

# FARINGTON NURSERY

## POLICIES AND PROCEDURES

We would like to welcome you to our nursery. This document lays out the policies and procedures that we have adopted within our nursery, and which will be reviewed each year and agreed at the AGM. By reading over our policies and procedures, we hope that you will catch a glimpse of what we offer here at nursery. The nursery is run by a committee consisting of three Officers (Chair, Secretary and Treasurer) and a few parents and practitioners.

### OPENING TIMES

The nursery is open between September and July as follows:

Holidays are mainly the same as general school holidays. Details in information booklet for parents.

Monday	7.30am to 5.30pm
Tuesday	7.30am to 5.30pm
Wednesday	7.30am to 5.30pm
Thursday	7.30am to 5.30pm
Friday Preschool only	7.30am to 5.30pm

### OUR VISION

Farington nursery attempts to create and provide a safe stimulating environment so that it will meet the needs of each individual child in order for them to grow and develop to their full potential, regardless of race, gender, class, disability, ethnic culture, religion, or belief. Our curriculum is flexible to meet the needs, the appropriate level, and capabilities of each child. We encourage parents to contact us as early as possible about children wishing to join our nursery so that we can explore with families how best to meet each child's particular needs. The areas of development in which we will work to nurture are physical, intellectual, social, emotional and language. We follow the statutory framework for the Early Years Foundation Stage. The four themes of the EYFS are: A Unique Child, Positive Relationships, Enabling Environments and Learning and Development.

We work on our 'themes' linked to the EYFS and each term we will display on the notice board our medium-term plans and advise how parents can facilitate their child's learning. Newsletters will be sent home periodically to inform you of forthcoming events, and up to date current issues and development.

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.3 Keeping safe. 1.4 Health and well-being	2.1 Respecting each other. 2.2 Parents as partners 2.3 Supporting learning. 2.4 Key person		

## **ADMISSIONS POLICY**

It is our intention to make our nursery accessible to children aged 2 upward and their families from all sections of the local community. At Farington nursery, we will accept children regardless of race, gender, class, disability, ethnic culture, religion, or belief and will admit children the fairest way possible. To do this, we will:-

1. Offer places on a first come first served basis,
2. Offer to accommodate all children's needs that are within our capabilities.
3. In the event of an emergency referral, we may offer a place straight away.
4. When we have our allocated number of children, we will then, operate a waiting list.

## **FEES**

The fees are £51.50 per full day (7.30am till 5.30pm) and £41.50 for a short day (8 till 3.30pm) We also offer a 3-hour session 8.30 till 11.30am at £16.50 for 2-year-old non funded children. Extra hours can be added on by prior notice cost of £5.50 an hour. These are to be paid whether your child attends the session or not. Full fees must be paid if your child is ill or on holiday. Please check dates on your newsletter carefully for opening times and dates. The fees are reassessed every year by the nursery committee. Children who are 'funded' are allocated 15 or 30 hours for 38 weeks free. Any extra sessions will be charged. 30 hours can be taken over 3/4 days and 15 hours over 2 days. Fees/dinners are to be paid monthly **in advance**. Our preferred method of payment is by bank transfer or using the tax free childcare account payments'. If payment is not received, an arrears letter will be issued. If after a further week still no payment has been received, a letter will be issued stating that their Child's place is now in jeopardy and a charge of £10.00 will be added to the arrears. A parent having problems with payment should contact the nursery manager to discuss the arrears. This will be dealt with in the strictest confidence. Nursery reserves the right to cancel the place with immediate effect. If a cheque is returned from the bank a £10.00 charge will be made. Four weeks' notice must be given to cancel your Child's place. Fees will still be incurred within this period.

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.3 The learning environment 3.4 The wider context	

## **KEY PERSON**

Every child will have key person at Farington Nursery; a key person has special responsibility for a small group of children. Every child will have their own key person from the beginning of their involvement with Nursery. A key person will ensure that the needs of each child are recognised within the Nursery and tailor their learning and care to meet their individual needs. This is as follows:

- To assist the child to settle into the Nursery.

**KEY PERSON cont.....**

- Introducing the child/parents to the Nursery and communicating with parents.
- Assisting the child to integrate into the Nursery as necessary.
- To provide for the emotional needs of the child e.g., to comfort and reassure the child at any time of distress. To care for the child e.g., toileting
- Observing, keeping records, and monitoring the child's progress including working with parents to produce a progress check.
- Liaising with parents, encouraging them to provide up to date information.
- To develop a day-to-day rapport with parents, informing parents of their child's activities, using Blossom (online) and being available, especially at the beginning and end of each session
- To contribute information about individual children's needs to the planning of the nursery's curriculum framework whilst respecting confidentiality as necessary
- To record observations via Blossom and share these with parents.

**It is important to remember that a KEY PERSON does NOT - :**

- Shadow their children throughout the session
- Liaise only with her key group of children.
- Prevent other adults from developing a relationship with their key children.

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe. 1.4 Health and well-being	2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.3 The learning environment	4.4 Areas of learning and development

### **PARTNERSHIP WITH PARENTS**

**PICO----- (parental involvement co-ordinator) -----Ingrid Perry**

- We consult with all parents to find out what works best for them. During your Child's first days at nursery, we welcome parents to stay as long as they wish in order to settle your child. We have found in the past that when the parent feels the child is ready then they can be left for short periods and eventually for longer. But we respect all parents' wishes and understand that not all parents are able to stay due to work commitments, having younger children etc.
- We recognise at nursery that parents are the best educators of their child.
- We value our relationship with parents and are committed to working in partnership with you to provide top quality play and care for the children.
- We always welcome parents to discuss our work, have a chat or take part in our activities. Help with translation when required.
- We will provide regular Newsletters to keep you up to date with activities etc.
- We will be consistent and reliable to enable you to plan with confidence and peace of mind. We will keep you informed of all information in the parental agreement.
- We will share and discuss your child's experiences, friendships, achievements, and progress with you using Blossom or in person.
- We will listen to your views and concerns to ensure that we continue to meet your needs, using Blossom or in person.

**PARTNERSHIP WITH PARENTS cont.....**

- Please let us know about any suggestions via email or in person.
- We will make known to parents the systems for registering queries, complaints, or suggestions. Parent evaluation forms can be completed at any time.
- We hold regular parents' meetings to discuss children's development and learning. Access to information is confidential and the children's records are kept in a locked filing cabinet.

Practitioners have access to records regarding information about the children's health and well-being, which they need in order to care for the child properly.

#### ***Arrival and departure***

- On arrival at nursery, parents must ring the doorbell. A practitioner will enter the child on the register to record the child's attendance. These records are important in the event of an emergency evacuation.
- Nursery will not take any responsibility for any child on the premises before 7.30 am and after 3.30pm/5.30pm.
- Children are allocated a coat peg, for their belongings.
- Unless otherwise arranged children will not be released to anyone other than those specified by the parent/guardian. Please let us know in advance by completing an additional authorised person form if you are allowing another person to collect your child. A password will be obtained when registering your child if they are unknown to nursery. Children under the age of sixteen will not be allowed to collect children from nursery.

#### ***Parent/Guardian failing to collect a child.***

At the end of your child's day, parents collect their child. A practitioner will identify on the register when a child has been transferred to the parent/carer who is then ultimately responsible for their child.

