length the last setting in sessions will be.

Where necessary there will be a “settling-in” period written into the contract with the parents. During this time both the parent and Little Blossom Nursery School may choose to end the arrangement, without serving the required period of notice.

Safeguarding Children Statement

I understand that as a registered setting, *Little Blossom Nursery School* has a duty to safeguard any child entrusted to the care and to discuss any concerns about the child with the parent / carer unless it places the child, other children or staff at further risk.

If it is apparent that concerns deserve further investigation, we are obliged to refer the situation to the Nominated Safeguarding Children Officer of the local authority Children's Services covering the area in which the child lives and to inform the relevant authority responsible for the registration as a child carer (Ofsted).

I also understand that it may become necessary to disclose confidential information, and that this will be the minimum strictly necessary to protect the health and wellbeing of the child.

I understand I can refuse to consent to this information being disclosed.

I have read and understood this statement and the need for it.

Signed: _____

Date: _____

Prevent Duty

We comply with the requirements of the Prevent Duty Guidance and its aim to protect children from radicalisation, extremism and being drawn into terrorism. Staff have taken the 'Anti-Terrorism, Channel' course.

Staff are aware of the Government PREVENT strategy which aims to protect children from terrorism and radicalisation.

Definitions

Terrorism – the Terrorism Act 2000 defines terrorism as: *“The use or threat of action designed to influence the government or an international governmental organisation or to intimidate the public, or a section of the public; made for the purposes of advancing a political, religious, racial or ideological cause; and it involves or causes: serious violence against a person; serious damage to a property; a threat to a person’s life; a serious risk to the health and safety of the public; or serious interference with or disruption to an electronic system.”*

Radicalisation – refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

We understand that the PREVENT strategy will require early years providers to identify any children who are considered to be at risk of being involved in terrorism or radicalised and refer them to the Local Authority.

British values

Alongside the PREVENT strategy, the Government has stated that all early year’s providers must teach children about and actively promote fundamental British values. The Govt have stated that early education funding will be withdrawn from any providers who do not comply with this requirement and Ofsted will judge how effectively British values are taught during inspections. Fundamental British values include **democracy, the rule of law, individual liberty** and **mutual respect and tolerance** of different faiths and beliefs and must be taught in age-appropriate ways.

Little Blossom Nursery School have a commitment to teach children British values. We are committed to providing the highest quality care and learning for all children. We recognise the requirement from the Department for Education (inspected by Ofsted) to ensure children are protected from radicalisation by those wishing to unduly, or illegally, influence them. We are committed to teaching the children in our care about British values which are embedded in everything we do. Ofsted guidance states that the requirement to teach children British values aims to *“promote tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles; and support and help, through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain”*

The government defines British values in the Prevent Strategy as:

- . **Democracy**
- . **The rule of law**
- . **Individual liberty and personal responsibility**
- . **Mutual respect**

- . **Tolerance of those of different cultures, faiths and beliefs**

To ensure we comply with these government requirements staff have reflected on our teaching and curriculum and considered how we promote British Values in our provision:

Democracy –

- . Children are treated with respect and dignity;
- . Their views are requested and always considered;
- . They are given choices about where they want to go and what they are doing;
- . When we buy new resources or make changes to the provision children are consulted;
- . Believe in free speech for all;
- . When a child says ‘no’ we stop and think more carefully about what we are asking them to do.

The rule of law –

- . Children are taught about right and wrong and contribute to our behaviour goals;
- . Reminders about appropriate behaviour are displayed in the playrooms;
- . Children are encouraged to reflect on their behaviour during group activities using props and books appropriate for their ages and stages of learning;
- . Themes such as ‘people who help us’ support children to learn about the police and emergency services and their role in our society.

Individual liberty and personal responsibility –

- . Children understand the need for rules to keep them safe;
- . They support the younger children;
- . They recognise the need to respect resources and equipment;
- . Children’s successes are in their Learning Journey files which are regularly shared with parents;
- . Children are given shared responsibility for ensuring the provision is safe for everyone;
- . Independence is promoted from the earliest age.

Mutual respect –

- . We use role play and group sessions to teach children how to show empathy for and understanding of others;
- . Personal, social and emotional development is embedded in our day-to-day curriculum;
- . Children learn how they can share and take turns with others in respectful ways;
- . Adults and older children are positive role models;
- . Positive images and stories of disability promote equality of opportunity for all;
- . Children are always spoken to respectfully;
- . Close working partnerships with parents and other settings children attend help us to raise outcomes for all children;
- . As part of our balanced curriculum group activities support children to learn about British festivals such as St George’s Day, the London Olympics and special days celebrated by our British Royal family as well other religions such as Eid, Ramadan, Hanukkah and Diwali

Tolerance of those of different cultures, faiths and beliefs –

- . Children are taught about modern Britain through group activities which help them to learn in age appropriate ways about their local area, art, history, special days and the country in which they live;
- . We plan activities to help children mark special days from other religions, countries and cultures through our group planning to teach them to respect the views and beliefs of others;
- . The children learn about their place in the wider world through books, multicultural and diverse resources, displays and themed activities;
- . The children are taken on outings to learn about the area of Britain in which they live.

If you have any concerns regarding this policy please discuss them with the nursery manager.

Female Genital mutilation (FGM)

As our duty of care, we have a statutory obligation under national safeguarding protocols (e.g. working together to safeguard children) to protect young girls and women from FGM as it is an illegal, extremely harmful practice and a form of abuse.

It is essential that we work closely together with other agencies if we suspect a child has suffered or is likely to suffer FGM as appropriate safeguarding efforts. This is reflected in the Multi-Agency Practise Guidelines.

If a child in our care shows signs and symptoms (see below) of FGM or we have good reason to suspect the child is at risk of FGM, we MUST refer the child using our existing standard safeguarding procedures as it is a form of child abuse. When a child is identified as “at risk” of FGM, this information MUST be brought to the child’s GP attention and health visitor (as per section 47 of The Children’s Act 1989)

Important Signs & Symptoms to look out for if you suspect the child is “at risk” of FGM:

- . Parents and Carer’s comes from a community that is known to practice FGM
- . Family may have limited contact with people outside family
- . It is known that the mother has FGM
- . Family does not engage with professionals (health, school, other)
- . Parents say that they or a relative will take the child abroad for a prolonged period of time
- . Child spoken about a holiday to her country of origin or another where the procedure is practiced
- . Child has confided that she is to have a “special procedure” to “become a woman” or to be “more like her mum/sister/aunt” etc
- . Family/child are already known to social services

Important Signs & Symptoms to look out for if you suspect the child has had FGM:

- . Child regularly attends GP appointments, has frequent Urinary Tract Infections (UTI’S)
- . Increased emotional and physiological needs e.g. withdrawals, depression or significant changes in behaviour.
- . Child talks about pain/discomfort between legs
- . Child has difficulty walking, sitting for long periods of time- which wasn’t a problem previously
- . Significant or Immediate Risk
- . Child confides in a member of staff that FGM has taken place
- . Parent or family member discloses child has had FGM

SAFER RECRUITMENT POLICY

Introduction

At *Little Blossom Nursery School*, we aim to ensure that all people working with children are suitable to do so and we are therefore extremely vigilant when recruiting new staff to join our team.

