



LITTLE BLOSSOM
NURSERY SCHOOL

Little Blossom Nursery School

Operations Policy

Contents:

1. Early Years Foundation Stage Policy
2. Observation Policy
3. Behaviour Policy
4. Nursery Expectations
5. Biting Policy
6. Working in Partnership with Parents Policy
7. Parental Responsibility
8. Dental Hygiene
9. Physical Activity and Trampoline Safety Policy
10. Sand Pit Policy
11. Settling in Procedure
12. Bottle Feeding & Breast Milk in The Nursery Policy
13. Splinter Policy
14. Intimate Care Policy
15. Key Person Policy
16. Sustainability Policy
17. Animals on Nursery Premises Policy
18. Dangerous Dogs and Dogs on the Premises Policy

Our policies and procedures have been developed in line with the Early Years Foundation Stage (EYFS) framework and relevant Ofsted requirements. They provide a clear framework for the day-to-day operation of our setting and help to ensure that we maintain high standards of care, safety, learning and professionalism.

Our aim, as a team, is to ensure that the setting operates in a safe, organised, welcoming and nurturing environment where every child is supported to play, learn, develop and thrive.

Our operational policies and procedures outline the expectations and processes we follow across all areas of the setting.

These policies are designed to ensure that everyone understands their responsibilities and that our procedures are followed consistently. They are reviewed regularly to reflect changes in legislation, guidance, EYFS requirements and the needs of our setting.

We ask all staff, parents and carers to familiarise themselves with the policies that are relevant to them. If you have any questions, require clarification or would like further information about any of our procedures, please speak to a member of the management team.

We are committed to working in partnership with families to ensure that our setting remains a safe, well-managed and supportive environment in which every child can feel secure, valued and able to reach their full potential.

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, 2024 and 2025.

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.

We recognise every child as a capable, resilient and confident learner. Children develop at different rates and in different ways, and we celebrate their individuality.

- We promote positive attitudes to learning through:
- Warm, responsive interactions
- Praise and encouragement
- Opportunities to develop confidence, independence and self-belief
- Our approach reflects the strengthened child-centred focus within EYFS 2026.

Inclusion, Equality and SEND

Little Blossom Nursery School is committed to inclusion and equality for all children and families.

Equality

We comply with the Equality Act 2010, ensuring no child or family is discriminated against based on race, religion, gender, disability, language, culture or any protected characteristic.

We ensure:

- Equal access to learning opportunities
- Resources that reflect diversity and avoid stereotypes
- A welcoming environment where every child feels valued

SEND

We follow the SEND Code of Practice (2015) and ensure our SEND provision aligns with EYFS 2026 expectations, including strengthened early identification and partnership working.

We:

- Work closely with parents and external professionals
- Provide targeted support and reasonable adjustments
- Develop personalised plans where appropriate
- Ensure every child can access the full EYFS curriculum

Safeguarding and Keeping Children Safe

Children's safety and wellbeing are our highest priority.

We comply with:

- Working Together to Safeguard Children (2023)
- Keeping Children Safe in Education (2026)
- Prevent Duty (2015)
- UK GDPR and Data Protection Act 2018
- Safeguarding expectations within EYFS 2026
- All staff are trained in safeguarding and understand their responsibilities. Children are taught about boundaries, safe choices and how to manage risks in age-appropriate ways.

(See our Safeguarding Policy.)

Welfare Requirements

We meet all welfare requirements set out in the EYFS Statutory Framework (2026).

This includes:

- Children's health, safety and wellbeing
- Safe premises, equipment and ratios
- Behaviour management
- Staff suitability and supervision
- Record-keeping and confidentiality
- Online safety and mobile phone restrictions

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 online 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 interconnected.

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.

Characteristics of Effective Learning (CoEL)

The Characteristics of Effective Learning describe how children learn. They underpin all areas of development and help children become motivated, curious and resilient learners. These characteristics remain central within EYFS 2026.

Playing and Exploring – Engagement

Children learn best when they feel safe to explore, investigate and follow their interests.

Active Learning – Motivation

Children become deeply engaged when they are motivated and interested.

Creating and Thinking Critically – Thinking

Children learn to think creatively and critically when they make connections, solve problems and reflect.

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:

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

Four Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- 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”

As a registered nursery, Little Blossom Nursery School is legally required to deliver the Early Years Foundation Stage (EYFS 2026). The statutory framework states:

“Ongoing assessment is an integral part of the learning and development process.” “Assessment should be based on practitioners’ observations of what children are doing in their day- to- day activities.”

Our observation and assessment practice fully reflects these statutory expectations.

Purpose of Observation and Assessment

Observation is central to understanding each child’s development. Practitioners observe children in real, meaningful play and learning experiences to:

- Understand their interests, strengths and learning styles
- Identify progress and any emerging concerns
- Plan next steps that are motivating, relevant and developmentally appropriate
- Ensure every child receives personalised learning opportunities

This approach supports the EYFS 2026 requirement for responsive, child- centred practice.

How Practitioners Carry Out Observations

Practitioners demonstrate effective assessment practice by:

- Making systematic observations of each child’s achievements, interests and learning behaviours
- Using observations to identify learning priorities and plan purposeful experiences
- Matching observations to the Early Learning Goals (ELGs) and developmental expectations
- Responding in the moment to extend learning through high- quality interactions
- Working in partnership with parents, sharing observations and gathering home learning information

Observations may be recorded through:

- Photographs
- Brief written notes
- Conversations with children
- Samples of children’s work
- Spontaneous “in- the- moment” interactions

All observations are meaningful, purposeful and never excessive, in line with EYFS 2026.

Confidentiality and Data Protection

All observations and assessments are used solely for nursery purposes and are stored securely in line with:

- UK GDPR (2018)
- Data Protection Act 2018
- EYFS 2026 safeguarding and record- keeping requirements

Information is shared only with:

- Parents/carers
- Relevant professionals (with parental consent)
- Ofsted, if required

Children’s learning records remain confidential at all times.

Statutory Assessments

In line with EYFS 2026, we complete:

- Progress Check at Age 2
- Ongoing observational assessments
- Transition summaries when a child moves to another setting or into Reception

These assessments ensure early identification of needs and support smooth transitions.