- We DO NOT have the facilities to operate outside the set hours. We understand that in some instance's children may be collected outside hours due to extenuating circumstances. 'Late fee' charges may apply, and constant lateness may result in the committee reviewing the offer of a place.
- After 15 minutes if the parent has not arrived efforts will be made to contact them, or the second emergency number supplied by the parent on the registration form.
- If contact is not made, two nursery practitioners will wait with the child, continued efforts will be made to reach the parents or any other authorised person.
- Any parent wanting to gain access must ring the nursery doorbell. Any other visitors must use the main school reception.
- Nursery cannot accept responsibility for any other children on the premises that are not on the nursery register; all responsibility falls completely to the parent.

**Access of Visitors and Contractors**

Nursery entrance is to be used only by parents of children attending Farington Nursery. All other visitors/contractors to use the main school reception.

The Secretary will then telephone nursery and a practitioner will go and greet them.

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1.2 Inclusive practice 1.3 Keeping safe. 1.4 Health and well-being	2.1 Respecting each other. 2.2 Parents as partners 2.3 Supporting learning. 2.4 Key person	3.2 Supporting every child. 3.4 The wider context	

**CHILDRENS LEARNING AND DEVELOPMENT**

*We aim to support all children and strive to develop their potential at their own pace by providing developmentally appropriate play activities linked to the early learning goals within the EYFS, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the **reception year**.*

*There are seven areas of learning and development in the EYFS: -of these there are 3 prime areas and 4 specific areas.*

**The prime areas are: -Communication and language.**

Involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

**Listening, attention and understanding** children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions, or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

**Speaking:** children express themselves effectively, showing awareness of listeners needs. They use past, present, and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

**Physical Development**

Involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity.

**Gross and Fine Motor skills:** children show good control and co-ordination in large and small movement. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.

**Personal, Social and Emotional Development**

Involves helping children to develop a positive sense of themselves, and other; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.



**Self-Regulation:** children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**Building relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.

Involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written material) to ignite their interest.

**Writing:** children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.

Involves providing children with opportunities to develop and improve their skills in counting, understanding, and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

**Numerical Patterns:** children use everyday language to talk about size, weight, capacity, position, distance, time, and money to compare quantities and objects and to solve problems. They recognise, create, and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

### **Understanding of the World**

Involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology, and the environment.

**People, Culture, and communities and Past and Present:** children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities, and traditions.

**The Natural World:** children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.

### **Expressive Arts and Design**

Involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas, and feelings through a variety of activities in art, movement, dance, role-play, and design and technology.

**Creating with materials:** children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.

**Being imaginative and expressive:** children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play, and stories.

### **Assessment and progress check**

Assessment plays an important part in helping parents, carers, and practitioners to recognise children's progress, understand their needs, and to plan activities and support. In planning and carrying out assessment we will reflect on the different ways that children learn. The three characteristics of effective teaching and learning are:

- **Playing and exploring**-children investigate and experience things and 'have a go'.
- **Active learning**-children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- **Creating and thinking critically**-children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

### **Progress check**

When a child is aged between two and three, practitioners will review your child's progress, and provide parents/carers with a short-written summary of your child's development in the prime areas. This progress check will identify your child's strengths, and any areas where your child's progress is less than expected.

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1.1 Child development 1.2 Inclusive practice 1.3 Keeping safe. 1.4 Health and well-being	2.1 Respecting each other. 2.2 Parents as partners 2.3 Supporting learning. 2.4 Key person	3.1 Observation, assessment, and planning 3.2 Supporting every child. 3.3 Learning environment 3.4 The wider context	4.1 Play and exploration 4.2 Active learning 4.3 Creativity and critical thinking 4.4 Areas of learning and development

### **MEDICATION**

If possible, please give medication at home. However, if this is not possible parents will need to complete and sign a consent form. Please hand the medication to a practitioner who will store it in the medication box in the kitchen unless it needs refrigeration. We keep a written record in our medication file, each time medicine is administered, stating the date, time and dose given and signed by the person administering the dose and witnessed by another practitioner. On collection of your child, a parents/guardian's signature will be required to acknowledge they have been informed of the above information. All medicine must be clearly labelled with the child's name, product instructions and in the original container in which it was dispensed. Medication containing ASPRIN may only be given if prescribed by the doctor for your child. Farington Nursery recognises that the need for medication is a regular and vital part of many young children's everyday lives especially long-term medical conditions requiring regular medication. It is important that we use this Policy to adopt a positive approach to meeting the needs of all children. All Practitioners should be familiar with this Policy and must only undertake the administration of medication when they are sure they can do so safely. A care plan is sometimes provided by health visitors for more long-term conditions.

### **PARENTS/CARERS and CONSENT/SUPPLY/STORAGE**

To inform the nursery in writing about your child's health and care needs before admission, and again as soon as there are any changes to these needs.  
To provide any medication/s required, and ensure it is fit for use, and clearly labelled.  
To pass on any information you have about the side effects or adverse effects of the medication/s that your child is taking.  
To inform about any medication given to your child earlier that day.  
To ensure that all practitioners understand how and when to administer the medication/s; no practitioner may undertake the administration of any medication until confident of the process training.  
Parental consent must be given in writing on the 'Permission to administer medicine form' before any medication can be administered. It is the responsibility of the parent/carer to ensure that the practitioner is fully aware of how and when to administer all medication. All medication/s must be supplied by the parent/carer. Nursery Practitioner can administer pain relief if the parent has been contacted prior to authorise permission and medication procedure completed. Prescribed Medication is the property of the person for whom it is prescribed and may not be used for anyone else. All medications must be stored in the manager's office in the medication box unless refrigeration is required.



**Security:** The kitchen/office area must be ALWAYS secure.

### ***CHILDRENS EMERGENCY CONTACT INFORMATION***

It is the parent's responsibility to inform nursery of any changes to personal information regarding the child/family i.e., telephone numbers. Remember we may need to contact you in an emergency and if you have failed to keep us up to date it could be your child that may suffer. Parents/carers must provide at least 2 emergency contact numbers.

### ***ILLNESS***

The health and well-being of your child is of primary importance to us. To ensure a healthy environment for your child:- a child who is ill must be kept at home for at least the stated amount of time, especially when the following symptoms occur:-

- **Please see attached guidance by Health Protection Agency**

A child who is brought to nursery with any of these conditions or symptoms cannot be admitted and will have to be taken home by the parent/carer. If any of these symptoms develop after a child has been admitted to nursery the parent/carer will be called and informed of the child's condition and will need to arrange for the child to be picked up. If you have personal commitments which make it difficult to collect your child, please ensure that you have a reliable emergency person to look after your child should the need arise.

This policy is for the health and well-being of all the children at Farington nursery and enables us to provide the best possible environment for your child. Please let us know by contacting nursery if your child is unable to attend on a given day.

Head lice please let us know if your child has head lice and then we can inform the rest of the parents to be aware. Please treat your child before returning to nursery. In case of minor accidents, the practitioner will administer suitable First Aid. In the event of serious injury or illness, parents will be contacted immediately, and the appropriate medical assistance sought.

After diarrhoea or vomiting, parents are asked to keep children home for 48 hours following the last episode.

### ***Absences'***

We take steps to ensure that children are kept safe, that their wellbeing is promoted, and that they do not miss out on their entitlements and opportunities. At the very least, good attendance promotes good outcomes for children. In a small minority of cases, good attendance may also lead to early identification of more serious concerns for a child or family.