We are committed to providing the best possible care to our children, and to safeguard and promote welfare of young children. The nursery is also committed to providing a supportive working environment for all its members of staff. The nursery recognises that, in order to achieve these aims, it is of fundamental importance to attract, recruit and retain staffs who share this commitment. Little

Blossom's will follow a strict safeguarding procedure to protect all children and young people in our care and expects all staff and volunteers, students and agency staff to share this commitment.

Recruitment Procedure

All prospective candidates will be asked to submit an application form containing questions about their previous employment and academic history along with their curriculum vitae.

Applicants will then be contacted either by email, letter or phone to let them know if they have been successful in reaching the next stage, a face to face interview.

Candidates that are invited along to an interview and asked to bring with them:

- . Either current driving licence, passport or full birth certificate
- . A utility bill or statement, showing name and address within 3 months
- . Documentation showing their national insurance number (NI card, P45 or P60)
- . Documents confirming any educational or professional qualifications referred to in their application form.
- . Eligibility to work in the UK
- . Their criminal history (disclosing anything that will show up on a DBS)
- . Where an applicant claims to have changed his/her name by deed poll, the correct documentation will be requested.
- . Where possible, references will be checked before the interviewing stage.
- . During the interview, detailed enquires will be made regarding any gaps in their employment and reason for leaving employment.

Successful candidates will receive a letter stating their job offer is conditional, dependant on the return of 2 satisfactory written references and an enhanced DBS check.

Safer Recruitment:

-

Providers must record information about staff qualifications and the identity checks, vetting processes and references that have been completed (including the criminal records check reference numbers, the date a check was obtained and details of who obtained it)

-
-

Procedures to follow to check the suitability of new recruits.

-
-

References should be provided for previous employees upon requests in a timely manner

-
-

Providers should ensure the information confirms where they are satisfied with the applicant's suitability to work with children and provide the facts of any substantiated safeguarding concerns/allegations that meet the harm threshold (They should not include information about concerns/allegations which are unsubstantiated, unfounded, false or malicious).

-
-

Not rely on applicants to obtain their reference

-
-

Ensure any references are from the candidates current employer, training provider or education setting and have been completed by a senior person with appropriate authority.

-
-

Not accepts references from a family member

-
-

Obtain verification of the individuals most recent relevant period of employment where the applicant is not currently employed

-
-

Secure a reference from the relevant employer from the last time the applicant worked with children (if not currently working with children).

-
-

If the applicant has never worked with children, then ensure a reference is from their current employer, training provider or education setting.

-

References:

-

Ensure electronic references originate from a legitimate source

-
-

Contact referees to clarify content where information is vague or insufficient information is provided.

-
-

Establish the reason for the candidate leaving their current or more recent post

-
-

Ensure any concerns are resolved satisfactorily before appointment is confirmed

-

Induction

Once offered a position, the staff will be on a 6-month probation period, during this time the staff will be trained in all areas and completed a completed induction programme. New staff who do not reach the level required will be placed on an extended probation of 9 months.

New members of staff will not be allowed unsupervised access or be able to provide intimate care (nappy changing or supervising toileting) to any child until their DBS is completed and its clear.

New employees will undergo an induction period, during which time they will read the employee handbook, nursery policies and procedures and will be trained by a “mentor” who will introduce them to the way in which the nursery operates.

Documents given to staff during their induction:

- Staff policy and procedure handbook (includes whistleblowing, code of conduct etc)

- . New starter staff details form
- . Personal information form
- . P46 form if required
- . Certificates
- . Health and safety declaration consent pack
- . Employee disclosure form
- . Fire drill procedure
- . Security
- . Intimate caregiving procedures

All staff members will be invited to and attend an annual ongoing suitability interview as well as an appraisal/performance review. Staffs are responsible for notifying the manager, in person, if any circumstances arise that may affect their suitability to work with children, which includes any health concerns or incidents that have occurred outside the nursery.

Enhanced DBS checks

In accordance with the recommendations of the DFEs in *"safeguarding children; safer recruitment and selection in education settings"* the nursery carried out several pre-employment checks in respect of all prospective employees for all positions.

Due to the nature of the work, the nursery will apply for Disclosure and Barring certificates from the Disclosure and Barring service (DBS). The nursery will cover the cost of the first check. The nursery will always request an enhanced disclosure as described below:

- . An enhanced disclosure will contain details of all convictions on record including current and spent convictions (including those which are defined as "spent" under the rehabilitation of offenders Act 1974) together with any details of any cautions, reprimands or warning held on the Police National Computer. It may also contain non-conviction information from local police records which a chief police officer thinks may be relevant in connection with the matter in question.
- . If the individual is applying for a position working with children, it will also reveal whether he/she is barred from working with children by virtue of his/ her inclusion on the lists of those considered unsuitable to work with children maintained by the DFES and the department of health.
- . The nursery's policy is to observe the guidance issued or supported by the DBS on the use of disclosure information. In particular, the nursery will.
- . Store disclosure information and other confidential documents issued by the DBS in locked cabinets, access to which will be restricted to specific members of staff
- . Not retain disclosure information or any associated correspondence for longer than necessary.
In most cases the nursery will not retain such information for longer than 6 months although the nursery will keep a record of the date of the disclosure and the disclosure number which will be recorded on their personal information forms.
- . Once the member of staff has received her DBS certificate, they will be permitted to sign up to the update service which is £13 annually, guidance on how to do this can be located in the office on the safeguarding board.

Supervision Policy

This policy represents the agreed principles for Supervision, Appraisals and CPD in the Nursery. All Nursery staff, representing Little Blossom Nursery School have agreed this policy.

At Little Blossom Nursery School, we aim to provide the highest quality education and care for all our children. We provide a warm welcome to each individual child and family and offer a caring environment where all children can learn and develop to become curious independent learners within their play.

Please read this policy in conjunction with our Data Protection Policy for the information collected by *Little Blossom Nursery School*, the professionals this information may be shared with and the retention periods this data is held for.

Introduction

High quality performance management is one of the most important elements in ensuring positive outcomes for children and their families. It also has a crucial role to play in the development, retention and motivation of the early years and childcare workforce. As such, supervision and appraisal meetings are now a Statutory Safeguarding and Welfare Requirement of the Early Years Foundation Stage.

In accordance with the Statutory Framework for the Early Years Foundation Stage 2021 staff supervision is a requirement for providers:

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

Supervision should provide opportunities for staff to:

Discuss any issues – particularly concerning children’s development or well-being.