Supporting Children with SEND

Observation and ongoing assessment are important in identifying children who may need additional support. In line with the SEND Code of Practice: 0 to 25 years and the Early Years Foundation Stage (EYFS) framework, we:

- Monitor each child’s learning, development and progress through ongoing observation and assessment.
- Work in partnership with parents and carers, recognising their knowledge and understanding of their child.
- Adapt our teaching, learning environment and activities to meet individual needs and make appropriate reasonable adjustments.
- Follow the graduated approach of Assess, Plan, Do and Review when additional support is required.
- Work closely with our SENCO and, where appropriate, seek advice and support from relevant external professionals and agencies.
- Regularly review the support provided to ensure that it remains appropriate and effective.

All children are entitled to high-quality teaching, appropriate assessment and support that is responsive to their individual needs, enabling them to participate, learn, develop and achieve their potential.

Partnership with Parents

Parents are children's first educators. We work in partnership by:

- Sharing observations regularly
- Encouraging parents to contribute home learning information
- Discussing progress and next steps
- Providing open communication channels daily

This ensures a holistic understanding of each child's development.

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.

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 misbehavior 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.

Little Blossom Nursery School is committed to creating a safe, nurturing and respectful environment where children learn positive behaviour through strong relationships, clear boundaries and consistent expectations. Our approach aligns with the EYFS 2026, which emphasises emotional wellbeing, self-regulation and secure attachments.

We promote behaviour positively, proactively and in partnership with families.

Legislative Framework

This policy is written in accordance with:

- Early Years Foundation Stage (EYFS) 2026
- Keeping Children Safe in Education (KCSIE) 2026
- Childcare Act 2006
- Children Act 1989 & 2004
- Equality Act 2010
- SEND Code of Practice (2015)
- UK GDPR & Data Protection Act 2018
- Prevent Duty (2015)

Principles of Positive Behaviour

Our behaviour approach is based on:

- Respect
- Consistency
- Emotional safety
- Secure relationships
- Clear expectations
- Positive reinforcement
- Developmentally appropriate guidance
- Children learn best when they feel safe, valued and understood.

Aims

We aim to:

- Support children to develop self-regulation, confidence and social skills
- Promote kindness, cooperation and respect
- Provide clear, consistent boundaries
- Model positive behaviour at all times
- Help children understand their feelings and express them safely
- Work in partnership with parents to ensure consistency

Understanding Behaviour

Behaviour is a form of communication. Children may show challenging behaviour when they:

- Are tired, hungry or unwell
- Feel overwhelmed or overstimulated
- Are learning to manage emotions
- Have unmet needs
- Are experiencing change or stress
- Have SEND or developmental differences
- We respond with empathy, curiosity and support.

Strategies for Promoting Positive Behaviour

Practitioners use the following strategies:

- Warm, responsive interactions
- Clear and consistent expectations
- Positive reinforcement and praise
- Modelling appropriate behaviour
- Offering choices to promote independence
- Using visual cues and routines
- Supporting turn-taking and sharing
- Encouraging problem-solving
- Helping children label and understand emotions
- We focus on teaching, not punishing.

Managing Challenging Behaviour

When behaviour becomes unsafe or disruptive, practitioners:

- Stay calm and supportive
- Use simple, clear language
- Redirect the child to a safe activity
- Support emotional regulation
- Offer comfort and reassurance
- Explain why behaviour is unsafe
- Help children repair relationships where needed

We **never** use:

- Physical punishment
- Shouting
- Humiliation
- Isolation
- Threats
- Removal of basic needs

Behaviour and Safeguarding

Some behaviours may indicate safeguarding concerns, including:

- Persistent aggression
- Extreme withdrawal
- Sexualised behaviour
- Significant emotional distress
- Disclosure of harm

In these cases, staff follow KCSIE 2026 and our Safeguarding Policy.

SEND and Behaviour

Children with SEND may require additional support. In line with the SEND Code of Practice, we:

- Identify needs early
- Provide reasonable adjustments
- Use personalised strategies
- Work with external professionals
- Create Individual Support Plans where needed

Behaviour is never viewed in isolation from a child's developmental profile.

Partnership with Parents

We work closely with parents by:

- Sharing behaviour strategies
- Communicating concerns promptly
- Offering guidance and support
- Ensuring consistency between home and nursery
- Celebrating positive behaviour together
- Parents are encouraged to share home routines, triggers and strategies.

Staff Training

All staff receive training in:

- Positive behaviour management
- Emotion coaching
- Attachment- based practice
- Trauma- informed approaches
- SEND awareness
- Safeguarding and KCSIE 2026

Recording and Monitoring

Significant behaviour incidents are:

- Recorded securely
- Shared with parents
- Monitored for patterns
- Reviewed by the SENCo and Manager
- All records comply with UK GDPR.

If a child continues to act in an unacceptable manner, and is a danger to other children and adults, then *Little Blossom Nursery School* reserves 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 mealtimes, and at the end of the day.
6. The kitchen is out of bounds.
7. Children will be polite and use "please" and "thank you" 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 willfully 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 follow 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 an explanation.
- The child will receive a second reminder that the behaviour is not appropriate.
- Staff will attempt to distract and redirect 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 re-enforcement 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 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.

Working in Partnership with Parents Policy

Policy Statement

At *Little Blossom Nursery School*, we recognise that parents and carers are the most important people in a child's life. We are committed to working in genuine partnership with families to ensure every child receives consistent, high- quality care and education. This approach is central to the EYFS 2026, which emphasises strong relationships, shared understanding and collaborative practice.

Legislative Framework

This policy is written in accordance with:

- Early Years Foundation Stage (EYFS) 2026
- Childcare Act 2006
- Children Act 1989 & 2004
- Equality Act 2010
- SEND Code of Practice (2015)
- UK GDPR & Data Protection Act 2018
- Keeping Children Safe in Education (KCSIE) 2026

Our Commitment to Parents

We are committed to building positive, respectful and professional relationships with all families.

We aim to:

- Work in partnership with parents to meet the needs of each child, both individually and as part of the group
- Recognise and value parents' knowledge of their child, including preferences, routines, interests and cultural traditions
- Respect each family's beliefs, traditions and wishes, ensuring inclusive and culturally sensitive practice
- Share information daily, ensuring parents are fully informed about their child's experiences, wellbeing and learning
- Act promptly on concerns, ensuring issues are addressed quickly and professionally
- Maintain confidentiality, in line with our Confidentiality Policy and UK GDPR
- Provide clear written agreements, including contracts outlining expectations, fees, hours and responsibilities
- Ensure parents understand our Complaints Procedure, and record all complaints in line with statutory requirements

Information Sharing

In line with EYFS 2026, KCSIE 2026, and UK GDPR, we:

- Keep accurate records of parents/carers, emergency contacts and GP details
- Maintain signed consent forms for activities, medical treatment, outings and data use
- Share information with parents daily through conversations, digital platforms or written updates
- Only share information with external agencies with parental consent, unless safeguarding concerns require otherwise

Safeguarding and Information Sharing

If a child is identified as being in need, or if safeguarding concerns arise, *we will:*

- Share relevant information with appropriate agencies (e.g., Children's Services, health professionals)
- Follow KCSIE 2026 and our Safeguarding Policy
- Seek parental consent where appropriate, unless doing so would place the child at risk
- Safeguarding always takes precedence over confidentiality.