Parents are advised that they should contact nursery within one hour of the time the child would have been expected to advise of their absence, a call or message will be made/sent to yourselves if no contact is made. Nursery may follow its safeguarding procedures, following up with the parents and/or carers and contacting emergency contacts if parents and/or carers are not contactable if a child is absent without notification or for a prolonged period of time.

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### ***DISPOSAL OF RUBBISH/CONTAMINATED ITEMS/COSHH***

Rubber gloves must be always worn when dealing with any blood or other bodily secretions, rubber gloves/aprons must only be used once and then disposed of in the bin. Parents with children in nappies must provide their own nappies a change of clothes, and nappy sacs, which are to be disposed of in the nappy bin.

All children and helpers are to wash their hands after a trip to the toilet; soap and paper towels are provided and should be disposed of in the bin.

General rubbish throughout nursery is to be disposed of in the swing bin provided in the kitchen.

Staff implement the current guidelines of the Control of Substances Hazardous to Health (COSHH) Regulations. Personal protective equipment (PPE), such as rubber gloves, latex free/vinyl gloves, aprons etc., is available to all staff as needed and stocks are regularly replenished. Hazardous substances are stored safely away from the children. Chemicals used in the setting should be kept to the minimum to ensure health and hygiene is maintained. Risk assessment is done for all chemicals used in the setting. Environmental factors are considered when purchasing, using, and disposing of chemicals. All members of staff are vigilant and use chemicals safely. Bleach is not used in the setting. Anti-bacterial soap/hand wash as per coronavirus regulations.

Anti-bacterial cleaning agents are restricted to toilets, nappy changing areas and food preparation areas and are not used when children are nearby.

Members of staff wear rubber gloves when using cleaning chemicals.

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## **HEALTHY EATING**

We pay particular attention to the snacks served at Farington nursery, because the health and well being of your child is very important to us. We promote healthy eating at Farington Nursery. Special dietary needs must be brought to our attention immediately. We offer various fruits, vegetables, crackers, cheese, breadsticks and milk or water at each session, unless you request otherwise. Drinking water is always available. For breakfast we offer cereal, toast, fruit, and yogurt. Tea will consist of a selection of sandwiches, fruit and vegetables, cheese, crackers, and yogurt. All practitioners involved in preparing and handling food receive training in food hygiene.

### **Allergies and food intolerance**

When a child starts at nursery, parents are asked if their child has any known allergies or food intolerance. This information is recorded on the registration form. Information must be shared regarding the nature of the reaction e.g., anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc. managing allergic reactions, medication used and method (e.g., EpiPen). The child's name is added to the Dietary Requirements list. A copy of the details is kept in the child's personal file and is shared with all staff. Parents need to show staff how to administer medication in the event of an allergic reaction. Generally, no nuts or nut products are used within the setting. Parents are made aware, so that no nut or nut products are accidentally brought in. Any foods containing food allergens are identified on children's menus.

### **Lunch time/ Dinners/Snack**

School dinners are available to all nursery children on a daily basis at the cost of £3.10 a day. Please see sample menu available on our information board.

If your child is bringing a pack lunch, please make sure it is in a clearly named box/bag. Food will not be refrigerated but will be stored in a cool place. No glass bottles or food to be reheated. No fizzy drinks. We recommend at least one piece of fruit and no sweets. See healthy eating advice in induction pack. \*Government guidelines recommend an insulated lunch box/bag\* A member of staff must be with the children whilst they are eating and all must have first aid training.

**FOOD SAFETY-Please see additional Government guidance.**

### **Oral health**

The setting provides care for children and promotes health through promoting oral health and hygiene, encouraging healthy eating, healthy snacks, and tooth brushing. Fresh drinking water is always available and easily accessible. Sugary drinks are not served. Only water and milk are served with morning and afternoon snacks. Children are offered healthy nutritious snacks with no added sugar. Parents are discouraged from sending in confectionary as a snack or treat. Parents are advised to stop using dummies/pacifiers once their child is 12 months old. Dummies that are damaged are disposed of and parents are told that this has happened.

### **Further guidance**

## Infant &amp; Toddler Forum: Ten Steps for Healthy Toddlers

[www.infantandtoddlerforum.org/toddlers-to-preschool/healthy-eating/ten-steps-for-healthy-toddlers/](http://www.infantandtoddlerforum.org/toddlers-to-preschool/healthy-eating/ten-steps-for-healthy-toddlers/)

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1.4 Health and well-being	2.1 Respecting each other. 2.2 Parents as partners 2.4 Key person	3.2 Supporting every child. 3.4 The wider context	4.4. Personal, social and emotion development

### Health and Safety Policy

It is the aim of our Nursery to provide safe and healthy working conditions for all. In addition, it will endeavour to ensure that all work carried out by its employees and volunteers does not adversely affect the health and safety of anyone else in the vicinity. The objectives of the Health and Safety Policy are: -

- To maintain a safe and healthy workplace and safe systems/methods of work
- To protect practitioners, volunteers, and others, including the public from foreseeable hazards whilst on the school premises or about the business of the school.
- To provide practitioners and volunteers with the information, instruction, training, and supervision they need to work safely.
- To develop safety awareness amongst practitioners and volunteers
- Co-operate with management in matters of safety.

The day-to-day responsibility for Health and Safety remains a management function and the Chair of the Committee who will allocate responsibility for Health and Safety to a suitable trained member of the management team. In the first instance supervision will be the responsibility of the Nursery Manager and Assistant Manager. On behalf of the Committee the manager is responsible for putting into place an appropriate functional structure for the implementation of the Health and Safety Policy and ensuring safe systems and procedures.

The Chair of the committee will be responsible for the provision and maintenance of the Safety Practice Statement. This practice statement will detail the recommended structure and associated responsibilities for the management of Health and Safety and arrangements to be made to discharge efficiently this Health and Safety Policy. The nursery Manager and Assistant Manager has overall responsibility for the provision and maintenance of healthy and safe conditions in the workplace and building, and ensures that the requirements and resources, including practitioners, necessary to implement safety are established.

Assures a system of immediate communication and action in the event of an emergency. Ensures information and education is provided to employees and volunteers in the premises to enable them to carry out their personal responsibility for safety. Responsible for the development and administration of the fire and safety procedures. Creates and maintains awareness of safety and fire prevention at all levels through a continuous educational programme.

Assists all nursery practitioners and volunteers in identifying and eliminating potential hazards.

### Health and Safety cont.....

Holds copies of all statutory documents and certificates relating to accidents, injuries, dangerous occurrences, first aiders etc. and documents as required by the Health and Safety at Work Act 1974 updated 2016. Ensures periodic monitoring and inspection of the building to assess risk and to ensure compliance with health and safety standards. Establishes safe working practices for employees and volunteers. Ensures that the safe working practices are being complied with. Ensures that the details of the location of fire and emergency instructions, fire extinguisher guide, first aiders, employer's liability certificate, child registration are clearly displayed. Ensures that all accidents are reported, and the relevant information is recorded. Appoint persons to carry out risk management and monitoring. Risk assessment must be kept up to date and reviewed regularly.

Ensures that all practitioners and volunteers receive adequate and appropriate instruction and training. An employee in a management or supervisory role has a particular responsibility for health and safety matters. This responsibility is of equal importance to any other managerial or supervisory function. Any person responsible for the work of others must ensure that those persons work in the prescribed way and in a safe manner. In addition, they must ensure that all equipment, facilities and working methods employed within their area of responsibility do not endanger the health and safety of others. Employees must ensure that they are familiar with Farington School Health and Safety Policy Statement and the arrangements detailed within.