Identify solutions to address issues as they arise; and

Receive coaching to improve their personal effectiveness

Statutory Framework for the Early Years Foundation Stage 2021

Purpose of supervision meetings

Supervision is a means to ensure staff are clear about what their job is, what the nursery wants them to do, to raise concerns about particular children and to be supported to do that job well. The meeting gives parties the opportunity to evaluate and review workloads and performance so that learning and development can take place and to identify performance shortfalls, encourage and motivate staff and initiate training, support mechanisms and /or coaching. Supervision does not replace the annual staff appraisals. Supervision and appraisal meetings are a two-way discussion between a staff member and the manager. For these meetings to be effective, each person must take equal responsibility for ensuring effective communication, co-operation and recognition for the value of supervision and appraisals.

The member of staff can expect:

- . To receive effective and sensitive feedback.
- . To be treated in an anti-discriminatory manner.
- . To have their own feelings and opinions recognised.
- . To be listened to.

Responsibility

The manager is responsible for ensuring that regular supervision meetings are conducted with every member of staff. The member of staff is responsible for ensuring that they meet the required standard for the job.

Process and Frequency

Supervision is an essential part of the effective working relationship between a member of staff and a manager. The meetings are a two-way discussion between a member of staff and their manager and to be effective each person must take an equal responsibility for ensuring effective communication and cooperation and recognition of the value of supervision meetings for both parties. All staff must be provided with a regular supervision (1-1) meeting with their manager once per term and an annual appraisal meeting which is booked in advance at an agreed time. However, if both or either party deem it necessary to arrange more frequent supervision meetings, this can be arranged.

The manager will complete a termly supervision record and annual appraisal report. The member of staff will receive a copy of the records and reports if required and will also complete an annual self-appraisal form. The original copies will be kept in the staff file. Supervision and appraisal meetings will last for no longer than one hour.

The manager will take notes throughout the meetings in preparation for record/report writing. Together, the manager and member of staff will agree on an action plan to be followed. Staff members are welcome to take notes throughout the meetings if they wish.

What will be covered at supervision meeting

The content of the supervision meeting will be to:

- . Discuss and agree targets/tasks and objectives which need to be carried out
- . Record progress on these targets/tasks from their previous supervision
- . Set timescales and deadlines for carrying out the tasks
- . Identify any performance concerns and improvements required and solutions to issues as they arise.
- . Identify appropriate support and guidance with regard to all aspects of work including support in dealing with particular children and their individual needs
- . Identify any training and development needs.
- . Which areas has the member of staff succeeded or made improvements in?
- . Which aspects of the current role has the member of staff enjoyed?
- . What steps has the member of staff taken to promote their personal and professional development?
- . New targets to be set for the following supervision/ Appraisal.
- . What does the setting and/or member of staff need to do to achieve these targets?
- . What's the member of staff's career aspirations?

Supervision Standards

Staff should expect:

- . To be given clear objectives and standards, appropriate deadlines and help in achieving their objectives.
- . To be able to question how things are done and what is expected.
- . To be given the opportunity and time to express any concerns concerning children's development or well-being.

- . To be given appropriate support and receive coaching to improve their personal effectiveness.
- . To be told in a constructive way if their work is poor, incompetent or unacceptable and to have a strategy for improvements discussed and agreed.
- . To be told when a piece of work has been done well.
- . To have their management responsibilities understood and respected by the staff they manage.
- . That once targets and/or objectives are set the member of staff will produce work to an agreed standard.
- . That staff will demonstrate a willingness to strive for continuous improvements.
- . That staff will be open, honest and non-defensive when their work is being discussed.
- . To be able to withdraw the member of staff from a particular piece of work, or to terminate that piece of work if there are reasons for doing so and this will be communicated to the member of staff.
- . The manager and staff member will discuss the current workload, team issues, training/development, any additional concerns/issues such as sickness/absences and any achievements since the last supervision.
- . The manager and staff member will look at the targets set and will assess the level of progress made towards these targets. Actions may be written as a result of this discussion. For example, further training or more frequent supervision meetings may be suggested.

Continued Professional Development

Each term staff will receive an up to date list of current CPD courses offered by Young in Herts. Staff will then have an opportunity to select courses they feel appropriate for their CPD and discuss these with their managers.

First Aid and Safeguarding are kept up to date for all staff on a 2 – 3 year rotation and regular updates are discussed at team meetings to keep their knowledge up-to-date of any changes

Recording supervision meetings

The supervision meeting will be recorded on the Supervision Record Form and should be completed by the manager within 5 working days. Both parties will sign the record and agree the date for the next supervision meeting. A copy of the supervision record will be given to the member of staff if required.

To ensure that the confidentiality and identity of individual children is maintained within the supervision record no names of the children discussed will be used only initials.

Confidentiality

Although this is a confidential document, it is also an organisational document which does not belong solely to the manager, staff member or management committee. However, only under certain circumstances can others access these documents. For example, they may be accessed as part of:

- . A grievance procedure;
- . A disciplinary procedure;
- . An internal/external inquiry;
- . A complaints procedure.
- . Ofsted
- . Subject access requests

In addition to the above information, it is important that staff members continue to raise concerns as they arise and not wait until their termly supervision meeting or annual appraisal.

This policy is adopted by the all managers and staff at Little Blossom Nursery School

Mangers Signature: K.Midd

Staff Signatures:

Capability, Disciplinary and Grievance Procedure for Em ployees

This policy represents the agreed principles for capability, disciplinary and grievance throughout the Nursery. All Nursery staff, representing Little Blossom Nursery School have agreed this policy.

At Little Blossom we aim to provide the highest quality education and care for all our children. We provide a warm welcome to each individual child and family and offer a caring environment where all children can learn and develop to become curious independent learners within their play.

Please read this policy in conjunction with our Data Protection policy for the information collected by Little Blossom, the professionals this information may be shared with and the retention periods this data is held for.

This procedure is designed to help and encourage all employees to achieve and maintain standards of conduct, attendance and job performance. This procedure is non- contractual, save to the extent required by statute, but applies to all employees who should familiarise themselves with its provisions.

Little Blossom is committed to ensuring that all staff at the nursery should be treated in a fair, consistent and sensitive way.

Principles:

No disciplinary action will be taken against an employee until the case has been fully investigated and the employee has had the opportunity to state their case at a meeting. At all stages in the procedure the employee will be advised in writing of the nature of the complaint against him/her, where possible, be provided with all relevant evidence before any hearing. At all stages the employee will have the right to be accompanied by a work colleague or a certified trade union representative during the disciplinary interview. The employee's chosen companion will be entitled to address the hearing but not to answer questions on the employee's behalf. A companion may be asked to leave if they disrupt or otherwise interfere with the running of the meeting. No employee will be dismissed for a first breach of discipline except in the case of gross misconduct when the penalty will be dismissal without notice or payment in lieu of notice. At all stages of the procedure matters shall be dealt with by Little Blossoms without undue delay. Information relating to any disciplinary proceedings, including witness statements and records of any penalty imposed, shall remain confidential

Capability Procedures:

The capability procedure relates to matters of work performance. All action taken, either informal or formal should aim to resolve issues and/ or aid improvements.

Where concerns about a staff members competence or performance occurs, it is important at the outset that the manager seeks to raise those issues directly.