Collection of Children

We follow strict procedures to ensure children's safety:

- Children will only be released to parents/carers or authorised individuals
- Parents must notify us in advance if someone else will collect their child
- We may request identification if the person collecting is unfamiliar to staff
- No child will be released without parental authorisation

This aligns with EYFS 2026 safeguarding requirements.

Partnership in Learning and Development

We work collaboratively with parents to support children's learning by:

- Gathering information about children's interests, routines and development
- Sharing observations, assessments and next steps
- Encouraging parents to contribute to learning journals
- Providing guidance on supporting learning at home
- Working together during transitions (e.g., settling in, moving rooms, starting school)

This supports the EYFS 2026 focus on shared understanding and continuity of care.

Supporting Parents

We aim to support families by:

- Offering advice on child development, behaviour, routines and wellbeing
- Signposting parents to external agencies when needed
- Providing a welcoming environment where parents feel comfortable raising concerns
- 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.

Dental Hygiene Policy

Good oral health is an important part of children's overall health and well-being. We recognise the importance of helping children develop positive oral health habits from an early age.

As an Ofsted-registered childcare setting, we promote good oral hygiene and healthy eating practices. *We aim to:*

- Encourage children to develop healthy eating and drinking habits.
- Limit foods and drinks that are high in sugar.
- Provide drinking water and encourage children to drink water regularly.
- Not provide fizzy or sugary drinks within the setting.
- Support children to move from bottles to appropriate cups or beakers at the appropriate stage of their development.
- Work in partnership with parents and carers to promote good oral health and discuss any concerns regarding their child's dental hygiene.
- Include activities and discussions about oral health as part of our learning and development programme.

We will promote dental hygiene through planned activities and special oral-health sessions throughout the year. Where appropriate, we may invite qualified dental professionals or other suitable health professionals to visit the setting to provide age-appropriate information and activities.

We recognise that young children may have different dietary, developmental or medical needs. Any individual requirements relating to food, drink or oral health will be discussed with parents and carers and managed appropriately.

Parents and carers are encouraged to seek advice from their dentist or other appropriate health professional regarding their child's individual dental needs.

If you have any questions about this policy or would like to discuss your child's oral health requirements, please do not hesitate to speak to a member of our team.

Further information:

Parents and carers can access current NHS advice on children's oral health through the NHS website.

Physical Activity and Trampoline Safety Policy

Physical activity is important for children's physical development, health and well-being. We encourage children to participate in a wide range of age-appropriate physical activities and provide suitable resources and equipment to make physical activity enjoyable and engaging.

One of the resources available at our setting is a trampoline. As trampoline use carries additional risks, we have specific safety measures in place to help keep children safe.

- Trampoline use is only permitted where appropriate to the child's age, development and individual circumstances and in accordance with our risk assessment.
- Written permission from a parent or carer must be obtained before a child is permitted to use the trampoline.
- Children must be actively supervised by a responsible adult at all times when using the trampoline.
- The trampoline and surrounding area will be checked regularly to ensure that the equipment is safe, secure and in good condition.
- The trampoline will be used in accordance with the manufacturer's safety guidance and our setting's risk assessment.
- Children must follow the instructions and safety rules given by the supervising adult.
- Children will be encouraged to use the trampoline safely and appropriately. If a child is unable to follow the safety instructions, they may be asked to stop using the equipment.
- The number of children permitted on the trampoline at any one time will be determined by the manufacturer's guidance and our risk assessment.
- Any concerns, accidents, incidents or defects involving the trampoline will be recorded and addressed promptly.

The safety and well-being of the children is our priority. If you have any concerns about your child using the trampoline or any other physical activity equipment, please speak to the Nursery Manager.

Sand Pit Policy

Policy Statement

Sandpits provide valuable sensory, physical and imaginative learning opportunities. However, they also present potential health, hygiene and safety risks. This policy outlines how Little Blossom Nursery School ensures sandpit play is safe, clean, supervised and developmentally appropriate, in line with EYFS 2026 welfare requirements and HSE hygiene guidance.

Use of Safe, Approved Sand

We only use clean, non- toxic, play- grade sand purchased from recognised, reputable suppliers. *This ensures the sand is:*

- Free from contaminants
- Suitable for children's sensory play
- Compliant with safety standards

Sand used for building or landscaping is never used.

Hygiene, Cleaning and Maintenance

To maintain high hygiene standards, we:

- Regularly replace the sand according to usage, weather conditions and cleanliness
- Remove and dispose of spoiled sand immediately, including sand contaminated by food, waterlogging, animal waste or foreign objects
- Ensure adequate drainage to prevent the sand becoming waterlogged, which can attract insects and bacteria
- Rake and aerate the sand to keep it clean, dry and free- flowing
- Inspect the sandpit daily as part of our environment risk assessment

All cleaning and disposal procedures follow HSE hygiene guidance.

Covering and Protecting the Sandpit

To prevent contamination, we:

- Cover the sandpit securely when not in use
- Ensure covers prevent access by cats, foxes, rodents, birds and other animals
- Check covers daily for damage or gaps

This prevents the sandpit being used as a litter tray and reduces environmental contamination.

Supervision and Safe Play

Sandpit play is always closely supervised by staff. *Practitioners ensure:*

- Children keep sand low and controlled to prevent it entering eyes or mouths
- Children do not throw sand
- Children understand how to use tools safely (spades, buckets, moulds)
- Children wash hands after sand play
- Any accidents or irritations (e.g., sand in eyes) are dealt with promptly and safely

Supervision aligns with EYFS 2026 safety and welfare requirements.

Teaching Children Safe Sandpit Behaviour

We support children to learn safe and respectful sandpit behaviour by:

- Teaching them to keep sand low
- Encouraging sharing and cooperative play
- Helping them understand personal space
- Modelling safe use of equipment
- Supporting self- regulation and awareness of others

This supports the Characteristics of Effective Learning and Personal, Social and Emotional Development (PSED).