### **RISK ASSESSMENT**

Risk Assessment in Farington Nursery is carried as detailed in the 'Farington Nursery Risk Management Guidance'. The aim of risk management in the nursery is to reduce accidents to the lowest practicable level, not just to meet legal compliance. Managing safety is treated as an integral part of day-to-day management tasks within the nursery. The full Risk assessment and Outdoor play policy are included in the policies and procedures.

The risk assessment process enables our nursery to:-

- Carry out a thorough assessment of all significant risk associated with our environment and activities.
- Identify priorities remedial actions.
- Introduce measures to control risks which cannot be eliminated.
- Reduce frequency of accidents and ill health
- Highlight any improvements and training needs.
- Provide a safe place and safe person environment.

Risk assessments are carried out to ensure the safety of children, staff, parents, and visitors. Legislation requires all individuals in the workplace to be responsible for the health and safety of premises, equipment and working practices. We have a 'corporate responsibility' towards a 'duty of care' for those who work in and receive a service from our provision. Individuals also have responsibility for ensuring their



own and others safety. Generic risk assessment form is completed for each area of work, and the areas of the building that are identified in these procedures.

Access audit is completed to ensure inclusion and the health and safety of all visitors, staff, and children. The relevant procedure is modified if required to match the assessment.

Prioritised place risk assessment is completed for offering prioritised places during a national pandemic (such as Covid-19). A separate form is completed for each child who is prioritised because they are vulnerable, or meet any other criteria stipulated by the Government at the time. Risk assessment is also completed for each individual group/room as appropriate. If the risk assessment indicates a high risk if the place is offered, that cannot be minimised, the offer of the place may be withdrawn at the discretion of the setting manager.

Risk assessment means: Taking note of aspects of your workplace and activities that that could cause harm, either to yourself or to others, and deciding what needs to be done to prevent that harm, making sure this is adhered to and is updated when necessary.

The law does not require that all risk be eliminated, but that 'reasonable precaution' is taken. This is particularly important when balancing the need for children to be able to take appropriate risks through physically challenging play. Children need the opportunity to work out what is not safe and what they should do when faced with a risk. Daily safety sweeps and checks indoors and outdoors.

Safety sweeps are conducted when setting up for the day prior to children arriving or closing in the evening. Sometimes a safety sweep will identify a risk that requires a formal risk assessment on form. For example, if a window latch is becoming stiff and a practitioner must stand on a chair to reach it to ensure it has closed properly.

Health and safety risk assessments inform procedures. Staff and parents should be involved in reviewing risk assessments and procedures, as they are the ones with first-hand knowledge as to whether the control measures are effective, and they can give an informed view to help update procedures accordingly. The setting manager undertakes training and ensures staff have adequate training in health and safety matters. The school site supervisor ensures that checks/work to premises are carried out and records are kept. Gas, Electric, Heating, Fire safety.

The setting manager ensures that staff members carry out risk assessments that include relevant aspects of fire safety in each of the following areas of the premises:

Entrance and exits, Outdoor areas, Passageways, stairways and connecting areas, Group rooms, Main kitchen/office, Rooms used by others or for other purposes.

Food safety - all staff must be Level 2 trained in Food safety and follow guidelines in food preparation. Childrens allergies must be check before any preparation of food.

Risk assessment for work practice including: the intimate care of all children, arrivals and departure, children with allergies and special dietary needs or preferences, serving food, cooking activities with children, supervising outdoor/indoor play, use and storage of equipment for disabled children, visitors to the setting who are bringing equipment or animals as part of children's learning experiences, for example

'fire engines. Following any incidents involving threats against staff or volunteers, following any accident or incident involving staff or children

### **Nursery rooms, stair ways and corridors**

Significant changes such as structural alterations or extensions are reported to Ofsted. A risk assessment is done to ensure the security of the building during building work. Door handles are placed high, or alternative safety measures are in place. Chairs are stacked safely and not too high. There are no trailing wires.

Windows are opened regularly to ensure flow of air. Floors are properly dried after mopping up spills. Children do not have unsupervised access to stairways and corridors. Floor covering on stairways and corridors is checked for signs of wear and tear. There are child height stair rails as well as adult height in place.

Children are led walking upstairs one at a time and hold the rail. Staff hold the hand of toddlers and children who require assistance. Materials and equipment are not generally stored in corridors, but where this is the case, it does not block clear access or way out. Walkways and stairs are uncluttered and adequately lit.

Stairways and corridors are checked to ensure that safety and security is maintained, especially in areas that are not often used, or where there is access to outdoors. Socket safety inserts are not used as there is no safety reason to do so, modern plug sockets are designed to remove risk of electrocution if something is poked into them. Blinds fitted with cords are always secured by cleats.

### **Dealing with agitated parents/visitors in the setting**

If a parent or visitor appears to be angry, mentally agitated, or hostile, two members of staff will lead them away from the children to an area less open but will not shut the door behind them. If the person is standing, staff will remain standing.

Staff will try to empathise, for example: 'I can see that you are feeling angry at this time'. Staff offer to discuss the issue of concern and show they recognise the concern. Staff will ensure that the language they use can be easily understood.

Staff will make it clear that they want to hear issues and seek solutions.

If the person makes threats and continues to be angry, members of staff make it clear that they will be unable to discuss the issue until the person stops shouting or being abusive, avoiding expressions like 'calm down' or 'be reasonable'.

If threats continue, members of staff will explain that the police will be called and emphasise the inappropriateness of such behaviour in front of the children.

After the event, it is recorded in the child's file together with any decisions made with the parents to rectify the situation.

Any situation involving threats to members of staff are reported to the line manager.

### **ACCIDENTS (Reporting and Investigation)**

All accidents must be recorded in the Accident Book and counter signed by a practitioner who was present when the accident took place. The parent must be informed and must sign the accident book. The record must describe the injury and the subsequent action taken. In the event that the injury is RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations) reportable all accidents of this type **must** be onward reported to the Health and Safety Executive. All

accidents however minor will be investigated to identify the 'root cause' to prevent recurrence.

### **ADDITIONAL PRECAUTIONS TO ENSURE A SAFE PLACE**

Do report to the Manager anything which could be a hazard to safety

Do familiarise yourself with fire exits and suitable escape routes in case of emergency. Also, note the location of fire appliances.

Unplug all suitable equipment prior to leaving the building. This would exclude such appliances as fridge etc. Do not allow obstruction of fire doors or exits or cause such obstruction yourself. Sand and water spillage must be cleaned immediately. Do not attempt to repair electrical equipment. All electrical equipment is PAT tested annually by the school. All practitioners must ensure the nursery premises are, always, safe secure for themselves, children, parents, and visitors. Dangerous behaviour by the children should be always discouraged. All accidents must be recorded in the accident book including accidents to practitioners and visitors.

Nursery has a first aid box, which is well stocked and checked monthly. A register is taken as soon as the children arrive in the nursery. Children must not be left unattended at any time. All safety gates must be secure and always closed.

Cleanliness must be maintained at all times. All children are encouraged to wash their hands after using the toilet, before eating their dinner, snack time and before taking part in any cooking activities. They are also encouraged to dispose of rubbish promptly and correctly. All cleaning materials are to be kept in the cupboard in the kitchen as recommended by Farington Primary school.

Fire drills are carried out on a regular basis and recorded in the pending file.

Supervision of the children is policy and always recommended to prevent accidents.

All nursery practitioners must wear waterproof plasters on any cuts or sores that they may have to cut down any chance of blood born diseases being passed on.