- . This should be done as quickly as is practicable and without unreasonable delay.
- . The purpose of the discussion is to identify whether there is substance to the concerns and to identify whether there are any specific problems or underlying causes. The discussion should also explore how any underlying issues can be resolved, including if reasonable adjustments are needed and identifying training needs where applicable.
- . If there are concerns, the manager should seek to remedy informally first through Supervision and appraisal.
- . The manager should make and retain notes of any issue raised in supervision and discussed informally and revisited at subsequent supervision review meetings. The manager should retain a note of the discussion, including any agreed outcomes and support, and any timescales for assessment period, securely and confidentially in accordance with Data Protection principles.
- . Subsequent supervision review meetings provide the opportunity to review informally the performance issue through constructive and supportive discussion.

- . If informally agreed action and support fail to remedy the performance issue within the agreed assessment period, a formal capability hearing will be arranged.
- . Where the manager feels a staff member could benefit from a more structured process of direction and support, then a formal capability hearing will be arranged, and the following procedures will apply.

Minor disagreements

Informal action will be considered, where appropriate, to resolve minor disagreements among nursery staff. This can be achieved at a regular staff management meeting or informally by discussion.

Disciplinary Procedure

Where there is a more serious situation which arises, when a dispute cannot be resolved in an informal way or the manager or deputy is dissatisfied with the conduct or activities of an employee, a formal disciplinary procedure will take place.

Misconduct which may warrant action under the appropriate stage of the disciplinary procedure includes:

- . Poor timekeeping or persistent lateness.
- . Unauthorized absence from work.
- . Wilful failure to comply with a reasonable instruction from a member of senior management during supervision
- . Persistent minor breaches of health and safety requirements
- . Foul or abusive language.
- . Sexual or racial harassment which is not sufficiently serious to fall into the category of 'gross misconduct'.

The list is not exclusive or exhaustive and there may be other matters which are sufficiently serious to warrant categorization and consideration as either 'misconduct' or 'gross misconduct'

Any disciplinary matter will normally be dealt with using the following procedure. At every stage the employee will be given reasonable notice that a disciplinary hearing is due to take place to give them the opportunity to prepare their case, they should be given the opportunity to be accompanied by a member of staff or /union representative if they wish to do so.

Disciplinary matters will be dealt with in three stages:

1. Oral warning
2. Written warning
3. Notice of dismissal

Oral Warning First warning:

- . The employee will be interviewed by the manager and the complaint explained.
- . The employee will be given the opportunity to fully explain his/her case.

After consideration by the manager and if a warning is considered to be appropriate, the employee will be:

- . Told what corrective action should be taken.
- . Given a reasonable length of time to rectify matters.
- . Given appropriate training if such needs have been identified and given time to implement.
- . Informed of any mitigating circumstances that have been taken into consideration when reaching the decision.
- . Given a warning that if improvements are not made, then further action will be taken.

- . Informed that they may appeal against the decision within 5 days.

The employee will be advised that this is the first stage of formal procedure. A record of the improvement note will be kept for 6 months and after that period it will be considered spent - subject to achieving and sustaining satisfactory performance.

Formal written warning

If the employee fails to correct his/her conduct and further action is necessary, or if the original offence is considered too serious to warrant an initial oral warning the employee will be interviewed by the manager who will explain the complaint and given the opportunity to state his/her case.

If a further formal warning is considered to be appropriate, this will be explained to the employee and a letter for disciplinary action will be sent to the employee within 3 working days.

- . The letter will contain the reason for the reprimand.
- . Explain the corrective action required and the time given to improve.
- . Training needs that have been identified and the timescales for implementation.
- . Warned that if improvements are not made in the time given further disciplinary action will be taken which could result in a final written warning which if unheeded could result in dismissal.
- . Explain that an appeal could be made against the decision within 5 days. Records will be kept on file but disregarded after 6 months satisfactory service.

Final written warning

If the employee fails to correct his/her conduct and further action is necessary, or if the original offence is considered too serious to warrant any initial warnings.

The employee will be interviewed and given the opportunity to state his/her case (Reasonable time must be allowed for the employee to prepare his/her case).

If a final warning is considered to be appropriate, this will be explained to the employee and a letter confirming this decision will be sent to the employee stating:

- . The reason for the reprimand.
- . Explain the corrective action required and the time given to improve.
- . Training needs that have been identified and the timescales for implementation.
- . Warn that if improvements are not made in the time given further disciplinary action will be taken which could result in dismissal.
- . Make clear what mitigating circumstances have been considered in reaching the decision.
- . Explain that an appeal could be made against the decision.
- . A record of warning kept on file but disregarded after 1-year satisfactory service.

Dismissal

If the employee fails to make the agreed improvements then the employee will be interviewed as before and if the decision is to dismiss or some such other action short of dismissal such as demotion or transfer, loss of seniority or salary increment. Only the manager can take the decision to dismiss or act short of dismissal. The employee will be given the notice of dismissal, stating reasons and given the details of the right of appeal.

If progress is satisfactory, within the time given to rectify matters the record of warnings will be destroyed

Gross Misconduct

If after investigation it is confirmed that an employee has committed an offence of the following nature (the list is not exhaustive), the normal consequence will be dismissal without notice or payment in lieu of notice:

- . Theft or fraud
- . Ill treatment of children
- . Assault
- . Misuse of company property
- . Gross carelessness which threatens the health and safety of others
- . Serious incapability at work brought on by use of drugs or alcohol
- . A serious breach of confidence
- . Bullying or harassment of colleagues
- . Deliberate damage or attempted deliberate damage of company property
- . Serious discourtesy or other inappropriate behaviour directed towards a visitor
- . Bringing the company into disrepute

Any disclosure of company information deemed to be confidential (subject to the Public Interest Disclosure Act 1998)

While the alleged gross misconduct is being investigated, the employee may be suspended, during which time he or she will be paid their normal pay rate. Any decision to dismiss will be taken by the employer only after full investigation.

Appeals

At each stage of the disciplinary procedure the employee has a right of appeal and that appeal must be made in writing to the Manager within 5 working days of the disciplinary interview. The appeal hearing should be heard, if possible, within 10 days of receipt.

The procedure will be informal, and the employee may have a colleague or trade union official with them.

- . The employee will state why they are dissatisfied and may be questioned.
- . The Manager will be asked for their point of view and may be asked questions.
- . Witnesses may be heard and questioned by the Appeals Committee and by the manager.
- . The committee will consider the matter and make its decision.
- . A written record will be kept.

Time Limits on Warnings

Except in agreed circumstances any disciplinary action taken should be disregarded for disciplinary purposes after a specified period of satisfactory conduct. This period should be clearly established when the disciplinary procedure is being drawn up.

Normal practice is different periods for different types of warnings. In general, warnings for minor offenses may be valid for up to six months, whilst final warnings may remain in force for twelve months or more. Warnings should cease to be 'live' following the specified period of satisfactory conduct and should be disregarded for future disciplinary purposes. There may, however, be occasions where an employee's conduct is satisfactory throughout the period a warning is in force, only to lapse very soon thereafter. Where a pattern emerges and there is evidence of abuse, the employee's disciplinary record should be borne in mind when deciding how long any current warning should last.