Health, Allergies and Sun Safety

Parents may request additional protective measures for their child, *such as:*

- Wearing a hat
- Using sunglasses
- Applying sun cream

If you would like your child to wear a hat while playing in the sandpit, please inform a member of staff.

Any allergy or skin- sensitivity concerns will be recorded and managed in line with our Medical Policy.

Safeguarding and Risk Assessment

Sandpit safety forms part of our daily environment risk assessment. If hazards are identified, the sandpit will be closed until safe.

All staff follow:

- KCSIE 2026
- EYFS 2026 safeguarding requirements
- Little Blossom Nursery School's Safeguarding Policy

Settling in procedure

Policy Statement

At *Little Blossom Nursery School*, our priority is for every child to feel safe, secure, happy and confident when joining our setting. We recognise that settling in is a significant transition, and we aim to make this process gentle, flexible and responsive to each child's individual needs.

Our approach is rooted in attachment theory, EYFS 2026 requirements, and strong partnership with parents.

Principles

We believe:

- Children settle best when they feel emotionally secure
- Parents are the most important people in a child's life
- A gradual, flexible settling-in process supports wellbeing
- Strong relationships with the Key Person are essential

Every child's needs, temperament and previous experiences must be considered

Settling-In Visits

We recommend 2-3 settling-in visits, though this is flexible and can be adapted to meet the needs of each child and family.

Visit 1 – Parent and Child Together

- Parents are warmly welcomed to stay with their child.
- You will meet your child's Key Person and begin building a trusting relationship.
- Together, you will complete the All About Me form, sharing routines, interests, comforters, cultural needs and any SEND information.
- This visit helps your child explore the environment with someone familiar, reassuring them that nursery is a safe and enjoyable place.

Visit 2 – Short Separation

- Parents arrive with their child and stay briefly.
- When the child appears comfortable, we encourage parents to leave for a short period.
- This helps staff understand how your child responds to separation and what support they may need.
- Parents are contacted immediately if their child becomes distressed beyond what is developmentally expected.

Visit 3 – Gradual Increase in Time

- Parents drop off their child for a longer session.
- The length of these visits depends on how your child is settling.
- Staff monitor emotional wellbeing, engagement in play, and comfort with routines.
- Adjustments are made to ensure the child feels secure before starting full sessions.

Role of the Key Person

The Key Person:

- Builds a warm, trusting relationship with your child
- Provides comfort, reassurance and consistency
- Supports emotional regulation
- Communicates daily with parents
- Ensures your child's needs, routines and preferences are understood
- Helps your child feel safe during transitions

This aligns with EYFS 2026 expectations for secure attachments.

Partnership with Parents

We work closely with parents by:

- Listening to your knowledge of your child
- Respecting your family's culture, routines and preferences
- Offering flexible settling-in arrangements
- Communicating openly about progress
- Responding promptly to concerns
- Providing guidance to support separation and transitions
- Parents are encouraged to share any worries or additional needs.

Supporting Children with SEND or Additional Needs

Children with SEND or additional needs may require:

- More visits
- Shorter sessions
- A personalised transition plan
- Multi-agency involvement

We follow the SEND Code of Practice (2015) and work collaboratively with families and professionals.

Safeguarding and Emotional Wellbeing

If a child shows signs of distress, withdrawal, or emotional difficulty beyond typical settling-in behaviour, *staff will:*

- Provide comfort and reassurance
- Adapt the settling-in plan
- Discuss observations with parents

Follow safeguarding procedures if concerns arise

This aligns with KCSIE 2026 and our safeguarding policy.

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

Splinter Policy

“Given that most schools will have competent, qualified first-aiders, there is no reason at all why they should not remove splinters, if they are partly exposed and easily removed with tweezers. If splinters are deeply embedded then parents should be consulted and professional medical help sought” (Source: HSE Newsletter Issue No 39).

A splinter is seen as a living foreign body and we’re designed to reject that. Anything that pierces the skin can create a point of entry for microbes from outside the body, organic splinters are themselves likely to be carrying bacteria and fungi that can cause infections. The result can be pain, swelling and redness – or sometimes worse.

If it easy for us to get the splinter out, regardless of what its made of and If the splinter is near the surface, visible and removable and we can get it out easier, without breaking it we will try and get it out.

If we are unable to remove the splinter and its in their deep we will contact parents and advise them to get the child seen by a medical professional, minor injuries centre, before any infection has time to take hold.

What we will do if we remove the splinter:

- Lean the area around the splinter carefully with warm water and soap.
- Grasp the splinter with the tweezers as close to the skin as possible - and draw it out in a straight line keeping it at the same angle as it goes into the skin.
- Squeeze the wound carefully to encourage slight bleeding as this will help to remove any dirt.
- Clean and dry the wound and cover with a dressing.

If the site appears to become infected, red, swollen, increasing pain or leaking pus. we will contact parents for collection to seek medical advice.

Please note we will only remove the splinter:

- The child wishes us to do so, and
- There is enough of the splinter exposed to enable it to be gripped by tweezers

In the event that splinter is firmly embedded and cannot be gripped by tweezers or the child does not wish us to pull it out we will telephone the parent to inform them that their child has a splinter and request they attend school to remove it.

Intimate Care Policy

Policy Statement

Little Blossom Nursery School is committed to safeguarding and promoting the welfare, dignity and rights of every child. Intimate care is any personal care that involves physical contact, such as toileting, nappy changing, supporting with clothing, or cleaning a child after an accident.

This policy ensures intimate care is carried out safely, respectfully and in partnership with parents, in line with EYFS 2026 and KCSIE 2026.

Principles of Intimate Care

We believe:

- Children have the right to be treated with respect, dignity and sensitivity
- Intimate care should be a positive, reassuring experience
- Children should be encouraged to develop independence where appropriate
- Staff must follow strict safeguarding procedures
- Parents are partners in supporting children's care needs
- All children, including those with SEND, must receive personalised support

Legislative Framework

This policy is written in accordance with:

- Early Years Foundation Stage (EYFS) 2026
- Keeping Children Safe in Education (KCSIE) 2026
- Childcare Act 2006
- Children Act 1989 & 2004
- Equality Act 2010
- SEND Code of Practice (2015)
- UK GDPR & Data Protection Act 2018
- Health & Safety Executive (HSE) hygiene guidance

Types of Intimate Care Provided

Intimate care may include:

- Nappy changing
- Toileting support
- Cleaning a child after a toileting accident
- Changing clothes after spills or accidents
- Supporting children with dressing/undressing
- Applying creams (with parental consent)

Staff Responsibilities

All staff involved in intimate care must:

- Treat children with warmth, respect and reassurance
- Maintain children's privacy and dignity
- Use age-appropriate language and explain what they are doing
- Encourage children to do as much as they can independently
- Follow hygiene procedures (gloves, aprons, handwashing)
- Record any concerns or unusual behaviour
- Report safeguarding concerns immediately to the DSL

Only suitably vetted staff (DBS- checked) carry out intimate care.