Equipment and toys are checked on a regular basis and all resources used are non-toxic. All new toys and equipment are risk assessed as required.

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe. 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.3 The learning environment 3.4 the wider context	

### **FIRST AID**

#### **(All Practitioners are First Aid trained)**

The nursery Manager is responsible for ensuring the first aid box has the correct equipment, located on the top shelf next to kitchen door.

First Aiders should be used where possible for the treatment of any person who becomes ill or who is injured on the premises.

In accordance with the Employer's Liability Act, an accident book is kept in nursery.

An entry must be made in the accident file whenever any injury or illness occurs; however trivial, regardless of whether any first aid assistance is required.

If an accident occurs, then it will be recorded in the accident book and parents will be informed as they collect their child and will be asked to sign the accident book. In the event of an accident requiring hospital attention, the emergency contact number will be notified immediately. A practitioner will accompany the child. Children registering for a place in nursery, parents should complete a registration form stating next of kin, arrangements for contact in an emergency and name of doctor. They must also sign a parental consent form to allow for emergency treatment to be given. No practitioner or volunteers should administer medicines to any child, without parental consent and written consent.

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe. 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child. 3.4 the wider context	

### **SAFEGUARDING CHILDREN**

Farington nursery use guidance from the new CSAP (Children's Safeguarding Assurance Partnership) Working well with children and families in Lancashire and has due regard for Prevent duty and the Counterterrorism and security act 2015/2019.

**Please see Safeguarding file.**

The Designated safeguarding leads are: -

Sarah Jackson	Manager
Megan Doran	Assistant Manager/SENCO
Jacky Furness	Supervisor
Rachel Hensby	Qualified Nursery Practitioner

One of the safeguarding leads will always be available for support and guidance and should be the first point of contact for practitioners and volunteers within the setting.

All practitioners attend Safeguarding training every 3 years.

Designated safeguarding leads attend training every 2 years.

Seven-minute briefings and any new legislation is communicated to all practitioners as and when.

Safeguarding is discussed at every meeting/supervision and all practitioners are updated.

### **Recording**

The designated person will record events and inform the Committee.

Further updates/notes/conversations/ telephone calls are recorded.

### ***Allegations against staff or volunteers (whistleblowing)***

Concerns may come from a parent, child, colleague, or member of the public.

Allegations or concerns must be referred to the designated person.

An allegation constitutes serious harm or abuse if they:

- behave in a way that has harmed, or may have harmed a child
- possibly committed a criminal offence against, or related to, a child
- behaved towards a child in a way that indicates they may pose a risk of harm to children

The designated person with another designated person, form a view about what immediate actions are to be taken to ensure the safety of the children.

It is essential that investigation occurs until and unless the LADO (Local authority designated officer) has expressly given consent for this to occur.

The designated person must take steps to ensure the immediate safety of children, parents, and staff on the day

The LADO is contacted as soon as possible and within one working day.

A child protection referral is made by the designated person if required. The LADO, line managers and local safeguarding children's services can advise on whether a child protection referral is required.

The designated person asks for clarification from the LADO on the following areas:

- What actions the designated person must take next and when and how the parents of the child are informed of the allegation?
- Whether or not the LADO thinks a criminal offence may have occurred and whether the police should be informed and if so, who will inform them.
- Whether the LADO is happy for the setting to pursue an internal investigation without input from the LADO, or how the LADO wants to proceed.
- Whether the LADO thinks the person concerned should be suspended, and whether they have any other suggestions about the actions the designated person has take to ensure the safety of the children and staff attending the setting.

The designated person records details of the discussions and liaison with the LADO including dates, type of contact, advice given, cations agreed and updates on the child's file. Parents are not normally informed until discussion the LADO has taken place, however in some circumstances the designated person may need to advise parents of an incident involving their child straightaway, for example if the child requires medical treatment.

The designated person ensures the practitioner completes an incident form.

If after discussion with the designated person, the LADO decides that the allegation is not obviously false, and there is cause to suspect that the child/ren is suffering or likely to suffer significant harm then the LADO will normally refer the allegation to children's social care.



If notification to OFSTED is required the designated person will inform Ofsted as soon as possible, no later than 14 days after the event.

Performance management or supervision of staff will also be used instead of disciplinary procedures where appropriate.

Risk assessments should be reviewed as required after an incident.

### **Allegation against the designated person**

If one of the designated people have behaved in a way that indicate they are not suitable to work with children as listed above, one of the other designated people will deal with the incident. If any allegation is made against any of the designated people, the committee must be notified.

A record is made of an allegation/concern, along with supporting information, on a safeguarding incident form: normally by the practitioner who has observed the incident. This is then placed on the child/children's files.

A child protection referral may be made if relevant.

### **Disclosure and barring service DBS**

If a member of staff is dismissed because of a proven or strong likelihood of child abuse, inappropriate behaviour towards a child, or other behaviour that may indicate they are unsuitable to work with children such as drug or alcohol abuse, or other concerns raised during DBS checks, a referral to the Disclosure and barring service will be made.

### **Escalating concerns**

If a member of staff believes at any time that children may be in danger due to the actions or otherwise of a member of staff or volunteer, they must discuss their concerns immediately with the designated person. If after discussions with the designated person, they still believe that the appropriate action to protect children has not been taken they must speak to the designated officer.

If there are still concerns, then the whistleblowing procedure must be followed.

### **Incapacitated parent**

Incapacitated refers to a condition which renders a parent unable to take responsibility for their child; this could be at the time of collecting their child from the setting or on arrival. Concerns may include:

appearing drunk, appearing under the influence of drugs, demonstrating angry and threatening behaviour to the child, members of staff or others, appearing erratic or manic.

If a member of staff is concerned that a parent display any of the above characteristics, they inform the designated person as soon as possible.

The designated person assesses the risk and decides if further intervention is required. If it is decided that no further action is required, a record of the incident is made. If intervention is required, the designated person speaks to the parent in an appropriate, confidential manner.

The designated person will, in agreement with the parent, use emergency contacts listed for the child to ask an alternative adult to collect the child. The emergency contact is informed of the situation by the designated person and of the setting's requirement to inform social care of their contact details. The designated officer is

informed of the situation as soon as possible and provides advice and assistance as appropriate. If there is no one suitable to collect the child social care are informed. If violence is threatened towards anybody, the police are called immediately. If the parent takes the child from the setting while incapacitated the police are called immediately and a referral is made to social care.

### **E-safety (including all electronic devices with internet capacity)**

#### **Online Safety**

It is important that children and young people receive consistent messages about the safe use of technology and are able to recognise and manage the risks posed in both the real and the virtual world. We send regular information to parents.

Terms such as 'e-safety,' 'online,' 'communication technologies' and 'digital technologies' refer to fixed and mobile technologies that adults and children may encounter, now and in the future, which allow them access to content and communications that could raise issues or pose risks. The issues are:

Content - being exposed to illegal, inappropriate, or harmful material.

Contact - being subjected to harmful online interaction with other users.

Conduct - personal online behaviour that increases the likelihood of, or causes, harm.

I.C.T Equipment. The setting managers ensures that all computers have up-to-date virus protection installed. Tablets are used for the purposes of observation, assessment, and planning, to take photographs for individual children's learning journeys and for Children's learning and development with supervised access.

Tablets remain on the premises and are always stored securely when not in use.