Exceptionally, there may be circumstances where the conduct is so serious – verging on gross misconduct - that it cannot realistically be disregarded for future disciplinary purposes. In such

circumstances it should be made very clear that the final written warning can never be removed, and that any recurrence will lead to dismissal.

Grievance Procedure

Informal grievance

If an employee has a grievance it should be discussed in the first instance with the Manager. If the grievance persists a management committee should be set up for further discussion. The employee is entitled to have a colleague present. Employees' grievances will be treated seriously and will be resolved as quickly as possible.

A grievance is a complaint by an employee about any aspect of his/her employment, e.g. nature or range of duties, conditions of service, relationships with other staff. The grievance must be one that lies within the powers of the management of the nursery to resolve, e.g. it cannot be about matters determined by national legislation.

Formal grievance

If the matter is serious and the employee wishes to raise the matter formally, the grievance should be set out in writing. If the grievance is against the manager and the employee feels unable to speak to her directly, he/she should be able to talk to the owners.

Grievance hearing

The Manager will call the employee to a meeting to discuss the grievance, within 5 days of the grievance being received. The employee has the right to be accompanied by a colleague or trade union representative. The aim of the procedure is to settle the grievance fairly and as near as possible to the point of origin. It is intended to be simple and rapid in operation.

After the meeting the Manager will give a decision in writing within 24 hours.

Appeal

If the employee is unhappy about the decision and wishes to appeal, he/she should let the Manager know.

The employee will be invited to a meeting, within 5 days and the appeal will be heard by an Appeals Committee. The employee has the right to have a colleague or trade union representative present. After the meeting the Appeals Committee will give a decision. The decision will be final.

This policy is adopted by the all managers and staff at Little Blossom Nursery School

Managers Signature: K.Midd

Staff Signatures: _____

Whistleblowing Policy Statement

As a registered setting, we are required by Section 40 of the Childcare Act 2006 and the EYFS Statutory Framework Safeguarding and Welfare requirements to take the necessary steps to safeguard and promote the welfare of children.

This includes raising/reporting concerns of unacceptable behaviour that puts a child at risk.

Procedure

We will take the necessary steps to keep all children (whether in my care or outside of my care) safe and well and act upon any concerns accordingly. To do this we will:

- . Promote a transparent setting and practice
- . Encourage employees/volunteers/parents to act quickly and raise any concerns they may have to other staff or about the setting, or the care provided, log them, investigate and act upon them accordingly
- . Report any unacceptable behaviour by my staff or any other professionals working with children to the relevant authorities this will include Ofsted and may also include the Police, Local Authority Designated Officer and any other relevant body and share with them any relevant information.
- . Notify Ofsted if staff become aware of unregistered childcare
- . Unacceptable behaviour may include (but is not limited to):
 - Any form of abuse (physical, verbal or psychological)
 - Putting the child at risk
 - Acting illegally
 - Acting in contravention to the EYFS Statutory Framework

Whistleblowing is different to making a complaint (**Please see Complaint Policy**). All concerns will be treated in confidence and where appropriate, every effort will be made not to reveal the Whistle-blower's identity.

If the person does not feel that they can discuss any concerns with The Nursery Manager they should contact Ofsted on **0300 123 1231**.

Relevant documents in place:

- . Whistleblowing Report Form (Form on next page)
- . Safeguarding Policy
- . Complaints Policy

NSPCC - Whistleblowing advise line:

<https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/>

Ofsted:

<https://www.gov.uk/government/organisations/ofsted/about/complaints-procedure#:~:text=To%20complain%20about%20a%20childcare,and%20decide%20what%20to%20do.>

Whistleblowing Report Form

This form is to be used to log any reports of unacceptable behaviour (as described in the Whistleblowing Policy) that are received or to log any concerns that I may have.

Date report received or concern arises:

Details of how the concern was received (e.g. email, in person, telephone etc):

Details of concern (include as much detail as possible – names, dates, whether concerns have been witnessed or are suspicions, nature of concern):

Immediate action taken and date: (include the relevant authorities notified by the Manager if applicable, and documentation collected and shared etc):

Follow Up Action (include any changes to practice/setting if relevant and any further contact with the Whistle-blower):

Once the matter has been acted upon and any follow-up action carried out:

Please sign below to confirm that the matter has been dealt with appropriately.

Signature:

Date:

Reasonable Force Policy

A child may display behaviour which is well beyond acceptable boundaries and which puts themselves, other children and staff at risk. The use of physical intervention is avoided wherever possible. However, where necessary and appropriate, reasonable force will be used to control or restrain children where the safety of themselves, other children or staff is at risk. Physical restraint will only be used as a last resort when all other behaviour management strategies have failed.

Section 93 of the Education and Inspections Act 2006- Nursery staff may use reasonable force to prevent the following:
· Committing a criminal offence · Causing injury to themselves or another · Damaging personal/school property
Behaviour prejudicing the maintenance of good order/discipline in the nursery.

This policy refers to

All staff who have control or charge of children

Staff who do not usually have such control or charge in circumstances where the safety of the child or other children becomes an issue.

Two principle considerations: ● Use of force can only be reasonable if the circumstances warrant it ● Degree of force must be in proportion to the incident/behaviour or consequence the force is used to prevent.

Force shall only be the minimum required

Staff are reminded that the use of any force upon a child may need to be justified at some time after the incident and the responsibility for justification lies with the individual. In extreme cases where physical intervention may become necessary it will be undertaken by nominated staff who have received training. Two members of staff will be present and details of the incident and outcomes will be recorded within 24 hours of the event and retained within the child's file. Parents will be given details of the incident as soon as possible after it occurs with a copy of the incident report.

We will inform the local authority of any significant injuries sustained by children or staff.

Post-incident support

- If there are injuries: medical help sought straight away parents informed as soon as possible verbally or in writing and provided with a copy of this policy
 - Staff /children receive emotional support
 - For parents of SEN children, a meeting to agree pastoral support plan
 - When assessing the incident, consideration will be given to involving multi-agency partners. ● Where a child is responsible for injury: hold him/her to account and issue the appropriate sanction-- opportunity for to repair relationships and develop social and emotional skills
- Support to develop strategies

Recording Incidents ● The Nursery will keep a record of each significant incident of the use of force ● Whether or not an incident is significant will be a matter for the Nursery to decide on a case by case basis considering: the child's behaviour-- the level of risk presented at the time the degree of force used and proportion in relation to the behaviour the effect on the child and staff · The purpose of recording: ensure policy guidelines are followed---- inform parents inform future planning prevent misunderstanding provide a record for any future enquiry ● Parents will be informed of the incident

Childrens Well being policy

Well-being is a broad term that covers how you feel about yourself and your life. It encompasses the physical, emotional (and mental), social and spiritual areas of a person. Under the Early Years Foundations Stage (EYFS) this is covered in the children's personal, social, emotional development and physical development, both of which are prime areas of learning and development.