Safeguarding and Intimate Care

Intimate care is a safeguarding activity. *Staff must:*

- Never carry out intimate care behind closed doors
- Ensure another adult is nearby or aware
- Report any marks, bruises or injuries noticed during care
- Record and report any unusual comments or behaviours
- Follow KCSIE 2026 and the nursery's safeguarding policy

Children's safety, dignity and emotional wellbeing are always prioritised.

Partnership with Parents

We work closely with parents by:

- Gathering information about routines, comforters and preferences
- Respecting cultural, religious or personal care needs
- Obtaining written consent for intimate care procedures
- Sharing information about toileting progress or concerns
- Working together to support toilet training

Parents are encouraged to discuss any worries or additional needs.

Children with SEND or Additional Needs

Children with SEND may require:

- Personalised intimate care plans
- Additional time or support
- Specialist equipment
- Multi-agency involvement

We follow the SEND Code of Practice and ensure all children receive consistent, respectful care.

Hygiene and Health Procedures

To maintain high standards of hygiene, staff:

- Wear gloves and aprons
- Clean changing areas before and after use
- Dispose of nappies and waste safely
- Wash hands before and after care
- Clean and disinfect equipment regularly

All procedures follow HSE hygiene guidance.

Record Keeping

We maintain accurate records of:

- Nappy changes (if required)
- Toileting accidents
- Application of creams (with consent)
- Any concerns or observations

All records comply with UK GDPR and are stored securely.

Promoting Independence

Children are encouraged to:

- Use the toilet independently where appropriate
- Wash and dry their hands
- Pull up/down clothing
- Communicate their needs

Staff provide gentle support while promoting confidence and autonomy.

Key Person Policy

Policy Statement

At *Little Blossom Nursery School*, we recognise that secure, trusting relationships are essential for children's emotional wellbeing, confidence and learning. In line with EYFS 2026, every child is assigned a Key Person who builds a warm, responsive relationship with the child and their family, ensuring continuity of care and a strong sense of security.

The Key Person approach supports children to feel safe, valued and understood from their very first day.

Legislative Framework

This policy is written in accordance with:

- Early Years Foundation Stage (EYFS) 2026
- Childcare Act 2006
- Children Act 1989 & 2004
- Equality Act 2010
- SEND Code of Practice (2015)
- Keeping Children Safe in Education (KCSIE) 2026
- UK GDPR & Data Protection Act 2018

Role of the Key Person

The Key Person is responsible for:

- Building a secure, trusting relationship with the child
- Providing emotional support and reassurance
- Helping the child settle into the nursery environment
- Understanding the child's routines, preferences, interests and needs
- Supporting the child's learning and development
- Observing and assessing progress
- Communicating daily with parents
- Ensuring continuity of care during transitions
- Working closely with the SENCo for children with SEND

The Key Person is the child's "special adult" at nursery, offering consistency and security.

Partnership with Parents

Strong partnerships with parents are central to the Key Person approach. *The Key Person will:*

- Welcome parents warmly during settling-in visits
- Gather information through the All About Me form
- Share daily updates about the child's wellbeing and experiences
- Discuss progress, next steps and any concerns
- Respect each family's culture, beliefs and routines
- Work collaboratively to support toilet training, behaviour, sleep routines and transitions

Parents are encouraged to share information that helps us understand and support their child.

Supporting Emotional Wellbeing

The Key Person helps children:

- Build confidence and independence
- Develop secure attachments
- Manage emotions and self-regulate
- Engage positively with peers
- Feel safe during separation from parents
- Navigate new experiences and routines

This aligns with Personal, Social and Emotional Development (PSED) and the Characteristics of Effective Learning.

Learning, Observation and Assessment

The Key Person is responsible for:

- Carrying out ongoing observations
- Identifying learning priorities
- Planning meaningful experiences
- Completing statutory assessments (e.g., Progress Check at Age 2)
- Sharing learning with parents
- Ensuring assessments are accurate, purposeful and not excessive

All assessment practices follow EYFS 2026 requirements.

Supporting Children with SEND

For children with SEND or emerging needs, the Key Person will:

- Work closely with the SENCo
- Implement personalised strategies
- Contribute to Individual Support Plans
- Liaise with external professionals
- Ensure reasonable adjustments are in place

This follows the SEND Code of Practice (2015).

Safeguarding Responsibilities

The Key Person plays a vital role in safeguarding. *They must:*

- Monitor the child's wellbeing and behaviour
- Record and report concerns immediately to the DSL
- Follow KCSIE 2026 procedures
- Maintain professional boundaries
- Ensure information is shared appropriately and securely

Safeguarding always takes priority.

Continuity of Care

We ensure continuity by:

- Providing a co- key person where needed
- Ensuring smooth transitions between rooms
- Sharing information with new staff when a child moves groups
- Preparing children for changes sensitively and gradually

This supports emotional security and stability.

Staff Training

All staff receive training in:

- Attachment- based practice
- Emotion coaching
- Behaviour support
- Safeguarding and KCSIE 2026
- SEND awareness
- EYFS 2026 requirements

Training is refreshed annually.

Sustainability Policy

Purpose

Little Blossom Nursery School recognises the importance of protecting the environment and supporting children to develop an understanding of sustainability from an early age.

We aim to operate our Early Years setting in an environmentally responsible way while providing children with opportunities to explore, appreciate and care for the natural world.

We recognise that sustainability includes environmental, social and economic responsibility. Our approach is appropriate to the age and stage of the children and is embedded into everyday routines, learning and decision-making.