Where parents request permission to photograph or record their own children at special events, general permission is first gained from all parents for their children to be included. Parents are told they do not have a right to photograph or upload photos of anyone else's children. Photographs/recordings of children are only made if relevant permissions are in place. If photographs are used for publicity, parental consent is gained and safeguarding risks minimised, e.g., children may be identified if photographed in a sweatshirt with the name of their setting on it.

Mobile phones must be turned off in nursery, this includes all visitors. Practitioners can access their phones at lunch break only in the kitchen area. Mobile phones must be kept in their own trays on the shelf in the office area. Nursery mobile can be used as contact and for messaging facilities. Smart watches must be disabled whilst in Nursery. Alexa should be used only when supervised and only for age appropriate content. Nursery cameras are the only device for taking photographs and is always kept on the premises and it is used solely for nursery purposes. Social media should not be used at nursery unless using our official Facebook/web page.

Practitioners should set their privacy settings to the maximum, where only friends that have been accepted can see your profile. Practitioners should not refer to the nursery in any way that might be deemed to damage the reputation of the nursery and the trust and confidence of parents and the community. Photographs should never be used on practitioner's social media involving any nursery children.

Practitioners should be mindful of the personal photographs and comments they

include on their own profile. All practitioners and volunteers sign to show they agree and abide with this statement during induction.

### **Internet access**

Internet connection is provided and managed by the school ensuring adequate protection is in place. Children never have unsupervised access to the internet. The setting managers ensures that risk assessments in relation to e-safety are completed. Only reputable sites with a focus on early learning are used (e.g., CBeebies). Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at [www.iwf.org.uk](http://www.iwf.org.uk). The setting managers ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.

### **Cameras and videos**

Members of staff do not bring their own cameras or video recorders to the setting. Photographs/recordings of children are only taken for valid reasons, e.g., to record learning and development, or for displays, and are only taken on equipment belonging to the setting. Camera and video use is monitored by the setting manager.

### **Alcohol/Other substances/Medication**

Strictly no drugs or alcohol to be on the premises at any time.

Anyone found to have drugs or alcohol in his or her possession or under the influence of alcohol or any other substance would be asked to leave and dealt with accordingly. If it was found to be a practitioner, this would result in instant dismissal.

Practitioners who are taking medication which may affect their ability to care for children should seek medical advice.

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.3 Keeping safe.	2.1 Respecting each other. 2.2 Parents as partners 2.4 Key person	3.2 Supporting every child. 3.4 the wider context	4.4 Personal, social, and emotional development

### **FIRE SAFETY AND EMERGENCY EVACUATION**

The Named Person will ensure that regular inspections are carried out of all firefighting equipment, liaising with school headteacher, including the operation of all evacuation exits and lighting.

All practitioners and volunteers should ensure that they are conversant with agreed emergency and safety procedures.

**The Nursery is regularly inspected and complies with Fire Safety Regulations 2021/22 as set out under The Children Act 2004**

The Nursery specific precautions are -:

- Fire Safety Inspections once a year.
- Telephone available to contact emergency services.
- Fire Evacuation procedures are carried out every term, so all children, practitioners and volunteers are conversant with the procedure. These are then recorded in the fire drill records.
- Fire action notices are displayed in Nursery and are included in induction of all new practitioners.

It is very important that the children know what to do in the case of a fire, and can follow instructions - immediately, quietly, and without panicking. The Fire Drill procedure is detailed below and works in conjunction with Farington Primary School. The fire drill is displayed on doors and our notice board for Parents.

**Fire Drill:** When the fire alarm sounds:

Assistant Manager --- Collect telephone/staff register and Walkie talkie Channel 14

All Practitioners

*Gather children to staff door or nearest fire exit.*

Manager --- check all areas and follow at the rear.

*Leave the nursery via the staff door leading directly in the KS1 YARD.*

- All assemble at the designated area of the KS1 yard.
- Call the register. Communicate with school via walkie talkie.
- Telephone 999. Ask for the fire service.

**REMEMBER:** - Do not panic. Do not panic the children. Do not run or push.

**STAY CALM**

*Outdoor area-all staff responsible for checking all areas and account for all children. Proceed to designated area in KS1 yard via main gate, meeting up with rest of Nursery.*

*School hall-account for all children, leave via the door leading into KS2 YARD. Proceed to designated area in KS2 yard.*

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe.		3.3 The learning environment 3.4 The wider context	

### **COMPLAINTS AND CONCERNS**

Farington nursery aims to offer a very high quality, efficient and accessible service to all parents and their children. Occasionally parents may be unhappy or concerned about some aspect of our setting and will wish to make a complaint. We are constantly reviewing our policies and procedures and the day to day running of the nursery, however from time to time a parent or child may feel that they have a complaint against some aspect of our nursery or an individual member of practitioner. Usually, it can be possible to resolve any problems as soon as they occur; if not then we will follow the formal complaints procedure as set out-:

- Please put your complaint in writing to the Manager Sarah Jackson including details of names and dates, letting us know what it is you are unhappy about.
- We will acknowledge your complaint as soon as possible and fully investigate the matter within one month of receiving the complaint. A complaint form will also be completed.
- We will keep you up to date with what is happening and give you a full reply.
- The practitioner member/(s) concerned will be kept informed.
- The response and any action taken as a result will be reported to the management committee.
- In some circumstances, it may be necessary to bring in the Ofsted inspection unit, who have a duty to ensure laid down requirements are adhered to and would be involved if there seemed to be a possible breach of registration requirements.
- All complaints will be taken seriously and dealt with fairly and in a way, which respects confidentiality.

If you have any concerns regarding your child, please feel free to either speak to your child's KEY PERSON or a member of practitioner. A complaints, comments and compliments book are situated in the entrance corridor.

The address of Ofsted is situated on the notice board in the entrance corridor should any parent/carer wish to make a complaint to Ofsted.

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD  
Tel: 0300 123 4666



A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other. 2.2 Parents as partners	3.2 Support every child. 3.4 The wider context	

### ***CONFIDENTIALITY AND RECORD KEEPING***

At Farington nursery practitioners and managers can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents/carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework, General Data Protection regulations and Human Rights act. We aim to respect the wishes of parents/carers and to adapt our curriculum according to a child's needs.

- Parents/carers may request to see written records of their child.
- Any request to see the Child's individual file by a parent or person with parental responsibility must be made in writing to the Manager.
- The Manager will make arrangements for the file to be available within 14 days.
- Practitioners will make observations on their key children to fulfil the requirements of the EYFS.
- Records will only be available to practitioners on a 'need to know' basis.
- Liaison with outside organisations and professionals will only take place where the parent has given consent except involving safeguarding concerns.
- Transitional profiles will be given to parents when their child leaves the group for them to pass on, if they wish, to the child's next setting/school.
- Where a child study needs to be completed as part of practitioner/student training, the student/practitioner will obtain written permission from the parent before the study commences.
- All practitioners including students, volunteers and temporary practitioners will be bound by confidentiality. Signing a confidentiality statement.
- All confidential information is stored in a locked filing cabinet.

All parents and practitioners sign our privacy notice to inform them of how we process/record, share information, keep, and store information.

Some parents sometimes share information about themselves with other parents as well as practitioners; Farington Nursery cannot be held responsible if information is shared beyond those parents whom the person has 'confided' in.

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe.	2.1 Respecting each other. 2.2 Parents as partners	3.4 The wider context	

## ***SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS***

**SENCO ----- Megan Doran**

Our nursery aims to have regard to the SEND Code of Practice on the identification and Assessment of Special Educational Needs. This is linked to the Early Years Foundation Stage. We aim to provide a welcoming and stimulating safe environment to promote positive learning opportunities for all children.