Physical well-being covers everything physical to do with the body:

- Growth and development
- Moving and keeping physically fit

- . Caring for personal health (e.g. washing, cleaning teeth, etc.)
- . Eating a balanced and nutritious diet
- . Rest and appropriate sleep patterns.

Mental and emotional well-being includes:

- . Acknowledging, expressing and coping with feelings and emotions
- . Thought processes
- . Reducing stress and anxiety.

Social well-being includes:

- . Relationships
- . Family (close and extended)
- . Friends
- . The feeling of belonging and acceptance
- . Compassion and caring approaches.

Spiritual well-being can cover the following:

- . Value and beliefs held
- . Personal identity and self-awareness.

Children's physical well-being is supported through our carefully planned curriculum programme which supports all types of gross and fine motor play both inside and outside. We provide nutritionally balanced meals for the children and support our staff to make healthy choices in regards to their physical health.

Personal hygiene is supported in children of all ages, explaining the reasons for hand washing, tooth brushing and other routines.

Children are provided with quiet and calming areas for rest, sleep and relaxation. This supports both their physical and mental well-being. We support children to make strong attachments with their key person as well as forge relationships with their peers in order to support their social well-being. We offer opportunities and resources for children to play singly, in pairs, small groups and large groups to support this area of development.

Children's mental and emotional well-being is supported. We provide a safe environment that allows for caregiver to child co-regulation. This practice supports the process of children building the capacity for self-regulation, through providing activities in which children are able to recognise and express their emotions, including emotional literacy. This enables us to provide support for children who may be experiencing big emotions they cannot cope with just yet, including sadness and over-excitement. We support children's self-regulation through carefully planned activities and resources, modelling calming strategies and naming and talking about feelings and by providing opportunities for children to practise their self-regulation skills.

Staff are able to recognise when a child may need support with their emotions and will provide this one-to-one or in a small group, whichever is more appropriate. Teaching children to recognise and manage their emotions at a young age helps support foundations for doing this throughout their life.

Acceptable Internet Use Policy

Legislation

Data Protection Act 2018

General Data Protection Regulation (Regulation (EU) 2016/679).

This policy describes the rights and responsibilities of staff using resources such as computers, tablets, the internet, landline and mobile telephones, and other electronic equipment. It explains the procedures you are expected to follow and makes clear what is considered acceptable behaviour when using them. These devices are a vital part of our business and should be used in accordance with our

policies in order to protect children, staff and families.

Security and passwords

All electronic devices are password protected and passwords will be updated on a regular basis. Passwords for our systems are confidential and must be kept as such. You must not share any passwords with any other person; in particular you must not allow any other staff member to know or use your password.

Email

We expect all staff to use their common sense and good business practice when using email. As email is not a totally secure system of communication and can be intercepted by third parties, external email should not normally be used in relation to confidential transactions. Emails must not be used to send abusive, offensive, sexist, racist, disability-biased, sexual orientation based or defamatory material, including jokes, pictures or comments which are potentially offensive. Such use may constitute harassment and/or discrimination and may lead to disciplinary action up to and including summary dismissal. If you receive unwanted messages of this nature, you should bring this to the attention of your manager.

Internet access

You must not use the internet facilities to visit, bookmark, download material from or upload material to inappropriate, obscene, pornographic or otherwise offensive websites. Such use constitutes misconduct and will lead to disciplinary action up to and including summary dismissal in serious cases.

Each employee has a responsibility to report any misuse of the internet or email. By not reporting such knowledge, the employee will be considered to be collaborating in the misuse. Each employee can be assured of confidentiality when reporting misuse.

Personal use of the internet, email and telephones

Any use of our electronic communication systems (including email, internet and telephones) for purposes other than the duties of your employment is not permitted.

Emergency personal calls need to be authorised by the manager and, where possible, be made on your own personal mobile phone outside the nursery.

Disciplinary action will be taken where:

The privilege of using our equipment is abused, or

Unauthorised time is spent on personal communications during working hours.

Data protection

When using any of our systems employees must adhere to the requirements of the General Data Protection Regulation 2018 (GDPR). For more information see our Data protection and confidentiality policy.

Downloading or installing software

Employees may not install any software that has not been cleared for use by the manager or deputy onto our computers or systems. Such action may lead to disciplinary action up to and including summary dismissal in serious cases.

Using removable devices

Before using any removable storage media which has been used on hardware not owned by us (e.g. USB pen drive, CDROM etc.) the contents of the storage device must be virus checked.

Looked after children policy

Little Blossom is committed to providing quality provision based on equality of opportunity for all children and their families. All staff in our nursery are committed to doing all they can to enable 'looked after' children in our care to achieve and reach their full potential.

Definition and legal framework The description 'looked after' is generally used to describe a child who is looked after by the local authority. This includes children who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care. Most looked after children will be cared for by foster carers with a small minority in children's homes, looked after by family members or even placed back within the family home. The term 'looked after child' denotes a child's current legal status. The nursery never uses this term to categorise a child as standing out from others or refers to a child using acronyms such as LAC.

The legal framework for this policy is underpinned by or supported through: Childcare Act 2006 Children Act (1989 and 2004) Adoption and Children Act (2002) Children and Young Persons Act (2008) Children and Families Act (2014) Children and Social Work Act (2017).

The nursery recognises that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has an impact on their emotional well being. Most local authorities do not place children under five with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works. It is not appropriate for a looked after child who is under two years to be placed in a day care setting in addition to a foster placement. The nursery places an emphasis on promoting children's right to be strong, resilient and listened to. Our policy and practice guidelines for looked after children are based on two important concepts: attachment and resilience. The basis of this is to promote secure attachments in children's lives, as the foundation for resilience. These aspects of well-being underpin the child's responsiveness to learning and enable the development of positive dispositions for learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

Our policy

Our nursery treats each child as an individual. We recognise that for young children to get the most out of educational opportunities they need to be settled appropriately with their carer. We will discuss with the child's carer, and social worker where applicable, the length of time the child has been with the carer before they start nursery to establish how secure the child feels and whether they are ready to be able to cope with further separation, a new environment and new expectations made upon them. We are aware that there are a number of reasons why a child may go into care and these reasons may or may not include traumatic experiences or abuse. All our practitioners are committed to doing all they can to support all children to achieve their full potential. The nursery staff team are all trained to understand our safeguarding policy and procedures. Additional training to support children's individual needs will be planned for where appropriate. Practitioners are supported by management at all times and we have an open door policy if they need to discuss any sensitive issues regarding the child. Where applicable, we contribute to any assessment about the child, such as those carried out under local authorities' assessment frameworks or Early Help Assessment (EHA) and to any multi agency meetings, case conferences or strategy meetings in relation to the child's learning and development. The designated person for looked after children and/or the child's key person will attend meetings as appropriate. The designated person for 'looked after children' is Kellie Middleton. Each child is allocated a key person. The key person will support the child initially with transition and settling in and then continue to support and build up a relationship with the child, carers and any other agencies involved. Regular contact will be maintained with the carers throughout the child's time at the nursery and with the social worker or other professionals (where applicable). The key person will carry out regular ongoing practice such as observations to build up a picture of the child's interests, and plan activities accordingly to support the child's stage of learning and development and interests. This information will be shared with carers and other professionals as appropriate as well as any concerns surrounding their developmental stages. Where necessary we will develop a care plan with carers and professionals. This will include: The child's emotional needs and how they are to be met How any emotional issues and problems that affect behaviour are to be managed The child's sense of self, culture, language/s and identity - how this is to be supported The child's need for sociability and friendship The child's interests and abilities and possible learning journey pathway How any special needs will be supported. In addition, the care plan may also consider: How information will be shared with the