Aims

The setting aims to:

- Reduce waste and unnecessary consumption.
- Reduce energy and water use.
- Increase recycling and reuse.
- Encourage responsible purchasing.
- Reduce unnecessary use of single-use plastics.
- Promote biodiversity and care for nature.
- Encourage sustainable travel where practical.
- Use the outdoor environment as a learning resource.
- Teach children to respect living things and their environment.
- Involve children, staff and families in sustainable practices.
- Consider sustainability when purchasing equipment, food and resources.
- Ensure sustainability practices do not compromise children's safety, hygiene or wellbeing.

Sustainability in the Early Years

Sustainability will be incorporated into children's everyday experiences and learning.

Children will be encouraged to:

- Turn taps off when water is not required.
- Switch lights off when leaving a room.
- Use resources carefully.
- Reuse materials where appropriate.
- Put waste into the correct recycling or waste containers.
- Look after toys, books, equipment and plants.
- Care for the setting's garden and outdoor areas.
- Observe insects, birds, plants and other wildlife.
- Understand where food comes from.
- Take part in planting and growing activities.
- Learn about seasonal changes.
- Understand that people have a responsibility to care for the environment.
- Activities will be planned in a way that allows children to develop these ideas through play and exploration rather than through formal instruction alone.

Energy Conservation

The setting will seek to reduce unnecessary energy consumption.

Staff will:

- Turn off lights when rooms are not in use.
- Avoid leaving electrical equipment switched on unnecessarily.
- Use heating responsibly.
- Keep doors and windows appropriately managed to reduce heat loss.
- Report faulty heating, lighting or electrical equipment.
- Make use of natural light where practical.
- Consider energy efficiency when purchasing new equipment.
- Children may be involved in age-appropriate activities that help them understand energy conservation.

Water Conservation

The setting will encourage responsible use of water.

We will:

- Avoid leaving taps running unnecessarily.
- Report leaking taps or toilets promptly.
- Use water responsibly during cleaning and outdoor activities.
- Encourage children to use only the amount of water they need.
- Use collected rainwater for suitable gardening activities where safe and appropriate.
- Water used for children's drinking, handwashing, food preparation and hygiene will always meet appropriate health and safety requirements.

Waste Reduction and Recycling

The setting will aim to reduce the amount of waste it produces.

Where practical, we will follow the principles:

Reduce – Reuse – Recycle

We will:

- Avoid unnecessary printing.
- Use electronic communication where appropriate.
- Reuse paper for children's creative activities where suitable.
- Reuse packaging and safe recyclable materials for play and learning.
- Provide appropriate recycling facilities.
- Purchase resources with minimal packaging where reasonably practicable.

- Avoid unnecessary single-use items.
- Dispose of waste safely and appropriately.

Children will be encouraged to understand the difference between items that can be reused, recycled and disposed of.

Food and Sustainability

Where food is provided by the setting, we will consider sustainability when planning menus and purchasing food.

The setting will aim to:

- Reduce food waste.
- Encourage children to try a variety of healthy foods.
- Use seasonal produce where practical.
- Source food responsibly where reasonably practicable.
- Avoid unnecessary packaging.
- Compost suitable food waste where appropriate and hygienically managed.
- Teach children about growing, preparing and caring for food.

Food safety, allergies, dietary requirements and children's nutritional needs will always take priority.

Gardening and Growing

Where the setting has suitable outdoor space, children will be encouraged to participate in gardening activities.

Activities may include:

- Planting seeds.
- Growing fruit, vegetables and herbs.
- Watering plants.
- Caring for plants.
- Observing insects and wildlife.
- Collecting seeds.
- Learning about composting.
- Observing seasonal changes.

All gardening activities will be risk assessed and appropriately supervised.

Children will not handle hazardous substances, chemicals or unsafe equipment.

Biodiversity and Wildlife

The setting will encourage children to develop respect for nature and living things.

Where appropriate, the setting may provide:

- Bird feeders.
- Bug hotels.
- Planting areas.
- Wildlife-friendly plants.
- Natural habitats.
- Logs, stones and other suitable natural materials.

Children will be taught to observe wildlife safely and respectfully.

Staff will ensure that activities do not unnecessarily disturb or harm animals, insects or their habitats.

Sustainable Resources and Procurement

When purchasing equipment, furniture, toys, stationery and other resources, the setting will consider:

- Durability.
- Quality.
- Repairability.
- Reusability.
- Recycled or responsibly sourced materials.
- Packaging.
- Energy efficiency.
- Value for money.
- Children's safety.
- Hygiene requirements.

The setting will avoid purchasing products solely because they are marketed as environmentally friendly without considering their suitability, safety and overall environmental impact.

Clothing and Uniform

Where appropriate, the setting will encourage families to consider sustainable options such as:

- Reusing good-quality clothing.
- Donating outgrown uniform.
- Purchasing second-hand items where suitable.
- Using durable clothing for outdoor play.
- Any clothing used by the setting must remain suitable for children's safety, comfort and hygiene.

Outdoor Learning

Outdoor learning will be used to help children develop an appreciation of the natural environment.

Children will have opportunities to:

- Explore natural materials.
- Observe weather and seasonal changes.
- Investigate plants and animals.

- Develop care for the outdoor environment.
- Experience gardening.
- Play using natural and open-ended resources.
- Learn about the impact people have on the environment.
- Outdoor activities will be appropriately supervised and risk assessed.

Sustainable Travel

The setting will encourage sustainable travel where practical.

Families and staff may be encouraged to consider:

- Walking.
- Cycling.
- Public transport.
- Car sharing.

The setting will recognise that families have different circumstances and will not place unreasonable expectations on parents or staff.

Sustainable Celebrations and Events

The setting will seek to reduce waste associated with celebrations and events.

Where practical, we will:

- Reuse decorations.
- Avoid excessive single-use plastics.
- Use reusable serving items where appropriate.
- Minimise food waste.
- Choose reusable or recyclable materials.
- Encourage environmentally responsible craft materials.

Celebrations will remain inclusive and appropriate for the children attending.

Sustainable Art and Craft

Staff will provide opportunities for children to explore creativity using recycled and natural materials where appropriate.

Examples include:

- Cardboard boxes.
- Paper offcuts.
- Clean packaging.
- Natural materials.
- Fabric scraps.
- Reusable containers.

All materials will be checked for safety before being made available to children.

Materials that could present a choking, cutting, poisoning or other safety risk will not be provided.

Cleaning and Hygiene

The setting will maintain high standards of hygiene and infection control.

Sustainability measures must never compromise:

- Children's health.
- Infection control.
- Food hygiene.
- Toileting and nappy-changing procedures.
- Cleaning standards.
- Safe disposal of waste.