In order to achieve this, we will -:

- Ensure that all children are welcome, and their individual needs are a priority, especially children with special needs.
- Monitor and provide suitable equipment and access for all children's needs and progress.
- The setting receives Additional Educational Needs (**AEN**) funding which we use to support the inclusion of children with SEN within our setting. This enables us to enhance our resources to meet any additional needs that our children may have.
- Work in liaison with outside agencies to meet children's specific needs.
- Observe and monitor all children's progress.
- Discuss concerns with parents/carers and encourage them to make full use of other services available (e.g., Opticians, GP's, Health Visitors etc.).
- Complete necessary documentation in accordance with SEND Code of Practice. Making referrals to Inclusion and Disability Support Service (IDSS)
- We recognise the developmental needs of particularly gifted children.
- To provide updated training by designated SENCO
- Endeavour to provide practitioners to meet the needs of the individual child.

**\*\*Please see more in-depth information regarding our SEN policy (attached)\*\***

## ***VALUING DIVERSITY AND PROMOTING EQUALITY***

**ENCO--- (equality nominated co-ordinator)—Megan Doran**

We will not discriminate against any child or parent either directly or indirectly on the grounds of his/her colour, race, age, disability, religion, gender, background, nationality, or any other recognised area of discrimination. We believe that learning about, and participating in, different cultural activities help to prepare children to live in a multicultural society.

- In nursery we will make all children feel that their way of life is valued and respected at all times. We will aim to provide positive images of culture, religion and disability in our wall displays, books, posters, home corner, role-play area etc.

- Our planning at nursery is based on an anti-bias curriculum and we ensure that a whole range of multi-cultural activities are used in the planning to celebrate a range of festivals and to promote our British values.
- We use a self-evaluation tool to promote effective practice.
- When working in partnership with parents we will adopt an approach that is non-judgemental. We will offer help with translation and support if and when required.
- We will make sure that the environment and activities presented are accessible to all children in the group, including those with special needs.

#### • **VALUING DIVERSITY AND PROMOTING EQUALITY**

- We will give consideration to the wishes and customs of parents concerning the care of their children. This may include preferences concerning diet or dress or any other matter.
- We will encourage practitioners to question their own attitudes and values.
- We will either challenge or intervene when we see or hear any discrimination or abusive behaviour or language when the children are playing together.
- We will support any children with learning difficulties and disabilities by adjusting activities to meet their individual needs.
- We will break the habit of just talking about equal opportunities and implement a philosophy of taking action to improve practices.
- We will show a commitment to monitoring and evaluating our provision to ensure that it meets the needs of all groups.

Remember that equality of opportunity is about giving every child access to the richness of our multicultural, multiracial society.

A Unique Child	Positive Relationships	Enabling Environments	Learning/Development
1.1 Child development 1.2 Inclusive practice 1.3 Keeping safe. 1.4 Health and well-being	2.1 Respecting each other. 2.2 Parents as partners 2.3 Supporting learning. 2.4 Key person	3.1 Observation, assessment, and planning 3.2 Supporting every child. 3.3 The learning environment 3.4 The wider context	4.1 Play and exploration 4.2 Active learning 4.3 Creativity and critical thinking 4.4 Areas of learning and development

#### **BEHAVIOUR MANAGEMENT & PROMOTING POSITIVE BEHAVIOUR**

*As with any group of children, certain standards of behaviour need to be maintained.* We believe the best way to encourage children's good behaviour is to provide them with interesting activities in calm, loving, and supportive environment. Our policy is to positively reinforce good behaviour with praise and attention. We will endorse desirable behaviour such as kindness and willingness to share. However, if a child misbehaves, the child will be redirected to another activity, and asked to apologise to the other child with an explanation why the action is not acceptable. Discipline is to teach not to punish, the techniques we use are positive reinforcement, positive role modelling, intervention, and redirection. Physical punishment such as smacking or shaking will never be used or threatened.

- All children in nursery will receive positive encouragement to mix and play together with consideration for the feelings and needs of others.
- The pre-school children will draw up their own set of rules and will adopt.
- Every child starts the day with a 'clean slate'.

- In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour not the child that is unwelcome.
- Incidents will be recorded on our incidents form.
- Farington Nursery has respect for Our British Values and Farington Primary school behaviour policy.

Every child is encouraged to talk about their feelings and helped to negotiate situations they may become involved in. They are supported in understanding everyone is unique in their own way.

Every child should be treated with dignity and respect whilst in nursery. Bullying and harassment of any kind will not be tolerated in the setting. There are many definitions of bullying and harassment. Bullying may be characterised as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means intended to undermine, humiliate, denigrate, or injure the recipient.

Complaints of bullying and/or harassment, or information from practitioners relating to such complaints will be dealt with fairly and confidentially and sensitively. Any child found to be 'bullying or harassing another child will be sensitively challenged immediately.

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.3 Keeping safe	2.2 Parents as partners 2.3 Supporting learning	3.2 Supporting every child. 3.3 The learning environment	4.4. Personal, social and emotion development

### **TOILET TRAINING/SUITABLE CLOTHING**

Children attending nursery do not have to be toilet trained. We ask that you supply your own nappies and wipes for your child in a named drawstring bag. We ask that you use nappies rather than pull ups unless your child is actively potty training.

Please let us know if you are going to commence toilet training as we need to work together to establish consistency in our approach. We ask that parents provide a change of clothes for the odd accident that may occur; however, we do have our own stock of clothes, but we know from experience that children like their own clothes to change into. If a child soils their ordinary pants these will be bagged up for parents to take home.

Please speak with your Child's key person about nappy changing or toilet training.

Parents are asked to dress their children in suitable clothes to enable uninhibited play. Practitioners will take care to see that the children wear aprons during messy play. However, we do not take responsibility for damaged clothes. Jewellery should not be worn by any child except for stud earrings if the child has recently had their ears pierced. Nursery cannot take any responsibility for any item of jewellery or clothing that has become lost or damaged during the nursery session.

### **Intimate care and nappy changing**

Nappy changing times are key times in the day for being close and promoting security as well as for communication, exploration, and learning. Children are usually changed within sight or hearing of other staff whilst maintaining their dignity and

privacy at all times. Nappy changing areas are warm; there are no bright lights shining down. There are pictures and toys of interest available. Each child has their own bag, containing their nappies and changing wipes. Members of staff put on aprons before changing starts and the area prepared, gloves are always worn. All staff are familiar with the hygiene procedures and carry these out when changing. Staff never leave a child unattended on the changing mat. All staff are gentle when changing; they allow time for communicating, talking, and responding. Staff avoid pulling faces and making negative comment about the nappy contents. Staff do not make inappropriate comments about babies' genitals, nor attempt to pull back a child's foreskin to clean unless there is a genuine need to do so for hygiene purposes.

### **Nappy changing records**

Staff record when they have changed a child on Blossom. If there is anything unusual found this will be brought to the managers attention and recorded. If there are any signs of diarrhoea the parent should be contacted to collect their child as soon as possible. The parent should be advised that they must keep their child off nursery for 48 hours. If any signs of nappy rash or soreness this should be documented, and nappy cream applied. This will be as stated in our medical records, recorded, and signed by parents. Children are encouraged to take an interest in using the toilet. They are encouraged to wash their hands and have soap and paper towels to hand. Wipes are used to clean children. Where cultural practices involve children being washed and dried with towels, staff aim to make reasonable adjustments to achieve the desired results in consultation with the child's parents.