foster carer and local authority (as the 'corporate parent') as well as what information is shared with any other organisation or professionals and how it will be recorded and stored What contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be in the setting, when, where and what form the contact will take will be discussed and agreed Who may collect the child from nursery and who may receive information about the child What written reporting is required Wherever possible, and where the plan is for the child to return to their home, the birth parent(s) should be involved in planning With the social worker's agreement, and as part of the plan, whether the birth parent(s) should be involved in the setting's activities that include parents, such as outings, fun days etc. alongside the foster carer. Where applicable, we will complete a Personal Education Plan (PEP) for any children aged three to five in partnership with the social worker and/or care manager and carers. We will also attend all appropriate meetings and contribute to reviews. The key person and designated 'looked after' person Kellie Middleton will work together to ensure any onward transition to school or another nursery is handled sensitively to ensure that this is as smooth as possible and all necessary information is shared. The child's individual file, including observations, photographs and pieces of art work and mark making will be passed on to the carer at this stage. If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.

Key contact details: Children's Social Care Children's Emergency Duty Team 0300 123 4043

Private Fostering Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote their welfare. A privately fostered child is a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation etc. for more than 28 days and where the care is intended to continue by someone other than: The parents A person who is not a parent but has parental responsibility A close relative The Local Authority. It is a statutory duty for us to inform the local authority where we are made aware of a child who may be subject to private fostering arrangements. We will do this by contacting the local authority children's social care team.

Low level Concern

This policy sets out a framework whereby staff are expected to report concerns, no matter how small, about their own behaviour or that of another member of staff, volunteer, contractor or other person working in the nursery.

Its purpose is to help create and embed a culture of openness, trust and transparency in which the clear values and expected behaviour set out in our Child Protection and Safeguarding policy are lived, monitored, and reinforced.

The policy should be read in conjunction with the current statutory guidance – "Keeping Children Safe in Education" Part 4, Section 2.

This policy applies to all staff and other individuals who work or volunteer at the Nursery.

A low-level concern is any concern, no matter how small, even if no more than causing a sense of unease or a 'nagging doubt', that a person working in or on behalf of the nursery may have acted in a way that:

- is inconsistent with the nursery's Policies and Procedures and
- does not meet the allegations threshold or is otherwise not considered serious enough to make a referral to the LADO

Low level concerns

It is crucial that any such concerns, including those which do not meet the harm threshold (please refer to the Child Protection and Safeguarding Policy), are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings. Reporting low-level concerns Where a low-level concern has been identified, this will be reported as soon as possible to the DSL. However, it is never too late to share a low-level concern if this has not already happened. Where the DSL is not available, the information will be reported to the deputy designated safeguarding lead (DDSL), or the Manager. Low-level concerns about the Designated Safeguarding Lead will be reported to the Manager. Where the low-level concern has been reported to the Designated Safeguarding Lead, they will inform the Manager of the details as soon as possible.

Recording concerns A summary of the low-level concern should be written down, signed, timed, dated and shared by the person bringing the information forward. Where concerns are reported verbally to the DSL a record of the conversation will be made by the DSL which will be signed, timed, and dated. Responding to low-level concerns Where a low-level concern has been raised this will be taken seriously and dealt with promptly. The DSL will:

- Speak to the person reporting the concern to gather all the relevant information
- Speak to the individual about the concern raised to ascertain their response, unless advised not to do so by the LADO or

police Where necessary further investigation will be carried out to gather all relevant information. This may involve speaking to any potential witnesses. The information reported and gathered will then be reviewed to determine whether the behaviour: • is consistent with the Preschools Policies and Procedures: no further action will be required • constitutes a low-level concern: no further action is required, or additional training/guidance/support may be required to rectify the behaviour via normal day to day management processes. The employee should understand that failure to improve or a repeat of the behaviour may lead to further action being taken, e.g. via the Capability and Disciplinary Procedures. Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed: • when considered with any other low-level concerns that have previously been raised about the same individual, should be reclassified as an allegation and Low level concerns referred to the LADO or Police: a referral should be made to the LADO.

When considered with any other low-level concerns that have previously be made, records will be made of: • all internal conversations including any relevant witnesses • all external conversations, e.g. with the LADO • the decision and the rationale for it • any action taken. Can the reporting person remain anonymous? The person bringing forward the concern will be named in the written record. Where they request to remain anonymous, this will be respected as far as possible. However, there may be circumstances where this is not possible, e.g. where a fair disciplinary investigation is needed or where a later criminal investigation is required. Should staff report concerns about themselves (ie self-report)? It may be the case that a person finds themselves in a situation which could be misinterpreted, or might appear compromising to others; or they may have behaved in a manner which on reflection they consider falls below the standard set out in the Employee Handbook. In these circumstances they should self report. This will enable a potentially difficult situation to be addressed at an early opportunity if necessary. Should the low-level concerns file be reviewed? The records will be reviewed periodically, and whenever a new low-level concern is added, so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and referred to the LADO if required. A record of these reviews will be retained.

Bottle Feeding & Breast Milk in The Nursery Policy

Formula: Parents are asked to provide a sterilised bottle for each feed and pre-measured formula powder with the quantity clearly labelled in a named container. Alternatively, parents can provide a tub of formula milk which can be measured by the staff providing clear instructions are attached. Alternatively, parents can provide a carton of formula milk and staff will measure this out for each feed, with the quantity specified by the parents. If you decide to use the pre measured option above, please label the pot clearly with the child's name and quantity of powder to ensure that staff are making the bottle correctly.

Nursery staff will follow the manufacturers instructions when making up bottles for children. Cartons of formula can be provided by the parent/s. The date of opening will be recorded on the carton and staff will check they are used within the required time. (eg 3 weeks).

On arrival, all bottles and beakers are to be tagged with the child's name and placed in the baby room kitchen. Bottles should be given at the times agreed with the parent bearing the child's immediate need in mind. The quantity of milk consumed by the child is recorded on the child's care diary. The temperature of the milk is to be checked by a member of staff before the bottle is given to the child unless the parent advises staff to offer a bottle cold.

If refused, the bottle will be offered to the baby again at 10-15-minute intervals. Bottles will be discarded after 1 hour. Bottles are never re-heated. In instances of ready - made milk, half of the carton can be used in the morning while the other half must be stored in the fridge, to be used in the afternoon. All opened cartons of milk must be discarded at the end of the day.