Where environmentally preferable cleaning products are considered, they must be suitable for use around young children and used in accordance with the manufacturer's instructions.

Staff Responsibilities

All staff are expected to support the setting's sustainability objectives.

Staff will:

- Follow recycling and waste procedures.
- Avoid unnecessary use of resources.
- Turn off equipment when appropriate.
- Report leaks and maintenance issues.
- Encourage children to care for their environment.
- Model sustainable behaviour.
- Consider sustainability when planning activities.
- Follow all relevant health and safety procedures.

The Manager will ensure that staff understand this policy during induction and through ongoing communication.

Working with Parents and Families

The setting will work with parents and carers to encourage sustainable practices.

Where appropriate, the setting may:

- Share information about sustainability activities.
- Invite families to participate in environmental projects.
- Encourage reuse of suitable materials.
- Share children's gardening and nature-based learning.
- Ask families for ideas about improving sustainability.

- Participation will be encouraged but not imposed.

Sustainability and Equality

The setting recognises that sustainable choices should be accessible and inclusive.

We will consider the needs and circumstances of individual children and families.

Sustainability initiatives will not create unreasonable financial or practical expectations for families.

Risk Assessment

Sustainability activities will be appropriately risk assessed.

Particular consideration will be given to:

- Natural materials.
- Gardening equipment.
- Water activities.
- Wildlife.
- Composting.
- Food growing.
- Outdoor environments.
- Recycled materials.
- Small objects and choking hazards.
- Hygiene and contamination.

The safety and wellbeing of children will always take priority.

Monitoring and Review

The Manager/Provider will monitor the effectiveness of this policy.

The setting may monitor:

- Waste and recycling.
- Food waste.
- Purchasing practices.
- Children's participation.
- Staff engagement.
- Environmental improvements.

The policy will be reviewed annually or sooner if there are significant changes to legislation, guidance, the setting's operations or environmental priorities.

Animals on Nursery Premises Policy

Purpose

The nursery recognises that animals can provide valuable opportunities for children to develop respect, empathy and understanding of living things. However, animals can also present risks to children's health, safety and welfare.

This policy sets out how the nursery will manage animals on the premises and ensure that children's safety remains the priority.

The policy applies to all animals kept at, brought onto, or visiting the nursery premises, including pets, educational visits involving animals, assistance dogs and animals kept temporarily for learning activities.

EYFS and safeguarding

The nursery will comply with the requirements of the Early Years Foundation Stage (EYFS) statutory framework.

Animals will only be kept or brought onto the premises where the nursery has considered the potential risks and can demonstrate that appropriate measures are in place to protect children.

The nursery will not permit a banned/prohibited dog breed to be kept or present on premises where registered childcare is being provided. The nursery will follow current legislation and government guidance concerning dangerous and prohibited animals.

General principles

The nursery will:

- Put children's safety and welfare first.
- Complete a suitable risk assessment before an animal is introduced or brought onto the premises.
- Consider the individual needs of babies and young children.
- Ensure animals are appropriately supervised.
- Prevent children from having unsupervised access to animals.
- Maintain appropriate hygiene and handwashing arrangements.
- Monitor animals for signs of illness, stress or aggression.
- Remove an animal from the nursery if it presents an unacceptable risk.
- Ensure staff understand their responsibilities when animals are present.
- Obtain appropriate parental information or consent where necessary for planned animal experiences.

Animals kept at the nursery

Where the nursery permanently or temporarily keeps animals, the manager will ensure that:

- The animal is suitable for the nursery environment.
- Its welfare needs can be properly met.
- Appropriate housing, food, water and veterinary care are provided.
- The animal's enclosure is secure and maintained hygienically.
- Children cannot access the animal without appropriate adult supervision.
- Food, bedding, animal waste and equipment are stored and disposed of safely.
- Animals are kept away from food preparation and eating areas.
- The animal is not handled by children when it is unwell, distressed or showing inappropriate behaviour.
- The animal is monitored regularly by a named responsible adult.

The nursery will consider whether an animal is suitable before introducing it. Animals known to be aggressive, unpredictable or unsuitable for close contact with young children will not be kept at the nursery.

Dogs on the nursery premises – Please see separate dangerous dogs and dogs on the premises policy.

Other animals

Animals such as rabbits, guinea pigs, hamsters, fish, insects, reptiles or other educational animals will only be kept or brought into the nursery following consideration of their suitability and the associated risks.

Particular consideration will be given to:

- Bites, scratches and other injuries.
- Allergies and asthma.
- Zoonotic/infectious diseases.
- Hygiene and handwashing.
- Animal welfare.
- Children's individual needs.
- The possibility of children being frightened or distressed.
- Safe storage of food and animal equipment.
- Cleaning and disposal of animal waste.
- Appropriate temperature and environmental conditions.
- Whether the animal could escape.

Animals will not be brought into areas where food is prepared or consumed unless specifically permitted by an appropriate risk assessment.

Children handling animals

Children may have opportunities to observe or handle suitable animals as part of planned learning experiences.

Before children handle an animal, staff will:

- Explain appropriate behaviour around animals.
- Supervise the interaction closely.
- Ensure children do not handle animals roughly or cause distress.
- Prevent children from putting their hands near an animal's mouth.
- Ensure children wash their hands thoroughly after handling animals.
- Ensure staff clean or disinfect relevant surfaces and equipment as necessary.

Children will not be required to handle an animal if they are frightened, allergic or otherwise unable to participate safely.

Hygiene and infection control

Staff will ensure that children wash their hands with soap and water after touching animals, animal food, bedding, cages, enclosures or animal waste.

Children will not eat or drink while handling animals.

Staff will supervise younger children particularly closely to prevent hand-to-mouth contact following animal handling.

Animal waste will be removed promptly and disposed of safely.

Any area contaminated by animal waste will be cleaned appropriately before children use the area again.

Where there is a suspected infectious disease associated with an animal, the nursery will seek appropriate veterinary or public health advice and take any necessary precautions.

Allergies and individual needs

Parents/carers will be encouraged to inform the nursery of any known animal allergies or other relevant medical needs.

The nursery will consider individual children's needs when deciding whether animals should be present or whether a child should participate in an animal-related activity.

Where a child has a significant allergy, the nursery will follow the child's individual healthcare arrangements and relevant risk assessment.

Animal welfare

The nursery recognises that animals are living creatures and must be treated with care and respect.