Older children use the toilet when needed and are encouraged to be independent. Staff only wipe children's bottoms if there is a need or the child has asked. Parents are encouraged to provide enough changes of clothes for accidents when children are potty training.

### **Sunscreen policy**

We ask that parents apply sun cream to their child before bringing them to nursery each day. We ask that they wear suitable clothes to cover delicate areas i.e., shoulders. We provided sunhats for all children, but parents can bring their child's own hat (clearly labelled with their name) We will apply sun cream at regular intervals, as stated in government guidelines, with written permission from parents to use Boots Soltan kids (sensitive and sun allergy protection) 50+.

Parents can bring their own suncream if they prefer, again, clearly labelled with their child's name on. We use the government guidance "Looking after children and those in early year settings before and during hot weather. Also, NHS sunscreen and sun safety. See additional guidance.

### **Headlice**

Parents will be asked to collect children to treat headlice if a child presents with these, they may return as soon as they have been treated.

### **Sleeping children**

Sleeping children must be frequently checked to ensure they are safe. Ensuring bedding is suitable for the age of the child. That children are placed down to sleep safely in line with the latest government guidelines.



Please see: -sudden infant death syndrome (SIDS)-NHS ([www.nhs.uk](http://www.nhs.uk)).

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practise 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child	

### ***SMOKING/VAPING and HOT DRINKS***

Farington Nursery does not allow smoking/vaping in or on the premises at any time. Please see public health England advise on their use in public places and workplaces. Practitioners, students, and volunteers are entitled to have a hot drink but must be always kept in the kitchen.

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.4 Health and well-being	2.1 Respecting each other	3.2 Supporting every child	

### ***EMPLOYMENT POLICY***

- It is our intention to be a fair employer and to meet all the statutory framework requirements of the EYFS.
- We will operate an induction programme for all new practitioners, students, and voluntary helpers. We will provide them with mentor. This will include an Enhanced DBS check. Until a DBS is received any practitioner, student or voluntary helper would not be allowed to be left alone with the children or assist with toileting.
- We will hold regular practitioner meetings/supervisions to provide opportunities for practitioners to meet as a team, plan their own area, discuss their key children's progress and to enhance their own personal development plan.
- We will encourage practitioner to undertake relevant training opportunities. Training is available at local colleges, the early years development centre or online.
- We will monitor the work of our practitioners and provide supervisions/appraisal meetings to provide appropriate advice, support, and practitioner development.
- We will recruit, appoint, and employ practitioner in accordance with all relevant legislation. We will not discriminate against age, sexual orientation, or physical appearance except for inappropriate/ extreme tattoos/piercings.
- We will review contracts of employment once a year. Or as and when required.
- Dress code: black trousers, red, white, or black top, tabard (supplied by nursery) Shoes preferably black, no open toed shoes or sandals. Suitable waterproof coat Nails must be rounded and of appropriate length.

The nursery holds practitioner details on file, which is treated as confidential and can only be seen by the committee members or the practitioner. Each practitioner has a role description that he/she must adhere to.

- In the event of a vacancy arising, the vacancy must be advertised in the local community. The applicants will be short-listed and will be interviewed by the nursery manager. A reference will then be obtained (including students and volunteers) before they are recruited. References need to be addressed and titled to us at the nursery (and if online, are from a legitimate source)
- Be obtained by us (not relying on the applicant to obtain their reference)

- Be completed by a senior person in the applicant's current place of employment, training, or education (no family members)
- If the applicant is not currently employed, they must have verification of their most recent employment
- Be secured from the relevant employer from when the applicant last worked with children, if they have never worked with children before, then they must have a reference from a current employer, training or education provider
- Compare to the application information and query any discrepancies
- Explain the reasons for leaving the current or most recent post

The applicant will be given a temporary contract if the nursery is happy then a permanent contract will be given. The probationary appraisal may be extended if the nursery is not happy with the outcome.

In the event that a practitioner is not fulfilling their role a guidance meeting will be held as stated in our disciplinary and grievance procedure

### **PRACTITIONER POLICIES**

Menopause policy.

Health and well-being policy.

Please see additional policies.

### **STUDENT PLACEMENT AND WORK EXPERIENCE**

We recognise that the quality of our nursery makes us attractive to students and persons seeking work experience. Students are welcome into the nursery on the following conditions:

- They will have a full induction and mentor.
- That they hold a current D.B.S.
- We receive a reference from their education provider
- Students should not hinder the essential work of nursery.
- Students required to conduct child studies will obtain written permission from the parents of the child to be studied.
- Any information gained by the students about the children, families in nursery must remain confidential.
- Students should adhere to all the policies and procedures of Farington nursery.

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe.	2.4 Key person	3.2 Supporting every child. 3.4 The wider context	

### **MISSING CHILD**

- If a child is missing, stay calm and check the register to make sure that they have not been picked up early and that no other child is missing, alert Manager.
- If a child is missing check with the other practitioners to see if they have seen the child recently e.g., the child may be asleep or hiding. Practitioners need to do an extensive search if the child is still not found. Checking doors and gates for breach of security.

- Contact the parents to notify that their child is missing.
- If the parents are unavailable, contact a named person on the child's contact form and inform them that the child is missing.
- If the child is still missing after an extensive search, then contact the Police.
- This will be recorded as an "Incident" in the safeguarding file and if necessary, Ofsted will be informed.

### ***MOVEMENT OF CHILDREN AROUND FARINGTON PRIMARY SCHOOL***

To make sure all children are safe whilst moving from area to area within the school we have devised the following policy.

- When moving around school and grounds make sure practitioner ratio is always adhered to.
- Children to walk quietly in single file or partners.
- Practitioner to be aware of security, and other people, whilst in other areas and familiarise themselves with the fire procedure in other rooms/areas.

### ***OUT-DOOR POLICY (see Outdoor Play Policy)***

- Areas always to be checked for dangerous litter/ broken glass and other hazards before children go out and play.
- Gate to be secured with bolt across
- Constant supervision, making sure practitioner ratio is always adhered to.
- Children are counted in and out, numbers are displayed on the appropriate board and regularly monitored due to the corridor.
- When required sunscreen policy (see sunscreen policy)

### ***OUTINGS POLICY***

At various times of the year, we take groups of children out into the local environment i.e., park, shops, train station etc. Farington Nursery will endeavour to follow all health and safety procedures as per our outings risk assessment taking into account practitioner to child ratio, hazards, and weather conditions. Prior permission already sought and advance notice of outing given to parents.

- Pre-visit to be undertaken prior to outing. Record all relevant information.
- Permission from parents for children to leave premises.
- Records of contact details and medical needs of all children to accompany practitioners.
- Weather conditions appropriate clothing.
- Always qualified first aider on hand and suitable first aid box.
- Constant supervision by qualified practitioner.
- Mobile telephone fully charged and accessible.

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe.	2.4 Key person	3.2 Supporting every child. 3.13.4 The wider context	4.1 Play and exploration 4.2 Active learning 4.3 Creativity and critical thinking 4.4 Areas of learning and development

Please read all policies and sign the form to say that you have read them and agree with them. These policies will be reviewed every year however if there is anything in the Policies and procedures that you disagree with or need further clarification, please do not hesitate to speak to our Manager Sarah Jackson immediately.

Thank you for your time and consideration.

Manager