Ready made formula already poured in a sterilised bottle, will be stored in the fridge and heated with a jug and hot water when ready for use.

Please remember to either pre measure or provide a tub of formula for staff to measure.

The bottle is to be washed up immediately after the feed. Hot water, detergent and a bottle-brush are available for this in the Baby room kitchen.

The bottle is rinsed and dried and placed in the child's bag to be taken home.

Parents are to be made aware that bottles are not sterilised after use and that this is their responsibility.

Breast Milk: Breast milk can be frozen at home, but must come into the nursery defrosted, in a sterilised bottle, sealed pouch or container. It will then be stored in the fridge here at the nursery. The breast milk can be transferred from the

container to the child's preferred drinking vessel and warmed in a jug of hot water if required.

Staff will wear disposable gloves and an apron when transferring the milk, and wash hands immediately after handling the milk.

The breast milk can be heated but must be consumed within 1hr of doing so or will be disposed of. Any unused breast milk must be sent home at the end of the nursery Day. Breast milk must not be re-frozen after being defrosted!

For further guidance please consult the following:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/212827/2900017-Bottle-feeding-leaflet-v1_0-no-crops.pdf

Manual Handling Policy

At Little Blossom Nursery School we recognise that it is not possible to eliminate manual handling altogether, therefore correct manual handling techniques must be followed in order to minimise the risks of an injury. A variety of injuries may result from poor manual handling and staff must all be aware and adhere to the nurseries manual handling policy.

Preventing Injuries

As with other health and safety issues, the most effective method of prevention is to eliminate the hazard – in this case, to remove the need to carry out hazardous manual handling. However this is not possible for lifting children. Where manual handling tasks cannot be avoided, they must be assessed as part of the risk assessment. This involves examining the tasks and deciding what the risks associated with them are, and how these can be removed or reduced by adding control measures.

As part of the manual handling assessment the following should be considered: . The tasks to be carried out

- . The load to be moved (remember to think about the children moving at this point) . The environment in which handling takes place
- . The capability of the individual involved in the manual handling

It is the responsibility of any members of staff, who are pregnant, who have any existing problems or weaknesses or who experience problems or weaknesses around lifting, to advise their manager in order for a full risk assessment to be completed for them.

Never attempt manual handling unless you have been trained and given permission to do so.

Carrying & moving children

This policy includes a link to the following Health and Safety Executive advice on

manual handling: [Manual Handling: Health and Safety \(hse.gov.uk\)](http://www.hse.gov.uk) . We recognise that lifting and carrying children is different to carrying static loads. In addition to the Health and Safety advice for lifting and handling contained on the following page, the following advice also applies: . If the child is old enough, ask them to move to a position that is easy to pick up, and ask them to hold onto you as this will support you and the child when lifting.

- . Do not place the child on you hip, carry them directly in front of you in order to balance their weight equally. Carry children close to the body (lifting and carrying at arms length increases the risk of injury).
 - . Wherever possible, avoid carrying the child a long distance.
 - . Where a child is young and is unable to hold onto you, ensure you support them fully within your arms.
 - . Never lift a child up by their hands.
-
- . Avoid carrying anything else when carrying a child. Make two journeys or ask a colleague to assist you.
 - . If a child is struggling or fidgeting whilst you are carrying them, stop, place them back down and use reassuring words to calm before continuing.
 - . Students and pregnant staff will not carry children – ask a colleague to help. .
- Proceed carefully, making sure that you can see where you are going
- . Lower the child reversing the procedure for lifting.
 - . Avoid crushing fingers or toes as you put the child or load down.
 - . Make sure that the child or load is rested on a stable base and in the case of the child ensure their safety in this new position.

For more information, please refer to <http://www.hse.gov.uk>

ABSENT CHILD POLICY

Should your child be unable to attend our setting on their nominated day, we would ask that you give an explanation by phone, text, Blossom App or email. Children's attendance will be monitored closely.

If we do not have an explanation of absence, we will endeavour to contact you that day. If we cannot make contact with the main contact, we will try to contact any other contact with parental responsibility, followed by the child's emergency contacts, for which each child must have 2 for an explanation of the absence.

If we fail to make contact within 48 hours by phone or mail, this may result in us contacting Children's Services. (This is in accordance with the Children's Act 2004.)

Nurseries are being asked, by local authorities, to ensure that they follow up on all child absences from the first day of absence.

The aim of the procedure is solely to keep all concerned (child and parents) safe.

This policy reflects the vision and aims of this nursery by:

- Encouraging staff, parents/carers, and children to maximise the learning experience in order that all children reach their full potential.
- Providing clear procedures for involving parents/carers relating to the setting attendance.

PRINCIPLES

Regular and punctual attendance is of paramount importance in ensuring that all children have full access to the curriculum. Valuable learning time is lost when children are absent or late and research has shown the negative effect of absence.

Children should be at nursery, on time, every day the setting is open, unless the reason for the absence is unavoidable. Permitting absence from nursery or a funded place without a good reason must be acted upon by the setting.

Notes are recorded on the register as to the reason for the late arrival. If a child is reluctant to attend the setting, communication between parent and nursery is encouraged.

As an Early Years setting, we actively encourage parents to support us in this policy, as our absence statistics are scrutinised by Ofsted and have an impact on the overall judgement a setting is given.

Parents/carers are expected to contact the setting at an early stage and to work with the staff in resolving any problems together. If difficulties cannot be sorted out in this way, the setting may refer the child to the Children Services.

It is the parents'/ carers' responsibility to contact the setting either by telephone or in writing via email or the blossom app whenever the child is absent.

This must be on the first day of absence by 9.30am and subsequently daily.

THE ROLE OF STAFF

The staff within each room complete a register at the beginning of each morning and afternoon session. If parents/carers have not explained the reason for absence by 10am, the room leader, key person or Office will ring the parent. If no explanation is given the Office enters this as unauthorised.

When appropriate, practitioners raise any concerns with the Manager who takes appropriate action when absences is a concern and contacts the parents/carers to discuss attendance issues.

Management will consider patterns and trends in a child's absence and their personal circumstances to make a professional judgement when deciding if the absence is prolonged

Management will consider the child's/parents/carers vulnerability and their home life.

Where considered appropriate and necessary a home welfare check may take place.

PROCEDURES

Absence is either authorised, such as in the case of illness or of religious/cultural observance, holidays or unauthorised, when there is no reason given for such absence or when it is considered that the explanation is unjustified or unreasonable.

Monitoring of these records will take place regularly and letters and/or meetings will be sent/arranged by the setting, including a referral to the Children Services, where necessary.

If absence is a persistent problem (15% or more) a meeting will be arranged at the setting with the parent and Manager.

ARRIVAL TIMES AND LATENESS

In pre-school we are trying to get children ready for school, so it is essential for your child to attend on time. When children arrive late this can disturb our registration and circle time so please try to attend as it is good for the children for their routine and they miss out.