Staff and children will be taught to:

- Treat animals gently and respectfully.
- Avoid disturbing animals when they are sleeping or eating.
- Recognise that animals need rest and quiet.
- Never deliberately frighten, chase, hurt or tease an animal.
- Follow adult instructions when interacting with animals.

Animals will not be used for educational purposes if doing so would cause unnecessary stress or harm.

Visitors and animal visits

Where an external organisation or individual brings an animal onto the premises, *the nursery will check that:*

- The visit is appropriate for young children.
- The animal is suitable and appropriately controlled.
- Appropriate insurance or professional arrangements are in place where applicable.
- A suitable risk assessment has been completed.
- The provider understands the nursery's safeguarding and health and safety requirements.
- Children are supervised throughout the activity.

Staff will remain responsible for children's supervision during external animal visits.

Incidents involving animals

If a child is bitten, scratched, injured or otherwise harmed by an animal, *staff will:*

- Remove the child from immediate danger.
- Provide appropriate first aid.
- Seek medical assistance where necessary.
- Inform the child's parent/carer as soon as appropriate.
- Report the incident to the manager/designated safeguarding lead where relevant.
- Record the incident in accordance with the nursery's accident and incident procedures.
- Review the risk assessment and take further action to prevent recurrence.

Where an animal behaves aggressively or unpredictably, it will be immediately separated from children and removed from the area.

Safeguarding concerns

Any concern that an animal has been used to threaten, frighten, harm or deliberately place a child at risk will be treated seriously and managed under the nursery's safeguarding procedures.

The designated safeguarding lead will be informed where appropriate.

Staff responsibilities

All staff are responsible for following this policy.

The nursery manager is responsible for ensuring that:

- Appropriate risk assessments are completed.
- Staff understand the arrangements.
- Animals are suitable for the nursery environment.
- Animal welfare requirements are met.
- Incidents are recorded and reviewed.
- Relevant legislation and EYFS requirements are monitored.

Staff must report any concern about an animal immediately to the manager.

Policy review

This policy will be reviewed at least annually and sooner if:

- There is an animal-related accident or incident.
- A new animal is introduced.
- There is a change to the nursery premises.
- There is a change in legislation or EYFS requirements.
- New guidance identifies additional risks.

Dangerous Dogs and Dogs on the Premises Policy

Applies to: Children, parents/carers, staff, visitors, contractors and anyone bringing or keeping a dog on the premises.

Purpose

The setting is committed to providing a safe environment for babies and young children. Dogs can present a risk of injury, fear, infection or other harm to children.

This policy sets out the arrangements the setting will follow to prevent children coming into unnecessary contact with dogs and to respond appropriately to any dog-related risk.

This policy should be read alongside the setting's safeguarding, health and safety, risk assessment and emergency procedures.

Banned dog breeds

From 1 September 2026, registered childcare must not be provided from premises where a banned dog breed is kept or is present.

The setting will therefore not permit a banned dog breed to be kept or brought onto the premises while registered childcare is being provided.

The setting will comply with the current legal requirements relating to prohibited/banned dog breeds and will seek advice from the appropriate authorities where the status of a dog is uncertain.

Other dogs

Dogs that are not banned breeds may still present a risk to children.

As a general rule, dogs belonging to staff, visitors, parents/carers or contractors must **not have access to children** while children are being cared for.

Where a dog is permitted on the premises, it must:

- be kept securely away from children;
- be appropriately supervised by a responsible adult;
- not be left alone with children;
- not enter areas used by children unless specifically risk assessed and authorised by the setting manager;
- be prevented from escaping from the premises;
- not be present during children's arrival or collection periods where this could create a risk;
- be removed from the premises if its behaviour causes concern.

Children will not be expected or encouraged to approach, touch, feed or play with a dog.

Assistance dogs

The setting will make reasonable adjustments for registered assistance dogs where appropriate.

A risk assessment will be completed to ensure that the needs of the child or adult using the assistance dog are supported while maintaining the safety and welfare of all children.

The setting will consider factors such as the dog's access arrangements, hygiene, supervision, children's individual needs and any identified risks.

Risk assessment

The manager will ensure that any known dog-related risk is assessed.

The risk assessment will consider:

- the type and behaviour of the dog;
- whether the dog has shown aggression or unpredictable behaviour;
- whether children could gain access to the dog;
- entrances, exits and collection arrangements;
- outdoor play areas;
- the presence of babies and children who may be particularly vulnerable;
- allergies, phobias or other individual needs;
- hygiene and infection risks;
- arrangements for securely separating the dog from children.

Where the risk cannot be adequately controlled, the dog will not be permitted on the premises.

Staff responsibilities

All staff must follow this policy and immediately report any concern about a dog to the manager or designated safeguarding lead.

Staff must never:

- leave a child alone with a dog;
- allow children to approach an unfamiliar dog;
- assume that a normally friendly dog is safe in all circumstances;
- bring a dog onto the premises without prior permission from the manager.

Visitors and parents/carers

Parents, carers and visitors must not bring dogs into the setting or to nursery pick up or collection.

Dogs should not be left unattended in areas where children may approach them.

If a dog is brought onto the premises without permission, the setting may ask the owner to remove it immediately.

If a dog becomes loose or presents a risk

If a dog enters an area used by children unexpectedly, *staff will:*

1. Move children away from the dog calmly and safely.
2. Prevent children from approaching or attempting to touch the dog.
3. Alert other staff and the manager.
4. Secure the children in a safe area where appropriate.
5. Arrange for the dog to be safely removed by a responsible adult.
6. Contact the emergency services where there is an immediate danger.
7. Record and report any incident in accordance with the setting's safeguarding and accident/incident procedures.

If a child is bitten, scratched or otherwise injured, the setting will provide appropriate first aid, seek medical assistance where necessary and inform the child's parent/carer. The incident will be recorded and reviewed.

Safeguarding

Any concern that a child has been harmed, placed at significant risk or deliberately exposed to a dangerous animal will be treated as a safeguarding concern and managed in accordance with the setting's safeguarding procedures.

The designated safeguarding lead will be informed where appropriate.

Training and awareness

All staff will be made aware of this policy as part of their induction and whenever the policy is updated.

Staff will be reminded that safeguarding responsibility applies to all children and that preventing foreseeable risks is part of the setting's duty to keep children safe.

Monitoring and review

The manager will review this policy at least annually, and sooner if there is:

- a dog-related incident or near miss;
- a change in legislation or EYFS requirements;
- a change to the premises;
- a new or significant risk involving a dog.